VCE

CURRICULUM

OXLEY
CHRISTIAN COLLEGE

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VCE Accounting

Scope of study

VCE Accounting explores and applies the financial recording, reporting, analysis and decision-making systems and processes of a sole proprietor trading business. Students study the theoretical aspects of accounting and practically apply these principles. They collect, record, report, analyse, apply, evaluate and discuss accounting information using both manual and ICT based methods.

Students apply critical thinking skills to a range of business situations. They model alternative outcomes and use financial information generated to provide accounting advice to business owners, whilst taking into account ethical as well as financial considerations.

Rationale

Accounting is the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information and using it to model, forecast and provide advice to stakeholders in a business. This informs decision-making within the business, with a view to improving business performance. Accounting, therefore, plays an integral role in the successful 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.

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.

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.

Entry

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

Assessment

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

Levels of achievement

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
School-assessed Coursework (SAC) as specified in the VCE Study Design, and an end-of-year examination.

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

Each unit contains between two and four areas of study.

Unit 1: The role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

On completion of this unit students should be able to:

- Outcome 1: Describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.
- Outcome 2: Identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

Unit 2: Accounting and decision-making for a trading business

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

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

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

On completion of this unit students should be able to:

- Outcome 1: Record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
- Outcome 2: Record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.
- Outcome 3: Record and report for non-current assets and depreciation.

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.

On completion of this unit students should be able to:

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

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.

On completion of this unit students should be able to:

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

VCE Art Creative Practice

Scope of Study

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society.

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice.

Rationale

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. 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. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

Throughout the study students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and viewer or audience. 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.

VCE Art Creative Practice uses inquiry through art practice to develop students' critical and creative thinking skills and individual responses through researching, exploring, experimenting, developing, reflecting, refining and resolving. Through Making and Responding, and through the presentation of artworks in different contexts, students understand and appreciate the role of visual art in past and present traditions, societies and cultures.

By building skills in visual literacy and creative and critical thinking, which are essential to both artist and viewer or audience, learning in VCE Art Creative Practice empowers young people to be discerning, and to engage with and make sense of what they see and experience.

Students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues. VCE Art Creative Practice also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art-making practices.

Structure

The study is made up of four units.

- Unit 1: Interpreting artworks and exploring the Creative Practice
- Unit 2: Interpreting artworks and developing the Creative Practice
- Unit 3: Investigation, ideas, artworks and the Creative Practice
- Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice.

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.

Entry

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

Satisfactory completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

School-assessed Coursework (SACs), a School-assessed Task (SAT) as specified in the VCE Study Designs, and an external assessment (examination).

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

- Units 3 and 4 School-assessed Task: 60%
- Units 3 and 4 School-assessed Coursework: 10%
- End-of-year examination: 30%

Unit 1: Interpreting artworks and exploring the Creative Practice

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Through their analysis and interpretation students learn how to formulate and substantiate personal opinions about artworks. Students apply the Structural Lens and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice.

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of both traditional and contemporary art practices. They are guided through an Experiential learning process to research, explore, experiment and develop, and to evaluate and reflect upon their use of the Creative Practice.

On completion of this unit students should be able to:

- Outcome 1: Discuss the practices of three artists, and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist
- Outcome 2: Use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas
- Outcome 3: Document and evaluate the components of the Creative Practice used to make personal visual responses.

Unit 2: Interpreting artworks and developing the Creative Practice

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Artworks can acknowledge specific ideas or beliefs, or commemorate people, institutions, social movements and events. They can reinforce the intentions and purpose of a social, cultural or community group, or they can challenge social or cultural attitudes and assumptions. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts.

Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

While the focus of this unit is on the Cultural Lens, students should continue to apply aspects of the Structural and Personal Lenses where relevant in the analysis and interpretation of artworks and in the documentation of their art practice.

On completion of this unit students should be able to:

- Outcome 1: Use the Cultural Lens, and the other Interpretive Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times
- Outcome 2: Use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches
- Outcome 3: Critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses.

Unit 3: Investigation, ideas, artworks and the Creative Practice

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist

as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

In Unit 3, the Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

On completion of this unit students should be able to:

- Outcome 1: Develop personal ideas using research that examines one artwork and the practice of an artist, and produce at least one finished artwork using the Creative Practice
- Outcome 2: Apply and explore ideas and an area of personal interest using the Creative Practice.

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

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

In Unit 4, Areas of Study 1 and 2 are taught concurrently. The critique in Area of Study 1 takes place before the resolution and presentation of the Body of Work. Documentation of the Creative Practice is carried throughout Areas of Study 1 and 2 in the refinement, resolution and presentation of the student's Body of Work.

The students' use of the Creative Practice involves both Making and Responding and is underpinned by the Interpretive Lenses. Students use the Interpretive Lenses to analyse and interpret the meanings and messages of artworks created by the artists they study and to investigate the practices used to create them. Applied together, these Interpretive Lenses enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students view a range of artworks in different contexts and interpret the ideas and meanings communicated in the artworks.

On completion of this unit students should be able to:

- Outcome 1: Document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work
- Outcome 2: Use the Creative Practice to resolve and present a Body of Work
- Outcome 3: Compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

VCE Biology

Scope of study

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety and ethical guidelines associated with biological investigations is integral to the study of VCE Biology.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in biology has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary biological challenges.

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.

Structure

The study is made up of four units, structured as a series of curriculum-framing questions that reflect the inquiry nature of the discipline.

- Unit 1: How do organisms regulate their functions?
- Unit 2: How does inheritance impact on diversity?
- Unit 3: How do cells maintain life?
- Unit 4: How does life change and respond to challenges?

Entry

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

Achievement Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of achievement

Units 1 and 2

School assessed coursework and mid-year and end-of-year examinations. Units 3 and 4

School-assessed Coursework (SACs) and an end-of-year examination

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 30%
- End-of-year examination: 50%

Unit 1: How do organisms regulate their functions?

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

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

On completion of this unit students should be able to:

- Outcome 1: Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
- Outcome 2: Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
- Outcome 3: Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

Unit 2: How is continuity of life maintained?

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

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

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

On completion of this unit students should be able to:

- Outcome 1: Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
- Outcome 2: Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
- Outcome 3: Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

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.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts. Further explanation of these terms can be found in the 'Terms used in this study' section on pages 16 and 17 of the VCAA Study Design.

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. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined on pages 11 and 12 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
- Outcome 2: Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

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

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

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

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.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts. Further explanation of these terms can be found in the 'Terms used in this study' section on pages 16 and 17 of the VCAA Study Design.

A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges 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 as outlined on pages 11 and 12 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
- Outcome 2: Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
- Outcome 3: Design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

VCE Business Management

Scope of study

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

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

Rationale

In contemporary Australian society there is a range of businesses managed by people who establish systems and processes to achieve a variety of business objectives. These systems and processes are often drawn from both historical experience and management theories that are designed to optimise the likelihood of achieving success.

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

The study of VCE 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.

Aims

This study enables students to:

- Understand and apply business concepts, principles and terminology
- Understand the complex and changing environments in which businesses operate and how businesses must adapt to these
  Understand the relationships that exist between a business and its stakeholders
- Recognise the contribution and significance of business within local, national and global markets
- Analyse and evaluate the effectiveness of management strategies in different contexts
- Propose strategies to solve business problems and take advantage of business opportunities.

Structure

The study is made up of four units.

- Unit 1: Planning a business
- Unit 2: Establishing a business
- Unit 3: Managing a business
- Unit 4: Transforming a business.

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.

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Entry

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

All VCE studies are benchmarked against comparable national and international curriculum. Percentage contributions to the study score in VCE Business Management are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

Outcomes

Unit 1: Planning a business

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

On completion of this unit students should be able to:

- Outcome 1: Describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing
- Outcome 2: Describe the internal business environment and analyse how factors from within it may affect business planning
- Outcome 3: Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Unit 2: Establishing a business

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

On completion of this unit students should be able to:

- Outcome 1: Outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of establishing effective policies and procedures to achieve compliance with these requirements
- Outcome 2: Explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies
- Outcome 3: Discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective.

Unit 3: Managing a business

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.

On completion of this unit students should be able to:

- Outcome 1: Analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture
- Outcome 2: Explain theories of motivation and apply them to
- a range of contexts, and analyse and evaluate strategies related to the management of employees
- Outcome 3: Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4: Transforming a business

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

On completion of this unit students should be able to:

- Outcome 1: Explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future
- Outcome 2: Discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business.

VCE Chemistry

Scope of study

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment.

Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety considerations, including use of safety data sheets, and ethical guidelines associated with undertaking investigations is integral to the study of VCE Chemistry.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in chemistry has changed, and continues to change, in response to new evidence, discoveries and thinking. They explore the impact of chemistry on their own lives, and on society and the environment. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary chemistry-based challenges.

Rationale

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

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

VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

Structure

The study is made up of four units:

- Unit 1: How can the diversity of materials be explained?
- Unit 2: How do chemical reactions shape the natural world?
- Unit 3: How can design and innovation help to optimise chemical processes?
- Unit 4: How are carbon-based compounds designed for purpose?

Entry

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

Assessment Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

School assessed coursework and an end-of-year examination:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 30%
- Units 3 and 4 examinations: 50%

Outcomes

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

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

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

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

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

On completion of this unit students should be able to:

- Outcome 1: Explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.
- Outcome 2: Calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.
- Outcome 3: Investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

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

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

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

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

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

On completion of this unit students should be able to:

- Outcome 1: Explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society
- Outcome 2: Calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities
- Outcome 3: Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

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.

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. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined on pages 14 and 15 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society
- Outcome 2: Experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society

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. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined on pages 14 and 15 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society
- Outcome 2: Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified
- Outcome 3: Design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

VCE Chinese First Language

Scope of study

VCE Chinese First Language is designed for students who will typically have spent some time as a resident of China and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication.

The language to be studied is the modern standard/official version of Chinese. For the purpose of this Study Design, Modern Standard Chinese is taken to be 'putonghua' in the spoken form and simplified character text in the written form. This does not, however, preclude the use of written texts in full-form or complex (traditional) characters. Students may choose to use either simplified or complex characters in their writing.

Rationale

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides continued access to the cultures of communities that use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Chinese develops students' abilities to understand and use the language of a country that is Australia's most important trading partner. There are Chinese-speaking communities in Australia and around the world and there are strong links between Australia and China in areas such as business, tourism and education. The study of Chinese promotes the strengthening of these links.

Students may wish to study Chinese as an academic subject for educational purposes, to further develop their knowledge and use of a language already important to them or to link this study to other areas of interest such as tourism, technology, the arts, education, finance and business.

Aims

This study enables students to:

- Communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- Understand the relationship between language and culture
- Compare cultures and languages, and enhance intercultural awareness
- Understand the cultural contexts in which Chinese is spoken and appreciate their own and others' cultures
- Learn about language as a system and themselves as language learners
- Make connections between different languages, knowledge and ways of thinking
- Become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

Structure

The study is made up of four units.

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.

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Entry

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

The study of Chinese is offered at four levels in the VCE: Chinese First Language, Chinese Second Language Advanced, Chinese Second Language and Chinese Language, Culture and Society. Entry to these levels is governed by eligibility criteria, which are monitored regularly and published on the VCAA website.

Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

School-assessed coursework and two end-of-year-examinations. Percentage contributions to the study score in Chinese First Language are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examinations: 50%

Cross-study specifications

In this study students learn Chinese for communicative purposes. In each unit, students gain opportunities to build on, and develop their knowledge of, intercultural awareness and the essential language skills of listening, speaking, reading, writing and viewing.

Themes and topics are prescribed and create a framework of subject content for the activities and tasks that students undertake to demonstrate achievement of the outcomes of each unit. Language content suited to the level and scope of the themes and topics is also specified and includes grammar, text types and writing styles that students are expected to be familiar with by the end of Unit 4. There is no prescribed order in which this learning should occur.

Prescribed themes and topics

There are three prescribed themes:

- Self and others
- Tradition and change in Chinese-speaking communities
- The world around us.

These themes have a number of prescribed topics and suggested subtopics.

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Self and others	Tradition and change in Chinese-speaking communities	The world around us
Personal world *For example, personal values and beliefs, self- identity, views of an ideal world, family life.*	***Literature and the Arts*** *For example, classic and contemporary literature, film, dance, art, music, entertainment.*	***Lifestyles*** *For example, customs and traditions, impact of technology, urbanisation, food in China, cultural diversity, travel, leisure.*
Contributing to the community *For example, voluntary work, caring for the aged, youth well-being, contributing to community services.*	***Stories from the past*** *For example, ancient philosophers, legends and myths, a significant historical period, festivals.*	***Current issues*** *For example, the environment and sustainability, the role of the media, globalisation, China and the world.*
Education and aspirations *For example, future of work and careers, lifelong learning, education systems, overseas study.*	***Youth issues*** *For example, global citizenship, relationships with family and friends, social media, youth in China.*	***Studies of Australia*** *For example, Aboriginal and Torres Strait Islander histories and cultures, sports culture, Chinese migration.*

Note: **Bold** = Prescribed themes, ***Bold Italics*** = Prescribed topics, *Italics* = Suggested subtopics.

Text types

A wide range of text types is included in the teaching and learning of Chinese. Text types may include:

Article	Discussion	Personal letter/email	Role-play
Blog	Formal letter/email	Presentation	Script
Conversation	Interview	Report	Short story
Debate	Journal entry	Review	Social media post

Writing styles

Students are expected to be familiar with and produce different styles of writing. Writing styles include: personal, imaginative, persuasive, informative and evaluative.

Vocabulary

There is no prescribed vocabulary list for VCE Chinese First Language.

Grammar

The student is expected to recognise and use the grammatical items outlined on pages 9 to 12 of the VCAA Study Design.

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Areas of study

The areas of study for Units 1–4 are detailed on pages 13-24 of the VCAA Study Design.

Unit 1

On completion of this unit students should be able to:

- Outcome 1: Establish and maintain a spoken or written exchange related to an issue of interest or concern.
- Outcome 2: Interpret and reorganise information and ideas from two texts on the same subtopic selected from a combination of spoken, viewed or written texts.
- Outcome 3: Produce an imaginative piece in spoken or written form.

Unit 2

On completion of this unit students should be able to:

- Outcome 1: Participate in a spoken or written exchange focusing on the resolution of an issue.
- Outcome 2: Produce a spoken or written response to two texts on the same subtopic, selected from a combination of spoken, viewed or written texts.
- Outcome 3: Produce a personal or informative spoken or written response to a fictional text.

Unit 3

On completion of this unit students should be able to:

- Outcome 1: Present and exchange information, opinions and experiences and respond to questions.
- Outcome 2: Analyse and use information from spoken and viewed texts.
- Outcome 3: Express ideas through the production of original imaginative written texts.

Unit 4

On completion of this unit students should be able to:

- Outcome 1: Analyse and use information from written and viewed texts.
- Outcome 2: Respond critically to spoken, viewed and written texts which reflect aspects of language and culture through the extended study of Literature and the Arts
- Outcome 3: Exchange information, ideas and opinions, in response to spoken, viewed and written texts which reflect aspects of language and culture through the extended study of Literature and the Arts

End-of-year examinations

- An oral examination
- A written examination.

Extended study of language and culture through Literature and the Arts

In Unit 4, students are required to undertake an extended study. The extended study should be based on a subtopic related to language and culture through Literature and the Arts, drawn from one of the prescribed topics under the theme ‘Tradition and change in Chinese- speaking communities’.

The extended study should include a study of the author’s/director’s/composer’s/artist’s intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience.

To enable students to explore their subtopic in sufficient depth it is suggested that at least three texts of adequate depth, drawn from the field of Literature and the Arts, are selected. These should include a spoken text, a viewed text, and a written text, for example, a short novel, a film, a poem or song. The length of texts selected will vary, depending on the type of text, their density and level of complexity.

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VCE Chinese and Chinese Second Language and Chinese Second Language Advanced

Scope of study

VCE Chinese Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Chinese on a range of themes and topics.

Students develop and extend skills in listening, speaking, reading, writing and viewing in Chinese in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons

Rationale

The study of Chinese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. There are many spoken varieties of Chinese, and Modern Standard Chinese is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

Structure

The study is made up of four units.

- Unit 1: Understanding of the language and culture/s of Chinese-speaking communities
- Unit 2: Understanding of aspects of language and culture
- Unit 3: Investigate the way Chinese speakers interpret and express ideas, and negotiate and persuade in Chinese
- Unit 4: Investigate aspects of culture.

Entry

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

VCE Chinese Second Language is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1. Entry to VCE Chinese Second Language is governed by eligibility criteria which are published on the VCAA website and in the VCE and VCAL Administrative Handbook.

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Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

School assessed coursework and an end-of-year examination:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- Examination*: oral component and written component: 50%

Cross-study specifications

- Communicating and understanding languages and cultures
- Communicating
- Interpersonal communication
- Interpretive communication
- Presentational communication
- Understanding languages and cultures
- Connections
- Comparisons
- Communities
- Prescribed themes and topics
- There are three prescribed themes for study in VCE Chinese Second Language:
- The individual
- The Chinese-speaking communities
- The world around us
- Text types
- Writing styles
- Vocabulary
- Character list
- Grammar.

Outcomes

Unit 1

In this unit students develop an understanding of the language and culture/s of Chinese- speaking communities through the study of three or more topics from the prescribed themes listed on page 12. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Chinese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Chinese culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 10–11 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Exchange meaning in a spoken interaction in Chinese.
- Outcome 2: Interpret information from two texts on the same subtopic presented in Chinese, and respond in writing in Chinese and in English.
- Outcome 3: Present information, concepts and ideas in writing in Chinese on the selected subtopic and for a specific audience and purpose.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 12. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Chinese and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 10–11 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Respond in writing in Chinese to spoken, written or visual texts presented in Chinese.
- Outcome 2: Analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese.
- Outcome 3: Explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken.

Unit 3

In this unit students investigate the way Chinese speakers interpret and express ideas, and negotiate and persuade in Chinese through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Chinese, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Chinese-speaking communities. They reflect on how knowledge of Chinese and Chinese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

The cross-study specifications common to Units 1–4 are detailed on pages 10–11 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Participate in a spoken exchange in Chinese to resolve a personal issue.
- Outcome 2: Interpret information from texts and write responses in Chinese.
- Outcome 3: Express ideas in a personal, informative or imaginative piece of writing in Chinese.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of

Chinese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Chinese.

Students identify and reflect on cultural products or practices that provide insights into Chinese- speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

The cross-study specifications common to Units 1–4 are detailed on pages 10–11 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Share information, ideas and opinions in a spoken exchange in Chinese.
- Outcome 2: Analyse information from written, spoken and viewed texts for use in a written response in Chinese.
- Outcome 3: Present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese.

VCE Drama

Scope of study

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages using contemporary drama-making practices. Students engage with creative processes, explore and respond to stimulus material, and apply play-making techniques to develop and present devised work. Students learn about, and draw on, a range of performance styles and conventions through the investigation of work by a diverse range of drama practices and practitioners, including Australian drama practitioners.

Students explore characteristics of selected performance styles and apply and manipulate conventions, dramatic elements, and production areas including sustainable ways to source and apply production areas. They use performance skills and expressive skills to explore and develop character(s). Within the scope of this study, students will create performances that include transformation of character, time and place, and application of symbol. The created works can occur in any space and be performed for any selected audience. The work created may pass comment on or respond to aspects of real-world issues including political, social and cultural. Students reflect on, analyse and evaluate the development and performance of their own work, and the work and performances of other drama practitioners.

Rationale

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different cultures, genders, sexualities and abilities.

VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts including Aboriginal and Torres Strait Islander Peoples' artistic practice. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, narratives and diverse stories that shape their worlds.

The study of drama introduces students to theories, processes and practices for the creative development of new work. Drama allows them to develop skills as creative and critical thinkers. Students develop an appreciation of drama as an art form through their work as solo and ensemble creators and performers, and their engagement with professional contemporary drama practices, by attending professional performances. They develop skills of communication, criticism and aesthetic understanding as both artists and audiences.

VCE Drama equips students with knowledge, skills and confidence to communicate individually and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, directing, theatre production, theatre-making, script-writing, marketing, communication and drama criticism.

Structure

The study is made up of four units:

- Unit 1: Introducing performance styles and contemporary drama practices
- Unit 2: Contemporary drama practices and Australian identity
- Unit 3: Devised ensemble performance
- Unit 4: Devised solo performance.

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Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

School assessed coursework and an end-of-year examination:

- Unit 3 School-assessed Coursework: 40%
- Performance examination: 35%
- End-of-year examination: 25%

Outcomes

Unit 1: Introducing performance styles and contemporary drama practices

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose a number of performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. They learn about contemporary drama practices that incorporate a range of conventions and devices for making dramatic works. Students use creative processes and play-making techniques to consider the specific purpose and intention of performance styles, and how conventions of those styles can be used in the work they devise and create for an audience.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real and/or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. Such stimulus material could include Aboriginal and Torres Strait Islander Peoples' stories, perspectives or experiences. This unit also involves analysis of a student's own devised work, and the analysis of work by professional drama practitioners and performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters and develop awareness and understanding of how characters are portrayed within certain performance styles and in contemporary drama practices. They document the play-making techniques they use to explore and extract meaning from stimulus material, and document the exploration of production areas, dramatic elements, and conventions of selected performance styles.

In this unit the terms *character, performance, story* and *style* may be understood as one or more characters, performances, stories or styles. Terms used in this study are defined on pages 12-16 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Devise, demonstrate and document solo and/or ensemble drama works based on experiences and/or stories.
- Outcome 2: Perform devised drama works to an audience.
- Outcome 3: Describe, reflect on and analyse the exploration and development of a devised performance to an audience .

- Outcome 4: Analyse and evaluate the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners.

Unit 2: Contemporary drama practices and Australian identity

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study.

Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

In creating a performance, students engage with stimulus material to extract ideas and possibilities that allow them to explore an aspect or aspects of Australian identity, which could include engaging with the experiences and perspectives of Aboriginal and Torres Strait Islander peoples, colonial Australians, migrants, refugees, and/or urban and rural communities. They examine selected performance styles in relation to contemporary drama practices and explore the associated conventions, including those of Aboriginal and Torres Strait Islander artists and practitioners, and the broader diversity of Australian stories. Students further develop their knowledge of the conventions of transformation of character, time and place; the application of symbol, and how these conventions may be manipulated to create meaning in performance. They explore, develop and apply dramatic elements and production areas. They consider the sustainable sourcing and ethical use of materials when applying production areas.

Students analyse and evaluate their own performance work as well as undertaking an analysis and evaluation of a performance of an Australian work by professional actors, and develop an understanding of relevant drama terminology.

An Australian work might:

- Be written, adapted or devised by Australian writers or theatre-makers
- Reflect aspects of Australian identity, which could include the experiences and perspectives of Aboriginal and Torres Strait Islander Peoples, colonial Australians, migrants, refugees, and/or urban and rural communities.

Across this unit, students study performance styles and drama practices from a range of historical and/or social and/or cultural contexts. Within this unit the terms *character, performance, story* and *style* may be understood as one or more characters, performances, stories or styles.

On completion of this unit students should be able to:

- Outcome 1: Devise work and document play-making techniques used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and reflects contemporary drama practices.
- Outcome 2: Present a devised performance that reflects aspects of Australian identity through the application of contemporary drama practices.
- Outcome 3: Reflect on, describe, analyse, and evaluate the development of a performance to an audience of their devised work.
- Outcome 4: Analyse and evaluate a performance by Australian practitioners.

Unit 3: Devised ensemble performance

In this unit, students explore the work of a range of drama practitioners and draw on contemporary drama practices as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or historical contexts. They work collaboratively to devise, develop and present an ensemble performance.

Students create work that reflects a specific performance style or one that draws on conventions of, or makes reference to, multiple performance styles. They use play-making techniques to extract and develop dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout the devising process, they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning and to have a specific impact on their audience. They learn about ways to source and use sustainable materials when applying production areas to their ensemble performance.

In addition, students document and evaluate the play-making techniques applied in the creation, development and presentation of the ensemble performance. Students attend, analyse and evaluate a live professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

In this unit, the terms *character, performance, story* and *style* can be understood as one or more characters, performances, stories or styles.

On completion of this unit students should be able to:

- Outcome 1: Develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.
- Outcome 2: Describe, analyse, and evaluate the use of processes, play-making techniques and skills to create, develop, and present a devised ensemble performance.
- Outcome 3: Analyse and evaluate a professional drama performance from the prescribed VCE Drama Playlist.

Unit 4: Devised solo performance

This unit focuses on the development and presentation of devised solo work and performances. It builds on knowledge and skills attained in relation to drama practices that draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts. These contexts focus on non-realistic styles and structures, including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration.

Students further experiment with application of symbol and transformation of character, time and place; they also apply conventions, dramatic elements, expressive skills, performance skills and aspects of performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create, develop and refine a performance in response to a prescribed structure selected from the VCE Drama solo performance examination. They consider the use of production areas to enhance their performance and consider how the production areas selected can be sustainably sourced and applied. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

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

Terms used in this study are defined on pages 12-16 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Demonstrate, in response to selected stimulus material from the VCE Solo performance examination, application of symbol and transformation of character, time and place; and identify, describe and explain the techniques used.
- Outcome 2: Create, develop and perform a solo performance in response to a prescribed structure.
- Outcome 3: Describe, analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

VCE English and English as an Additional Language (EAL)

Scope of study

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 varying complexity.

Texts selected for study are drawn from the past and present, from Australia and 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 drawn 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.

Structure

The study is made up of four units. 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 1: students engage in reading and viewing texts with a focus on personal connections with the story. They engage with and develop an understanding of effective and cohesive writing.

Unit 2: students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. They consider the way arguments are developed and delivered in many forms of media, and apply their knowledge of argument to create a point of view text for oral presentation.

Unit 3: students apply reading and viewing strategies to critically engage with a text. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts.

EAL Students: Listening to Text – students should be able to listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

Unit 4: students further sharpen their skills of reading and viewing texts to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

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Entry

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

English as an Additional Language:
For Units 1 and 2, provision for EAL students is a matter for school decision. For Units 3 and 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 and 4. EAL students should undertake the study as outlined in this Study Design. Schools should note where different requirements for EAL students are indicated.

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in these units are:

- An expository text response essay
- A creative response
- An analysis of the use of argument and persuasive language in text/s
- A persuasive oral.

Units 3 and 4
School assessed coursework and an end-of-year examination:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- Units 3 and 4 examination: 50%

Outcomes
Units 1 and 2 Text selection

Where both Units 1 and 2 are undertaken, students must read and study at least five set texts.

EAL students have the option of studying extracts of set texts for Unit 1, Outcome 1 and Unit 2, Outcome 2.

All students
Where both Units 1 and 2 are undertaken:

- Only one of the sets of texts may be a film or graphic novel
- At least one of the set texts must be by an Australian author or creator
- All texts should have literary merit and be worthy of close study
- No text studied in Units 1 and 2 can be studied in Units 3 and 4
- No idea from the Framework of Ideas listed for study at Unit 3 can be studied in Unit 1.
- No mentor texts aligned with any idea in the Framework of Ideas (List 2 of the VCAA VCE English and EAL Text List) can be studied in Unit 1.

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Unit 1

Students engage in reading and viewing texts with a focus on personal connections with the story. Student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text. They engage with and develop an understanding of effective and cohesive writing. Student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during the writing process.

The term 'set text' refers to text chosen by the school for Areas of Study Units 1 and 2.

On completion of this unit students should be able to:

- Outcome 1: Produce a personal response to a text
- Outcome 2: Produce 2 creative texts with descriptions of the writing process

Unit 2

Students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. They consider the way arguments are developed and delivered in many forms of media, and apply their knowledge of argument to create a point of view text for oral presentation.

The term 'set text' refers to texts chosen by the school for Area of Study 1 in Units 1 and 2.

On completion of this unit students should be able to:

- Outcome 1: Produce an analytical response to a text
- Outcome 2: Explore and analyse persuasive text within the context of a contemporary issue, including the ways argument and language can be used to position an audience, and to construct a point of view text for oral presentation.

Unit 3 and 4 Text Selection

Students are expected to read widely in Units 3 and 4 to support the achievement of all outcomes.

- In Units 3 and 4, text selection must be made in accordance with the following instructions.
- Five texts across the Units 3 and 4 sequence must be selected from the annual VCAA VCE English and EAL Text List.
- Only one of the selected texts may be a film or a graphic novel. No text studied at Units 1 and 2 may be studied at Units 3 and 4.
- For Unit 3, Area of Study 1, and Unit 4, Area of Study 1, students must read and study two selected texts from List 1. One of the texts selected for study must be by an Aboriginal and Torres Strait Islander or other Australian author or creator that directly explores Australian knowledge, experience and voices.
- For Unit 3, Area of Study 2, students must read and study three mentor texts aligned with an idea from the Framework of Ideas (List 2 of the VCAA VCE English and EAL Text List).

Unit 3

In this unit students apply reading and viewing strategies to critically engage with a text. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts.

Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. It must be of a different text type from that which is selected for study in Unit 4. Schools must select one idea from the Framework for study. Mentor texts for each idea will be listed in the annual VCAA VCE English and EAL Text List (List 2). Schools select three mentor texts to support students' study and should augment this area of study with other print and digital texts, in consultation with their students.

The term ‘selected text’ refers to a text chosen from the list of prescribed texts in the Text List published by the VCAA.

On completion of this unit students should be able to:

- Outcome 1: Produce an analytical interpretation of a selected text.
- Outcome 2: Produce texts designed to respond to a specific context and audience to achieve a stated purpose with a written explanation of the decisions made through writing processes.

Unit 4

In this unit, students further sharpen their skills of reading and viewing texts to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. It must be of a different text type from that which is selected for study in Unit 3. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year. It must include at least one written text and one text in another mode (audio and/or audio visual).

The term ‘selected texts’ refers to a combination of texts chosen from the list of prescribed texts for comparative study in the Text List published by the VCAA.

On completion of this unit students should be able to:

- Outcome 1: Produce an analytical interpretation of a selected text.
- Outcome 2: Analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

VCE Food Studies

Scope of study

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

Rationale

Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products in quantities that may harm their health. Also, food and cooking, and their central roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Structure

The study is made up of four units:

- Unit 1: Food origins
- Unit 2: Food makers
- Unit 3: Food in daily life
- Unit 4: Food issues, challenges and futures

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

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Levels of Achievement

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
School assessed coursework and an end-of-year examination:

- Unit 3 School-assessed Coursework: 30%
- Unit 4 School-assessed Coursework: 30%
- Units 3 and 4 examination: 40%

Outcomes

Unit 1: Food origins

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

On completion of this unit students should be able to:

- Outcome 1: Analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.
- Outcome 2: Describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

On completion of this unit students should be able to:

- Outcome 1: Analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.
- Outcome 2: Use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

On completion of this unit students should be able to:

- Outcome 1: Explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.
- Outcome 2: Analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

On completion of this unit students should be able to:

- Outcome 1: Analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.
- Outcome 2: Critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

VCE Geography

Scope of study

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork, the use of geospatial technologies and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Twelve key geographic concepts underpin the study – change, place, scale, distance, distribution, movement, region, process, change, spatial association, interconnection and sustainability. These concepts are used in the exploration of each area of study to assist in the observation, description, interpretation and analysis and explanation of geographic phenomena. VCE Geography is designed around two key themes: interconnection and change, emphasising increasing human interaction with environments, which has had, and continues to have significant consequences.

Rationale

In VCE Geography students develop a range of skills, many of which employ geospatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry through the collection of primary data through observation, surveys and fieldwork, and the collection of relevant secondary data and information. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology.

The skills developed in investigation, collection of data, interpretation, analysis and communication of geographic information are enhanced through the use of geospatial technologies, both in the classroom and in the field. The geospatial industry is evolving and students with spatial skills continue to be in high demand, with the potential for a variety of career pathways.

Structure

The study is made up of four units.

- Unit 1: Hazards and disasters
- Unit 2: Tourism- issues and challenges
- Unit 3: Changing the land
- Unit 4: Human population – trends and issues

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
School assessed coursework and mid-year and end of year examinations.

Units 3 and 4
School assessed coursework and an end of year examination:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- Units 3 and 4 examination: 50%

Outcomes

Unit 1: Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Hazards represent the potential to cause harm to people and/or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Types of hazards are commonly classified by their causes:

- Geological (or geophysical) hazards include volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches
- Hydro-meteorological (weather, climate, water) hazards include droughts, floods, storms, storm surges and bushfires
- Biological hazards include infectious diseases such as COVID 19 and malaria, animal transmitted diseases, water borne diseases, and plant and animal invasion such as blackberries and cane toads in Australia
- Technological hazards are human induced and exacerbated hazards including oil spills, air pollution, radiation leaks, flooding primarily caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events.

There may be considerable interconnection between the causes and types of hazards. For example, a region may be at risk from a number of hazards: high seasonal rainfall may result in a primary flood hazard which may in turn generate a secondary hazard of landslides.

Students undertake fieldwork in this unit and report on fieldwork using the structure provided on page 13 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales
- Outcome 2: Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 2: Tourism- issues and challenges

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Students undertake fieldwork in this unit and report on fieldwork using the structure provided on page 13 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Analyse, describe and explain the nature of tourism at a range of scales
- Outcome 2: Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

Unit 3: Changing the land

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

Students investigate two major processes that are changing land cover in many regions of the world: melting glacier and icesheets, and deforestation.

They investigate the distribution and causes of these two processes. They select one location for each of the processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change.

Students undertake fieldwork and produce a fieldwork report using the structure provided on page 13 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Analyse processes that result in changes to land cover and evaluate the impacts and responses resulting from these changes
- Outcome 2: Analyse land use change and evaluate its impacts.

Unit 4: Human population – trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

Populations change by growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

On completion of this unit students should be able to:

- Outcome 1: Analyse and discuss population dynamics on a global scale
- Outcome 2: Analyse the nature of significant population issues and challenges in selected countries and evaluate strategies in response to these.

VCE German

Scope of study

VCE German focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in German on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in German in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Rationale

The study of German contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

Structure

The study is made up of four units.

- Unit 1: Understanding of the language and culture/s of German-speaking communities
- Unit 2: Understanding of aspects of language and culture
- Unit 3: Investigate the way German speakers interpret and express ideas, and negotiate and persuade in German
- Unit 4: Investigate aspects of culture.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curricula. VCE German is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
School assessed coursework and an end-of-year examination:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- Examinations*: oral component and written component: 50%

Outcomes
Unit 1

In this unit students develop an understanding of the language and culture/s of German- speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of the German culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Exchange meaning in a spoken interaction in German.
- Outcome 2: Interpret information from two texts on the same subtopic presented in German, and respond in writing in German and in English.
- Outcome 3: Present information, concepts and ideas in writing in German on the selected subtopic and for a specific audience and purpose.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Respond in writing in German to spoken, written or visual texts presented in German.
- Outcome 2: Analyse and use information from written, spoken or visual texts to produce an extended written response in German.
- Outcome 3: Explain information, ideas and concepts orally in German to a specific audience about an aspect of culture within communities where German is spoken.

Unit 3

In this unit students investigate the way German speakers interpret and express ideas, and negotiate and persuade in German through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through German, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of German-speaking communities. They reflect on how knowledge of German and German-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Participate in a spoken exchange in German to resolve a personal issue.
- Outcome 2: Interpret information from texts and write responses in German.
- Outcome 3: Express ideas in a personal, informative or imaginative piece of writing in German.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of German-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through German.

Students identify and reflect on cultural products or practices that provide insights into German- speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Share information, ideas and opinions in a spoken exchange in German.
- Outcome 2: Analyse information from written, spoken and viewed texts, for use in a written response in German.
- Outcome 3: Present information, concepts and ideas in evaluative or persuasive writing on an issue in German.

VCE Health and Human Development

Scope of study

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health.

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health organisations and the Australian Government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

Structure

The study is made up of four units:

- Unit 1: Understanding health and wellbeing
- Unit 2: Managing health and development
- Unit 3: Australia's health in a globalised world
- Unit 4: Health and human development in a global context

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

School assessed coursework and an end-of-year examination:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- Units 3 and 4 examination: 50%

Outcomes

Unit 1: Understanding health and wellbeing

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

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

On completion of this unit students should be able to:

- Outcome 1: Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse sociocultural factors that contribute to variations in the health status of youth.
- Outcome 2: To interpret data to identify key areas for improving youth health and wellbeing, and analyse one youth health area in detail.
- Outcome 3: Able to apply nutrition information, food selection models and initiatives to evaluate nutrition information.

Unit 2: Managing health and development

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

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

On completion of this unit students should be able to:

- Outcome 1: Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during the prenatal and early childhood stages of the human lifespan and explain health and wellbeing as an intergenerational concept.
- Outcome 2: Explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth. Unit 3: Australia's health in a globalized world

Unit 3: Australia's health in a globalized world

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

On completion of this unit students should be able to:

- Outcome 1: Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data, and analyse variations in health status.
- Outcome 2: Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies and initiatives.

Unit 4: Health and human development in a global context

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

On completion of this unit students should be able to:

- Outcome 1: Analyse similarities and differences in health status and human development globally and analyse the factors that contribute to these differences.
- Outcome 2: Analyse the relationships between the SDGs and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs.

VCE History

Scope of study

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

Unit 1 and 2 Modern History examines the causes and consequences of conflict and change in the modern era. Revolutions explores the causes and consequences of significant social upheaval (France and Russia) in the modern period.

Rationale

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Students of VCE History develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

Aims

This study enables students to:

- Develop an understanding of the nature of history as a discipline and to engage in historical thinking and inquiry
- Ask and use questions about the past, evaluate historical sources and construct historical arguments based on their use of sources as historical evidence
- Develop an understanding of and apply historical thinking concepts, including evidence, cause and consequence, continuity and change, and significance,
- Explore a range of eras and periods, events, people, places, ideas and historical perspectives to develop a broad understanding of the past

- Engage with historical interpretations and the contested debates between historians in an informed and critical manner
- Recognise how our understanding of the past informs decision-making in the present
- Appreciate that the world in which we live has not always been as it is now, and that it will continue to change in the future.

Structure

The study is made up of four units:

- Unit 1: Modern History (change and conflict)
- Unit 2: Modern History (the changing world order)
- Unit 3: Revolutions (France)
- Unit 4: Revolutions (Russia).

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

School assessed coursework and an end-of-year examination:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

Outcomes

Unit 1: Modern History (change and conflict)

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

The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism.

Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas,

Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.

New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-Western. Turkey emerged out of the ruins of the Ottoman Empire and embarked on reforms to establish a secular democracy. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

On completion of this unit students should be able to:

- Outcome 1: Explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War II.
- Outcome 2: Explain patterns of social and cultural change in everyday life in the first half of the 20th century, and analyse the conditions which influenced these changes.

Unit 2: Modern History (the changing world order)

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the 20th century and the first decade of the 21st century.

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the 20th century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created, and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued, and terrorism became increasingly global.

The second half of the 20th century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

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

On completion of this unit students should be able to:

- Outcome 1: Explain the causes of the Cold War and analyse its consequences on nations and people.
- Outcome 2: Explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

Units 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

In developing a course, teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the list below. The revolution selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The revolution selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

In developing a course, teachers select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776
- The French Revolution of 1789
- The Russian Revolution of October 1917
- The Chinese Revolution of 1949

For the two selected revolutions, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

On completion of this unit students should be able to:

- Outcome 1: Analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.
- Outcome 2: Analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

VCE IT Applied Computing

Scope of study

Individuals, organisations and governments are adopting new and emerging technologies faster than ever before. As a result, the demand for skilled professionals that can support the adoption of these technologies is also increasing. VCE Applied Computing focuses on four interrelated disciplines where skills are in high demand and will continue to be for the foreseeable future. These disciplines are data analytics, programming, emerging and innovative technologies, and cyber security.

Pivotal to this are the strategies and techniques for creating digital solutions to meet identified problems, needs and opportunities. VCE Applied Computing focuses on students learning to apply a range of thinking skills within local, national and global contexts. The study incorporates computational, design and systems thinking, as part of students creating digital solutions. Legal and ethical responsibilities are also considered at an individual and organisational level to ensure solutions protect intellectual property and the privacy of data and information.

Through a structured approach to problem-solving, incorporating the disciplines and critical and creative thinking strategies, students develop a robust awareness of the technical, social and economic impacts of the digital solutions being developed and used around the world, now and in the future.

Rationale

VCE Applied Computing equips students with the knowledge and skills required to navigate and adapt within a dynamic technological landscape, use emerging technologies, envisage new uses for digital tools and consider the benefits to society at a local, national and global level.

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in their critical and creative thinking, communicate and collaborate with their peers, and develop personal, social and digital literacy skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

VCE Applied Computing plays a crucial role in transforming and improving student outcomes. It provides students with diverse pathways that enable them to develop into knowledgeable and skilled individuals who have the capability to work collaboratively in this rapidly expanding technological landscape. VCE Applied Computing leads directly to further studies in areas such as artificial intelligence, computer science, cyber security, data analytics and data science, data management, digital literacy, games development, networks, programming, robotics, software engineering, systems analysis and telecommunications. The skills acquired in VCE Applied Computing could be utilised across a range of industries including healthcare, finance, entertainment, education, construction and business/commerce.

Structure

The study is made up of four units:

- Unit 1: Applied computing
- Unit 2: Applied computing
- Unit 3: Software development
- Unit 4: Software development

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

School assessed coursework and an end-of-year examination:

- Units 3 and 4 School-assessed Coursework: 20%
- Units 3 and 4 School-assessed Coursework: 30%
- Units 3 and 4 examination: 50%

Outcomes

Unit 1: Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of an object-oriented programming (OOP) language to develop a working software solution.

In Area of Study 1, as an introduction to data analytics, students respond to teacher-provided solution requirements, designs and data to develop data visualisations. They develop a solution that includes a database, spreadsheet(s) and data visualisations. In Area of Study 2, students respond to solution requirements to design and develop a working software solution using an OOP language. They develop techniques for debugging and testing their software solution to ensure that it works as intended.

On completion of this unit students should be able to:

- Outcome 1: Interpret teacher-provided solution requirements and designs, analyse data and develop data visualisations to present findings.
- Outcome 2: Interpret teacher-provided solution requirements to design and develop a software solution using an object-oriented programming language.

Unit 2: Applied Computing

In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information.

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

On completion of this unit students should be able to:

- Outcome 1: In collaboration with other students, identify a problem, need or opportunity to analyse, design, develop and evaluate an innovative solution.
- Outcome 2: Respond to a teacher-provided case study to examine a cyber security incident or a network vulnerability, evaluate the threats to a network, and propose strategies to protect the security of data and information on the network.

Unit 3: Software Development

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

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

On completion of this unit students should be able to:

- Outcome 1: Interpret teacher-provided solution requirements and designs and use appropriate features of an object-oriented programming language to develop working software modules.
- Outcome 2: Document a problem, need or opportunity, formulate a project plan, document an analysis, and generate design ideas and a preferred design for creating a software solution.

Unit 4: Software Development

In this unit, students focus on how the needs of individuals and organisations are met through the development of software solutions using an object-oriented programming (OOP) language and consider the cyber security risks to organisations as a result of insecure software development practices.

In Area of Study 1, students apply the problem-solving stages of development and evaluation to develop their preferred design generated in Unit 3, Area of Study 2 into a working software solution. They test and evaluate the solution and assess the project plan. Unit 4, Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2, students examine the current software development practices of an organisation, and the risks associated with insecure software development environments and practices. Students evaluate the current security practices and make recommendations to ensure software development environments and practices are secure.

On completion of this unit students should be able to:

- Outcome 1: Develop and evaluate a software solution that meets requirements and assess the effectiveness of the project plan.
- Outcome 2: Respond to a teacher-provided case study to analyse an organisation’s software development practices, identify and evaluate current security controls and threats to software development practices, and make recommendations to improve practices.

VCE Legal Studies

Scope of study

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness, equality and access:

- Fairness: all people can participate in the justice system and its processes should be impartial and open
- Equality: all people engaging with the justice system and its processes should be treated in the same way; if the same treatment creates disparity or disadvantage, adequate measures should be implemented to allow all to engage with the justice system without disparity or disadvantage
- Access: all people should be able to engage with the justice system and its processes on an informed basis.

Rationale

In contemporary Australian society there are a range of laws existing to both protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of a democratic society interact with laws and the legal system through many aspects of their lives and can also influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They 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. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, policy adviser, prosecutor, paralegal, legal assistant, as well as other careers in the courtroom, education and law enforcement.

Aims

This study enables students to:

- Understand and apply legal terminology, principles and concepts
- Apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions
- Analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- Understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- Analyse the methods and institutions that determine criminal cases and resolve civil disputes
- Examine the ability of features of the criminal and civil justice systems to achieve the principles of justice.

Structure

The study is made up of four units:

- Unit 1: The presumption of innocence
- Unit 2: Wrongs and rights
- Unit 3: Rights and justice
- Unit 4: The people, the law and reform

Each unit deals with specific content contained in the 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.

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE Study Designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE Study Design, and external 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%

Outcomes

Unit 1: The presumption of innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a

criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Area of Study 1 – Legal foundations

This area of study provides students with foundational knowledge of laws and the Australian legal system. Students explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts in law-making, and the reasons for a court hierarchy in Victoria, they also develop an understanding of the principles of justice.

Area of Study 2 – Proving guilt

The presumption of innocence is a fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. In this area of study, students develop an understanding of the purposes of and key concepts in criminal law, as well as the types of crime. They also investigate two criminal offences in detail. For each offence, students consider actual and/or hypothetical scenarios in which an accused has been charged with the offence, use legal reasoning to determine possible culpability and explain the impact of the offence on individuals and society.

Area of Study 3 – Sanctions

The criminal justice system determines the guilt of an accused, and imposes sanctions on offenders. In this area of study, students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, the purposes and types of sanctions, and alternative approaches to sentencing such as the Drug Court, Koori Courts and diversion programs. Students compare approaches to sentencing in Victoria to one other Australian jurisdiction. Through an investigation of criminal cases from the past four years, students apply their knowledge to discuss the effectiveness of sanctions and the ability of the Victorian criminal justice system to achieve the principles of justice.

On completion of this unit students should be able to:

- Outcome 1: Describe the main sources and types of law, and evaluate the effectiveness of laws.
- Outcome 2: Explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
- Outcome 3: Explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Unit 2 – Wrongs and rights

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

Area of Study 1 – Civil liability

Civil law aims to protect the rights of individuals, groups and organisations, and provide opportunities for a wronged party to seek redress for a breach. In this area of study, students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail. Possible areas of civil law could include negligence, defamation, nuisance, trespass and contracts. For each area of civil law, students consider actual and/or hypothetical scenarios giving rise to a civil claim, apply legal reasoning to determine possible liability for a breach of civil law and explain the impact of a breach of civil law on the parties.

Area of Study 2 – Remedies

Remedies may be available to a wronged party where there has been a breach of civil law. In this area of study, students develop an appreciation of how civil disputes are resolved, including the methods and institutions available to resolve disputes, and the purposes and types of remedies. Through an investigation of civil cases from the past four years, students apply their knowledge to discuss the effectiveness of remedies and the ability of the civil justice system to achieve the principles of justice.

Area of Study 3 – Human rights

The protection of rights is fundamental to a democratic society. Rights are protected in Australia through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law, including in relation to discrimination and equal opportunity. In this area of study, students examine the ways in which human rights are protected in Australia and consider possible reforms to the protection of human rights. Students investigate one human rights issue in Australia, such as in relation to the right to vote, the right to freedom of religion, or the rights of First Nations peoples.

On completion of this unit students should be able to:

- Outcome 1: Explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.
- Outcome 2: Explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.
- Outcome 3: Explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

Unit 3 – Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. 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

Area of Study 1 – The Victorian criminal justice system

The purposes of the Victorian criminal justice system are to determine whether an accused person is guilty beyond reasonable doubt of an offence for which they are charged, and to impose sanctions when a person is guilty of committing a crime. The system includes the courts (the Magistrates' Court, County Court and Supreme Court) and institutions such as Victoria Legal Aid and community legal centres available to assist an accused and victims of crime.

In this area of study, students explore the criminal justice system, key personnel, and the use of plea negotiations to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations. They consider the impact of time, costs and cultural differences on the ability of the criminal justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the criminal justice system to actual and/or hypothetical scenarios.

Area of Study 2 – The Victorian civil justice system

One of the aims of the Victorian civil justice system is to restore a wronged party to the position they were originally in before a breach of civil law occurred. There are a range of institutions in Victoria that aim to help parties resolve a civil dispute, including courts (the Magistrates' Court, County Court and Supreme Court), Consumer Affairs Victoria, and the Victorian Civil and Administrative Tribunal.

In this area of study, students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider the impact of time and costs on the ability of the civil justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the civil justice system to actual and/or hypothetical scenarios.

On completion of this unit students should be able to:

- Outcome 1: Explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.
- Outcome 2: Explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

Unit 4 – The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. 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.

Area of Study 1 – The people and the law-makers

The Australian Constitution establishes Australia's parliamentary system and provides mechanisms to ensure that parliament does not make laws beyond its powers. Parliament is the supreme law-making body, and courts have a complementary role to parliament in making laws. Courts can make laws through the doctrine of precedent and through statutory interpretation when determining cases.

In this area of study, students examine the ways in which the Australian Constitution acts as a check on parliament in law-making, and factors that affect the ability of parliament and courts to make law. They explore the relationship between parliament and courts in law-making and consider the capacity of both institutions to make law.

Area of Study 2 – The people and reform

Laws should reflect the needs of society, but they can become outdated. Individuals and groups can actively participate to influence change to laws, and law reform bodies (including the Victorian Law Reform Commission, parliamentary committees, and Royal Commissions) can investigate and make recommendations for change. Laws can be changed by parliament and the courts, while constitutional reform requires a referendum.

In this area of study, students investigate the need for law reform and the means by which individuals and groups can influence change in the law. Students draw on examples of individuals, groups and the media influencing law reform, as well as examples from the past four years of inquiries of law reform bodies. Students examine the relationship between the Australian people and the Australian Constitution, the reasons for and processes of constitutional reform, the successful 1967 referendum and calls for future constitutional reform, such as that articulated by the 2017 Uluru Statement from the Heart.

On completion of this unit students should be able to:

- Outcome 1: Discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.
- Outcome 2: Explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

VCE Literature

Scope of study

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts.

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

Rationale

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Structure

The study is made up of 4 units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. There are no pre-requisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1

In this unit students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Unit 2

In this unit, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples through representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts. Students focus on a text and its historical, social and cultural context, to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Unit 3

In this unit students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text. Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding.

Unit 4

Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations. Students focus on a detailed scrutiny of the language, style, concerns and construction of texts, to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Text Selection

- For Unit 1, students must study at least:
  - Two complete texts
  - One additional text that is either complete or a collection of excerpts.
- For Unit 2, students must study at least:
  - Two complete texts
  - One additional text that is either complete or a collection of excerpts.
- Over the two units, the texts selected for study must include at least:
  - One prose text, such as a novel, collection of short stories, biography, autobiography, memoir or collection of letters
  - A collection of poetry (12 poems or more)
  - One script, for stage or screen
  - One multimedia text, such as a film, podcast or television series
  - Two Australian texts, one of which must be by an Aboriginal or Torres Strait Islander author or creator.

- In Units 3 and 4 students must study at least six texts (including an adapted text). The selection of texts should ensure that students experience a range of literature, from early to contemporary works, dealing with a diversity of cultural experiences and a range of points of view. Students are encouraged to read widely, guided by classroom exploration and their own interests, to support the achievement of all outcomes.
- No text or part of a text studied in Units 1 and 2 may be studied again in Units 3 and 4.
- Five texts must be selected from the VCE Literature Text List published by the VCAA for the year of study. All five texts selected from the text list must feature in teaching and learning programs, but students may be formally assessed on only four of these texts.
- The selection of five texts must include:
  - One novel
  - One collection of poetry
  - One play two further texts selected from novels, plays, collections of poetry, collections of short stories or other literature
  - At least one of the texts selected must be Australian.

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

Unit 1

On completion of this unit students should be able to:

- Outcome 1: Respond to a range of texts through close analysis.
- Outcome 2: Explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Unit 2

On completion of this unit students should be able to:

- Outcome 1: Explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.
- Outcome 2: Analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Unit 3

On completion of this unit students should be able to:

- Outcome 1: Analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.
- Outcome 2: Develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4

On completion of this unit students should be able to:

- Outcome 1: Respond creatively to a text and comment critically on both the original text and the creative response.
- Outcome 2: Analyse literary forms, features and language to present a coherent view of a whole text.

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Levels of Achievement

Units 1 and 2
Satisfactory achievement of the outcomes. Levels of achievement are determined by the school.

Units 3 and 4
School assessed coursework and an end of year examination:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- Unit 3 and 4 examinations: 50%

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VCE Mathematics

Scope of study

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability, and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem-posing; estimating, calculating, computing and construction; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Structure

The study is made up of the following units:

Year 11

- General Mathematics Units 1 and 2
- Mathematical Methods Units 1 and 2
- Specialist Mathematics Units 1 and 2

Year 12

- General Mathematics Units 3 and 4
- Mathematical Methods Units 3 and 4
- Specialist Mathematics Units 3 and 4

Mathematics is essential for many careers and tertiary courses, both in TAFE and universities. Therefore, at Oxley Christian College all Year 11 students are recommended to study at least one mathematics course. It is very important for students to consult with the Careers and Student Pathways Coordinator / Head of Mathematics / VCE Coordinator if they wish to discontinue Mathematics in Year 11.

Students are encouraged to continue with Mathematics through to Year 12. Mathematical Methods is often a prerequisite subject for Science, Engineering, Biomedicine, Medicine, and Dentistry.

Students studying Specialist Mathematics must also complete Mathematical Methods, either previously or concurrently.

Entry

There are no prerequisites for entry to Units 1, 2 and 3; however, students undertaking Mathematical Methods Units 1 and 2 or Specialist Mathematics Units 1 and 2 are assumed to have a sound background in number, algebra, function, geometry, probability and statistics. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4

are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE Study Designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) as specified in the VCE Study Design, and external assessment.

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 in the study and receive an S for both Units 3 and 4.

General Mathematics

- Unit 3 School-assessed Coursework: 24%
- Unit 4 School-assessed Coursework: 16%
- Units 3 and 4 examination 1: 30%
- Units 3 and 4 examination 2: 30%

Mathematical Methods

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 20%
- Units 3 and 4 examination 1 (technology free): 20%
- Units 3 and 4 examination 2 (technology active): 40%

Specialist Mathematics

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 20%
- Units 3 and 4 examination 1 (technology free): 20%
- Units 3 and 4 examination 2 (technology active): 40%

Outcomes

General Mathematics Units 1 and 2

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning

mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

On completion of this unit students should be able to:

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

Mathematical Methods Units 1 and 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

On completion of units 1 and 2 should be able to:

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

Specialist Mathematics Units 1 and 2

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

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

On completion of Specialist Mathematics Units 1 and 2 should be able to:

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

General Mathematics Units 3 and 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study '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.

On completion of Units 3 and 4 of General Mathematics should be able to:

- Outcome 1: Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
- Outcome 2: Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches.
- Outcome 3: Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Mathematical Methods Units 3 and 4

Mathematical Methods Units 3 and 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 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including probability distributions of continuous random variables.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in an area of study.

In undertaking these units, 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 for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

On completion of Units 3 and 4 of Mathematical Methods should be able to:

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

Specialist Mathematics Units 3 and 4

Specialist Mathematics Units 3 and 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 should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

For Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study. In Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study.

In undertaking these units, 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 for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

On completion of Units 3 and 4 of Specialist Mathematics should be able to:

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

VCE Music Performance

Scope of study

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

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.

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.

Aims

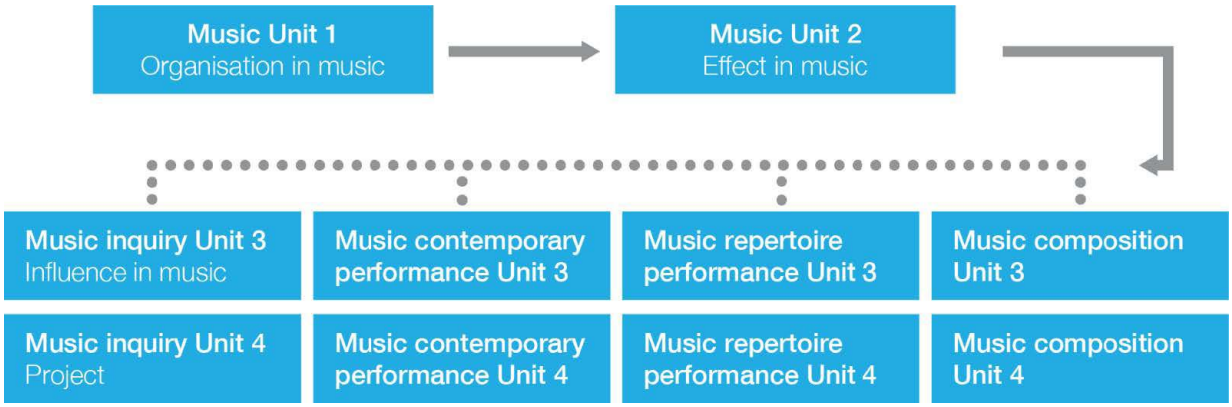
This study enables students to:

- Develop and practise musicianship
- Perform, create, arrange, improvise, analyse, recreate, reimagine and respond to music from diverse times, places, cultures and contexts including recently created music
- Communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- Explore and strengthen personal music interests, knowledge and experiences
- Use imagination and creativity, and personal and social skills in music making
- Access pathways to further education, training and employment in music
- Participate and present in life-long music learning and the musical life of their community.

Structure

The study is made up of ten units. 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.

The study structure is:



Entry

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

Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

From 2023, Oxley will offer Music Units 1 and 2, and Music repertoire performance Units 3 and 4.

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

School assessed coursework and an end of year examination:

Music Repertoire Performance

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 10%
- Unit 4 Performance examination: 50%
- End-of-year aural and written examination: 20%

Outcomes

Unit 1 – Organisation of Music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

On completion of this unit students should be able to:

- Outcome 1: Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation.
- Outcome 2: Create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.
- Outcome 3: Describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation.

Unit 2 – Effect in Music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

On completion of this unit students should be able to:

- Outcome 1: Rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).
- Outcome 2: Create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.
- Outcome 3: Identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.

Unit 3 and 4: Music Repertoire Performance

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.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers and study music language concepts such as scales, harmony and rhythmic materials.

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).

The most significant task in Music Repertoire Performance is the preparation of a recital program of up to 20 minutes' duration. Students may present primarily as a soloist or as an ensemble musician. However, students must present at least one ensemble work (that is, a performance with at least one other live musician) as part of their final program and include at least one work created since 1990 by an Australian composer. Programs may also consist entirely of ensemble works, with one or more students being assessed. One work in the final program must be selected from the separately published Prescribed List. An application process will apply for instruments without a list. Students must also bring copies of their works to the performance examination.

Unit 3 – Music Repertoire Performance

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

On completion of this unit students should be able to:

- Outcome 1: Explain the artistic and practical considerations used to select a program of works for performance, and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works including one work from the prescribed list intended for their final recital program and at least one ensemble work.
- Outcome 2: Demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.
- Outcome 3: Discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

Unit 4 – Music Repertoire Performance

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based *viva voce*.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

On completion of this unit students should be able to:

- Outcome 1: Perform a final recital of up to 20 minutes' duration, demonstrating a diverse range of techniques and expressive qualities reflecting an understanding of a range of music styles and performance conventions.

- Outcome 2: Demonstrate and discuss techniques (technical and expressive) relevant to the performance and development of a personal interpretation of works selected for performance.
- Outcome 3: Discuss the interpretation of expressive elements of music in pre-recorded works and develop their auditory discrimination and memory skills through identifying, re-creating and notating short examples.

VCE Physical Education

Scope of study

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

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

Integrating theoretical understanding and practice is central to the study of VCE Physical Education. Theoretical knowledge and skills are developed and utilised in and through practical activities, which can be opportunistic, structured or investigative experiences. Practical activities challenge students to reflect on and share their participatory perspectives, while emphasising the educational value of human movement to develop theoretical understanding. These opportunities ultimately help students to develop deeper holistic connections that support their understanding of biophysical and psychosocial movement concepts.

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.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifetime. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Structure

The study is made up of four units:

- Unit 1: The human body in motion
- Unit 2: Physical activity, sport and society
- Unit 3: Movement skills and energy for physical activity
- Unit 4: Training to improve performance

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
School assessed coursework and an end-of-year examination:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- Units 3 and 4 examination: 50%

Outcomes

Unit 1 – The human body in motion

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

On completion of this unit students should be able to:

- Outcome 1: Participate in and analyse information from a variety of practical activities to explain how the muscular and skeletal systems function and interact to produce movement, and evaluate the use of performance enhancement substances and methods
- Outcome 2: Participate in and analyse information from a variety of practical activities to explain how the cardiovascular and respiratory systems function and interact, and evaluate the use of performance enhancement substances and methods.

Unit 2 – Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.

Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

On completion of this unit students should be able to:

- Outcome 1: Collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour and conduct an FMA to create, undertake and evaluate a personalised plan that promotes adherence to the relevant physical activity and sedentary behaviour guidelines.
- Outcome 2: explain a range of intrapersonal and interpersonal contemporary issues that influence access to, and inclusion, participation and performance in, physical activity and sport at the local, national and global levels.

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.

On completion of this unit students should be able to:

- Outcome 1: Analyse primary data collected from participation in physical activity, sport and exercise to develop and refine movement skills from an individual and coaching perspective, by applying biomechanical and skill-acquisition principles.
- Outcome 2: Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur; explain the factors causing fatigue; and recommend suitable recovery strategies.

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.

On completion of this unit students should be able to:

- Outcome 1: Undertake an activity analysis to justify the physiological requirements of an activity that informs an appropriate assessment of fitness.
- Outcome 2: Participate in a variety of training methods; design and evaluate training programs; and explain performance improvements that occur due to chronic adaptations, depending on the type of training undertaken.

VCE Physics

Scope of study

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between theory, knowledge and practice. Students work collaboratively as well as independently on a range of tasks involving experiments, fieldwork, case studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety and ethical guidelines associated with undertaking investigations is integral to the study of VCE Physics.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in physics has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary physics challenges.

Through the study of VCE Physics students continue to develop skills to describe, explain, analyse and mathematically model diverse physical phenomena.

Rationale

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

In VCE Physics, students develop and extend 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 physics-related issues and the impacts of physics research both locally and globally and communicate their views from a position informed by their knowledge of physics.

VCE Physics provides for continuing study pathways within the discipline and can lead to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, communications, education, engineering, geophysics, instrumentation, lasers and photonics, medical diagnosis and treatment, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic

science, materials science, neuroscience, remote sensing, renewable energy generation, sports science and transport and vehicle safety.

Structure

The study is made up of four units:

- Unit 1: How is energy useful to society?
- Unit 2: How does physics help us to understand the world?
- Unit 3: How do fields explain motion and electricity?
- Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1–4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

School assessed coursework and an end of year examination:

- Unit 3 School-assessed Coursework: 30%
- Unit 4 School-assessed Coursework: 20%
- Units 3 and 4 examination: 50%

Outcomes

Unit 1 – How is energy useful to society?

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

On completion of this unit students should be able to:

- Outcome 1: Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
- Outcome 2: Explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
- Outcome 3: Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

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

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

On completion of this unit students should be able to:

- Outcome 1: Investigate, analyse, mathematically model and apply force, energy and motion.
- Outcome 2: Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.
  - To achieve this outcome the student will draw on key knowledge outlined in Area of Study 2 and the related key science skills on pages 11 and 12 of the VCAA Study Design.
  - Eighteen options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following:
    - How does physics explain climate change?
    - How do fusion and fission compare as viable nuclear energy power sources?
    - How do heavy things fly?
    - How do forces act on structures and materials?
    - How do forces act on the human body?
    - How is radiation used to maintain human health?
    - How does the human body use electricity?
    - How can human vision be enhanced?
    - How is physics used in photography?
    - How do instruments make music?
    - How can performance in ball sports be improved?
    - How can AC electricity charge a DC device?
    - How do astrophysicists investigate stars and black holes?
    - How can we detect possible life beyond Earth's Solar System?
    - How can physics explain traditional artefacts, knowledge and techniques?
    - How do particle accelerators work?
    - How does physics explain the origins of matter?
    - How is contemporary physics research being conducted in our region?
- Outcome 3: Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

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. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined on pages 14 and 15 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.
- Outcome 2: Analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.
- Outcome 3: Analyse and evaluate an electricity generation and distribution system.

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 as outlined on pages 13 and 14 of the VCAA Study Design.

On completion of this unit students should be able to:

- Outcome 1: Analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
- Outcome 2: Design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

VCE Psychology

Scope of study

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

Students study contemporary research, models and theories to understand how knowledge in psychology has developed and how this knowledge continues to change in response to new evidence and discoveries in an effort to solve day-to-day problems and improve psychological wellbeing. Where possible, engagement with Aboriginal and Torres Strait Islander ways of doing, being and knowing has been integrated into the study, providing students with the opportunity to contrast the Western paradigm of psychology with Indigenous psychology. An understanding of the complexities and diversity of psychology provides students with the opportunity to appreciate the interconnectedness of concepts both within psychology and across psychology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations including controlled experiments, case studies, correlational studies, modelling, simulations and literature reviews. Knowledge and application of the research, ethical and safety guidelines associated with psychological investigations is integral to the study of VCE Psychology.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in psychology has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop the capacity to critically assess the strengths and limitations of science, they develop respect for evidence-based conclusions, and they gain an awareness of the ethical and cultural contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary psychological challenges.

Rationale

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Students who study VCE Psychology can consider a pathway within this discipline that can lead to a range of careers and roles that work with diverse populations and communities. Areas that registered psychologists may work in include clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology. Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings. Students exposed to the study of VCE Psychology recognise the diverse nature of the discipline and career opportunities within the field. These opportunities include careers and roles that do not involve being a registered psychologist, including roles in aged, family and child services; case managers; communications specialists; counsellors; community health and welfare roles; health services support roles; human resource specialists; managers; marketing and market research roles; office administration roles; policy and planning roles; probation and parole services roles; and social work and teaching roles.

Structure

The study is made up of four units:

- Unit 1: How are behaviour and mental processes shaped?
- Unit 2: How do internal and external factors influence behaviour and mental processes?
- Unit 3: How does experience affect behaviour and mental processes?
- Unit 4: How is mental wellbeing supported and maintained?

Entry

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

Satisfactory Completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

School assessed coursework and an end of year examination:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 30%
- Units 3 and 4 examination: 50%

Outcomes

Unit 1 - How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander

peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

On completion of this unit students should be able to:

- Outcome 1: Discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.
- Outcome 2: Analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
- Outcome 3: Identify, analyse, and evaluate the evidence available to answer a research question relating to contemporary psychology.

Unit 2 – How do external factors influence behaviour and mental processes?

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

On completion of this unit students should be able to:

- Outcome 1: Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
- Outcome 2: Explain the roles of attention and perception, compare gustatory and visual perception, and analyse factors that may lead to perceptual distortions.
- Outcome 3: Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

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.

A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

On completion of this unit students should be able to:

- Outcome 1: Analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.
- Outcome 2: Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

Unit 4 – How is mental wellbeing 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 life span. 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-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

On completion of this unit students should be able to:

- Outcome 1: Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
- Outcome 2: Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.
- Outcome 3: Design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

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VCE Texts and Traditions

Note that at Oxley Christian College, we often run Texts and Traditions Units 3 and 4 (the Year 12 sequence, resulting in a study score). Students usually study this at Year 12, but it can also be 'fast tracked' by students in Year 11. Units 3 and 4 are described below.

Scope of Study

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, the study focuses on the original contexts of sacred texts and examines their literary characteristics. The study currently encompasses texts from the Christian, Islamic and Jewish traditions. The main focus of the study is the texts that are seen to be foundational to the traditions being studied. These may be supplemented by texts from other traditions, commentaries, and later texts from the traditions being studied.

A range of methods exists for interpreting sacred texts and exploring their intended meaning. VCE Texts and Traditions focuses on sociocultural, historical and literary methods of criticism. The process of searching for, and giving expression to, the meaning of sacred texts is called exegesis.

In this study, the term 'texts' refers to a body of writings held to be the authoritative core for the religious tradition, often referred to as scriptures. Additional writings that derive their authority from their relationship to the core can also be regarded as authoritative. For Units 3 and 4, the VCAA will publish a list of set texts annually. The term religious 'traditions' is understood to refer to established religious communities that continue to play an important part in creating, maintaining and shaping culture. Religious traditions contain ideas, values and beliefs about existence and the sacred and human experience that are expressed in a variety of ways.

Rationale

Many religious traditions have a special relationship with a set of written texts, often referred to as sacred scriptures. Through this study, students are taught to understand that these written texts have particular authority for the tradition and may act as an important reference and foundation for the tradition's social organisation, rituals, values and beliefs, and for the behaviours of the tradition's followers, both historically and in the world today.

Students study the sacred texts in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today. Different methods of interpretation are taken into account throughout this study. Students also investigate the texts as pieces of literature and consider how others have been inspired by the interpretation of such writings. They develop the skills to be able to analyse these texts in the form of an exegesis.

The study of VCE Texts and Traditions encourages independent and critical thinking in students that will assist them in work and study, and in fields that require critical thinking about, and research, analysis and interpretation of, written texts.

Students will develop the ability to analyse issues that relate to the writing of the Gospel of Luke, its literary structure, literary forms and major themes. Methods of interpretation of the text will be explored and skills in interpretation developed and applied to specific passages from Luke's gospel.

Selected themes that emerge from Luke's gospel (such as poverty, the role of women, discipleship, prayer) will be examined in greater depth. The way that the Christians have interpreted and responded to these ideas, throughout history and in the present, will be examined and discussed. Students will gain a thorough understanding and appreciation of the Gospel of Luke and the development of valuable skills that can be applied more widely to the Bible and beyond to other texts.

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Structure

The study is made up of two units:

- Unit 3: Texts and the early tradition
- Unit 4: Texts and their teachings

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 3 and 4

School assessed coursework and an end of year examination:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- Units 3 and 4 examinations: 50%

Outcomes

Unit 3 – Texts and the early tradition

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves.

Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

The first exegetical method students are introduced to in Units 3 and 4 is called sociocultural criticism. The premise this is based on is that an understanding of the original social, cultural, religious, political and historical experience or situation at the time of the formation of the text can lead to a more accurate understanding of the original intention of the text. The second exegetical method used in Units 3 and 4 is literary criticism which seeks to classify texts according to form, considers their structure and literary forms and techniques, and attempts to establish authorship, date, and audience.

Texts for Units 3 and 4 are prescribed annually by the VCAA. To facilitate close reading of the texts, the VCAA will also annually prescribe certain themes and passages for special study taken from the set texts. Students are expected to have a general knowledge of the chosen set text as outlined in the Study Design and a detailed knowledge of the themes and passages for special study.

Set texts, themes and passages for special study will be published annually in the *VCAA Bulletin.*

On completion of this unit students should be able to:

- Outcome 1: Identify and explain sociocultural conditions and historical contexts that influenced the early development of the religious tradition.
- Outcome 2: Discuss the major purposes of the set text, and analyse literary structure and other aspects related to the formation of the set text, including knowledge of the original audience.
- Outcome 3: Discuss the major purposes of the set text, and analyse literary structure and other aspects related to the formation of the set text, including knowledge of the original audience.

Unit 4 – Texts and their teachings

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth.

Some texts are regarded as essential for the continuation of a religious tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through themes in the particular texts.

Some of the themes contained in the foundational texts have been reinterpreted at different times by the religious tradition. In this unit students study a significant theme contained in the set text and consider the interpretation of the text in light of the theme.

On completion of this unit students should be able to:

- Outcome 1: Apply exegetical methods to develop an interpretation of all the passages for special study.
- Outcome 2: Discuss themes arising from the passages for special study and analyse their social, cultural, religious and historical context, and the importance of the themes to the original audience.

VCE Visual Communication Design

Scope of study

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

During this study, students consider various factors that impact design decisions, including conceptions of good design, aesthetic impact, and economic, technological, environmental, cultural and social influences. Students also consider how best to accommodate the varied needs of people and our planet, both now and in the future, using human-centred design principles, together with ethical, legal, sustainable and culturally appropriate design practices. Students learn about the relationships between design, place and time, acknowledging Aboriginal and Torres Strait Islander design knowledges, histories, traditions and practices.

Rationale

The complex demands of 21st-century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education. In response, VCE Visual Communication Design moves beyond practices focusing largely on appearance and function, and views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways.

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

The study of VCE Visual Communication Design, therefore, 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.

Structure

The study is made up of four units.

- Unit 1: Finding, reframing and resolving design problems
- Unit 2: Design contexts and connections
- Unit 3: Visual communication in design practice
- Unit 4: Delivering design solutions

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Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

School assessed coursework and an end of year examination:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 and 4 School-assessed Coursework: 50%
- End of year examination: 30%

Outcomes

Unit 1: Finding, reframing and resolving design problems

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

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

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

On completion of this unit students should be able to:

- Outcome 1: Use human-centred research methods to reframe a design problem and identify a communication need.
- Outcome 2: Create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.
- Outcome 3: Develop a sustainable object, considering design’s influence and factors that influence design.

Unit 2: Design contexts and connections

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

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

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

On completion of this unit students should be able to:

- Outcome 1: Present an environmental design solution that draws inspiration from its context and a chosen design style.
- Outcome 2: Apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.
- Outcome 3: Apply the VCD design process to design an interface for a digital product, environment or service.

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.

On completion of this unit students should be able to:

- Outcome 1: Compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.
- Outcome 2: 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: 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.

On completion of this unit students should be able to:

- Outcome 1: 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: Produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

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Year 11 and 12 Careers Program

Year 11 – Careers Support

No formal careers program exists in Year 11 as students gained sufficient skills in the Year 10 Careers classroom program to be able to access careers resources. They are encouraged to attend TAFE and University Open Days throughout Year 11.

A 'check in' careers interview is offered at the end of Semester 1 if they are making decisions about VCE subject changes.

Students are also welcome to make appointments with the Careers Coordinator to discuss career pathways at any stage throughout the year. The Head Start program at the end of Term 4 for all Year 11 students prepares for their VCE program in Year 12.

Year 12 – Careers Seminar Program
Scope of study

Students continue to develop their skills in accessing careers resources and this program aims to prepare students to make good choices as they consider their future career pathways. It is recognized that students may hold more than one career across their lifetime and that there are many diverse pathway choices. Students are equipped with current information to help them make decisions and receive guidance for navigating their way to future study and work.

Rationale

This program aims to equip, inform, and guide students to make good choices for their future career pathways.

Course Objectives

- Meet and hear from representatives from the major Universities
- Find out about University and TAFE from past students
- Listen to speakers from selected careers areas
- Learn how to access career tools as students consider courses and tertiary pathways
- Find out about important dates/timelines for VTAC course preferences
- Gain guidance through the important VTAC application process in August
- Determine TAFE/University course preferences and work pathways post Year 12

Structure

Year 12 - Seminar Series

Students attend one lesson per fortnight in the Broadley Performing Arts Centre. They participate in career sessions designed to equip them for future career pathways, so no assessments or reports are warranted.

Year 12 – Careers Interviews

The Seminar Series is supported by individual student career discussions with the Careers Coordinator in Term 1 and Term 3. Appointments are made via an online student booking system. Students may also make an interview time after receiving ATAR score results in December and university first round offers in December.

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Year 11 and 12 Christian Studies

Scope of study

Students continue to consider their worldview in light of a Christian worldview. They will explore some of the big questions associated with the Christian faith. Students will be asked to consider a range of views and ideas to encourage them to deliberately think through and openly discuss life's big questions.

Rationale

Students attend one lesson per fortnight. Students have no assessments or report but participate in discussion groups in Year 11 and attend a seminar series in Year 12.

Course Objectives

- Develop skills in reading and understanding the Bible
- Demonstrate a personal belief system
- Articulate an understanding of a Christian worldview
- Articulate ideas through open dialogue and questioning
- Develop empathy for different members of our community
- Grow in responsibility for self and develop autonomy in life skills

Structure

Year 11 – Pastoral Care and Discussion Groups

- Developing goal setting and tracking skills
- Pursuing mentoring, encouragement and accountability
- Developing a personal mission statement
- Exploring the Gospel and personal response to Jesus at Easter
- Discussing the big questions of God, faith, morality, the Bible and more
- Developing and discussing life skills
- Creating meaningful ways to engage with and serve the community
- Engaging with key passages in the Bible

Year 12 – Seminar Series

Year 12 students will attend fortnightly seminars with a variety of guest speakers in the BPAC. The aim of this series is both to equip students to get the most out of their final year of schooling, and also to prepare them for life beyond graduation. Throughout the year students will hear from a variety of high calibre speakers, sharing on topics such as ethics, politics, business, health, science, creation, marriage and relationships, the arts, culture and society, as well as preparation for university and work life. This series will provoke reflection, help to develop faith and values, and promote fresh perspective and insight on how study, career, vocation, mission, purpose, family life and more can positively and powerfully intersect! Students will have the opportunity to ask questions and interact with the presenters also during Q&A sessions at the conclusion of each session.

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