

A GUIDE TO VCE SUBJECT SELECTION FOR 2012

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INTRODUCTION

The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the administration of the two year Victorian Certificate of Education (VCE). The VCAA's objective is to give access to education of the highest quality to all students seeking to undertake studies leading to the VCE.

The VCE has divided knowledge into broad areas called Key Learning Areas. Within each area there is a range of studies intended to provide comprehensive coverage of the field. Each study (subject) is divided into half year (semester) Units involving class work and homework. Units 1 and 2 approximate Year 11 level of difficulty, while Units 3 and 4 approximate Year 12 level of difficulty.

Each Unit of Study has a course developed around the concept of Unit Outcomes, which must be achieved for Satisfactory Completion of the Unit. Achievement of the Unit Outcomes is based on the Class Teacher's assessment of the student's performance on assessment tasks designated for the Unit. In Units 1 and 2 the instruments for assessment are Outcomes, as specified by Heads of Department, based on guidelines from the Study Design. In Units 3 and 4, the instruments of assessment are School Assessed Coursework (SACs) and School Assessed Tasks (SATs).

At Year 11 judgment of satisfactory completion is made internally. Scotch College will report S (satisfactory completion) or N (non-satisfactory completion) to the VCAA for each Unit. The VCAA will issue a statement of results to each student at the end of the year. For all VCE studies a Unit is satisfactorily completed if all Unit Outcomes have been achieved to the satisfaction of the academic department.

To qualify for the VCE, a student must satisfactorily complete at least 16 Units, including at least three Units of English (Literature and English Language Units 3 and 4 may be studied instead of English Units 3 and 4) and at least three sequence pairs of Units 3 and 4 of studies other than English. However, for a student program to be approved by the VCAA and Scotch College, it will usually consist of at least 20 Units undertaken throughout Years 11 and 12.

Scotch College offers a range of VCE Units. Boys will be required to plan a coherent two year course before entering Year 11 (see planner) as there will be limited opportunities to change subjects at the end of Year 11 Semester One or at the beginning of Year 12. Boys are encouraged to consider all Units offered, based on their performance in previous years (as a basis for determining strengths and weaknesses) as well as interests and the post-secondary direction they are likely to take. Advice should be accepted from Heads of Departments, the relevant Head of House and tutor, and the school's Course and Careers Services team.

VTAC (Victorian Tertiary Admissions Centre) uses VCE results issued by VCAA (Victorian Curriculum and Assessment Authority) to calculate a student's ATAR (Australian Tertiary Admissions Ranking). VTAC adjusts the study scores for each Units 3 and 4 study to take account of how strong the students are in the study and how difficult it is to achieve the middle ranking in that subject. The strength of competition in each study is measured by how well the students performed in all their studies. This process is called scaling. In addition, each Language is adjusted by adding five to the initial ATAR Subject Score average. All students of a Language receive a positive adjustment as a consequence of government policy to encourage the study of Languages, but it is not a uniform adjustment. Scaling should not play a role in determining a course of work; it is important that interest, academic strengths and previous results are used as a basis for designing a course of work.

YEAR 11

Year 11 boys will study 12 or 14 units (six or seven subjects respectively). This may include a Units 3 and 4 study or, where appropriate, a VET (Vocational Educational and Training) course.

Entry into a Units 3 and 4 study as a Year 11 student is not automatic. Analysis of past results indicates that premature enrolment in a Units 3 and 4 study has a detrimental impact on performance in the VCE. Therefore, only students with a B average (or better) overall, as well as in the relevant subjects, in Year 10, will be allowed to attempt a Units 3 and 4 study in Year 11. In addition, Year 11 students enrolling in a Units 3 and 4 study may be required to undertake a Bridging course in their chosen Units 3 and 4 study. These courses are held at the end of the year.

YEAR 12

All Year 12 boys must enroll in at least five subjects in Year 12, 4 of which are Units 3 and 4 studies. The fifth study could be another Units 3 and 4, a University Extension/Enhancement course (provided the required criteria for acceptance have been met) or where appropriate a VET subject.

This Guide is intended to provide all Year 10 and Year 11 students with information regarding each VCE subject offered at Scotch College in 2012. Details of the Rationale, Course Structure and Assessment of Performance can be found for every subject offered. Please note that there is a VCE planning grid appended to the end of this guide.

Mr R J McLaren
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VCE UNITS OFFERED

Below is a list of all VCE Units offered in 2012 by Scotch College. Any Unit may be withdrawn from offer if the number of students selecting that Unit is too few.

Accounting	5
Biology	6
Business Management	7
Chemistry	8
Design and Technology	9
Drama	10
Economics	11
English/ESL	12
English Language	13
Environmental Science	14
Geography	15
History	16
Australian	17
Revolutions	17-18
Information Technology	19
IT Applications	20
Software Development	20
Languages	21
Chinese	22
French	23
German	24
Indonesian	25-26
Italian	27
Legal Studies	28
Literature	29
Mathematics	30-31
Media	32
Music	33
Philosophy	34
Physical Education	35
Physics	36
Politics	37
Australian and Global Politics	37
Australian Politics	37-38
Global Politics	38
Psychology	39
Science Olympiad	40
Studio Arts	41
Texts and Traditions	42
Visual Communication and Design	43

RATIONALE

Accounting focuses on the process of recording, reporting, analysing and interpreting financial data which is then communicated to internal and external users of the information. The study of Accounting will enable students to develop their financial knowledge and skills.

STRUCTURE**Unit 1: Establishing and Operating a Service Business**

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students will be introduced to the role of accounting in the decision making process.

Unit 2: Accounting for a Trading Business

This unit focuses on accounting for a single activity sole trader. Student's record and report cash and credit transactions involving stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations students suggest strategies to the owner on how to improve the performance of the business.

Unit 3: Recording and Reporting for a Trading Business

This Unit focuses on financial accounting for a trading business, and students are introduced to the double entry system of recording.

Unit 4: Control and Analysis of Business Performance

This Unit provides an extension of the recording process introduced in Unit 3, students learn about the importance of budgeting, as well as the evaluation of the information prepared in order to suggest strategies to the owner.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

ICT is now an essential part of the operation of small business. Computers are used at the inputting, processing and outputting stages of the accounting process. Students need to be aware of the use of spreadsheets, accounting software packages, the internet and word processing.

ASSESSMENT

Units 1 and 2:	Practical Exercises (Examination) Applied Accounting Exercises Extended Responses Exercises	
Unit 3:	School Assessed Coursework mid-year Examination	17 per cent 33 per cent
Unit 4:	School Assessed Coursework mid-year Examination	17 per cent 33 per cent

RATIONALE

Biology is the study of living organisms. The VCE course incorporates aspects of many branches of biology including biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, cell biology, and molecular biology. The study of Biology prepares students for further study in the biosciences including environmental, medical and associated biotechnological fields.

STRUCTURE**Unit 1: Unity and Diversity**

This unit investigates the cell as the functional unit of the whole organism. It relates differences in individual structures and systems to differences in overall function of organisms. The unit also explores the diversity of organisms.

Unit 2: Organisms and their Environment

This unit studies how organisms are part of self-sustaining systems and how adaptations possessed by organisms affect their survival and reproductive success.

Unit 3: Signatures of Life

This unit studies the molecular basis of life. It investigates biochemical processes, how intercellular communication coordinates cell activities and how immune responses protect organisms from pathogens.

Unit 4: Continuity and Change

This unit investigates technological applications and the implications of molecular genetics. It studies meiosis and patterns of inheritance. The unit also investigates evolution by natural selection.

ASSESSMENT

Units 1 and 2:	Examination	
	Class Tests	
	Assignments and Practical Work	
Unit 3:	School Assessed Coursework	17 per cent
	Examination	33 per cent
Unit 4:	School Assessed Coursework	17 per cent
	Examination	33 per cent

RATIONALE

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as consumers and investors.

STRUCTURE**Unit 3: Corporate Management**

In this unit students investigate how large-scale organisations operate. They develop an understanding of the complexity and challenge of managing large organisations.

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

- Describe and analyse the context in which large-scale organizations operate.
- Describe and analyse major aspects of the internal environment of large-scale organisations.
- Identify and evaluate practices and processes related to operations management.
- Define corporate culture and management structure.
- Explain key management roles.
- Distinguish between different management styles.
- Outline important management skills.

Unit 4: Managing People and Change

This unit commences with a focus on the human resource management function. It then progresses to the analysis of the management of change.

On completion of this unit the student should be able to identify and evaluate practices and processes related to human resource management; students will be exposed to specific elements of the employment cycle; establishment phase focusing on recruitment methods, maintenance phase focusing on induction and training and termination phase focusing on methods an employee is removed from the workforce; as well as analyse and evaluate the management of change in large-scale organisations. Finally, change within a large scale organisation will be analysed and evaluated. Large scale organisations change often due to technology, mergers and acquisitions and government regulations.

ASSESSMENT

Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework Examination	25 per cent 50 per cent

RATIONALE

Chemistry is a key science. Indeed the development of our modern society has been intimately linked with the successful integration of chemical knowledge into new technologies. This will continue with emerging fields such as biotechnology and nanotechnology. Studying Chemistry assists the development of knowledge, skills and attitudes which enrich people's lives and allows them to be scientifically capable members of society. Students develop skills to investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues.

STRUCTURE**Unit 1: The Big Ideas of Chemistry**

This unit investigates the Periodic Table and its relationship to atomic structure and chemical bonding. It explores how the properties of substances can be modified to provide new materials.

Unit 2: Environmental Chemistry

This unit examines both qualitative and quantitative aspects of water and the atmosphere related to sustaining life and how chemistry is used to respond to the effects of human activities on our environment.

Unit 3: Chemical Analysis*Chemical Analysis:*

This area of study allows students to investigate the use a variety of analytical and instrumental techniques to analyse products in the laboratory.

Organic chemical pathways:

This area of study allows students to investigate systematic organic chemistry, including selected functional groups and reaction pathways, including biochemical applications.

Unit 4: Chemistry at Work*Industrial Chemistry:*

This area of study focuses on the factors that affect the rate and extent of a chemical reaction and the application of these principles in industrial chemical production.

Supplying and Using Energy:

This area of study focuses on use of energy resources, measurement of energy content of substances, batteries, fuel cells and electrolytic cells.

ASSESSMENT

Units 1 and 2:	Theory Knowledge (Examination)	
	Theory Knowledge (Topic Tests)	
	Concept Mapping	
Unit 3:	School Assessed Coursework	17 per cent
	Examination	33 per cent
Unit 4:	School Assessed Coursework	17 per cent
	Examination	33 per cent

RATIONALE

This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Throughout each unit, students' learning experiences involve exposure to the application of new technologies, including information and communication technologies for design purposes, along with a wide range of materials and graphic media. Technological decisions have an impact on all aspects of peoples' lives. Evaluation of the purpose, processes and products of technological activity and the wider role of technology in societies is integral to this study.

All four units in this study provide opportunities for students to undertake production activities often related to industrial and commercial practices. In Units 1 and 2 it is envisaged that design and production activities will be teacher directed. At this stage, students will undertake meaningful focused practical tasks. They will develop knowledge and practice particular skills in which they investigate, design, produce and evaluate familiar products and applications. In Units 3 and 4, students will initiate and undertake a substantial and demanding major design and production task. This may be a single product over Units 3 and 4 or a product range. In all units, one or more of the following categories of materials will provide the basis for production activities: wood, metal, plastic or fabrics.

STRUCTURE

Unit 1: Product Re-design and Sustainability

Unit 2: Collaborative Design

Unit 3: Applying the Product Design Process

Unit 4: Product Development and Evaluation

ASSESSMENT

Units 1 and 2:	Theory and Design (Examination) Practical Skills Theory and Design (Folio)	
Unit 3:	School Assessed Coursework	12 per cent
Unit 4:	School Assessed Coursework	8 per cent
Units 3 and 4:	School Assessed Task Examination	50 per cent 30 per cent

RATIONALE

The study of Drama focuses on the creation of performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor-audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts. They view and analyse performances by professional and other drama practitioners.

STRUCTURE**Unit 1: Dramatic Story Telling (includes four study Outcomes)**

Through practical workshops, students learn the skills necessary to devise solo and ensemble performances. During this time, they discover ways in which to create different characters by manipulating a range of prescribed dramatic elements. This unit focuses particularly upon non-naturalistic performance styles and techniques. In addition, students study performances presented by non-student actors and learn how to analyse these according to a set criteria.

Unit 2: Creating Australian Drama (includes four study Outcomes)

Using Australia as inspiration, students explore social and historical themes that they then use as stimulus material in order to devise their own ensemble performance. They then discuss this process and apply their skills in further analysis of theatre performances viewed outside school.

Unit 3: Ensemble Performance (includes three study Outcomes)

Students participate in workshops that explore non-naturalistic dramatic forms and techniques, then present examples of these skills in a self-devised ensemble performance. Analysis of their own work and that of professional theatre practitioners is used to consolidate their understanding of non-naturalism.

Unit 4: Solo Performance (includes three study Outcomes)

The final unit focuses on the research, creation, performance and analysis of a solo performance that demonstrates mastery of non-naturalistic performance techniques. Students prepare one solo topic from a list set annually by the VCAA and prepare it for both public and external examination performances that take place early in October.

The study provides students with opportunities to explore the ways in which drama represents social, political, and historical contexts, narratives and stories. Students develop an understanding of the language of drama including terminology and expressions appropriate to the context of the drama that students create, perform and analyse. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding.

Each Unit deals with specific content and is designed to enable students to achieve a set of Outcomes. Each Outcome is described in terms of key knowledge and skills. (See VCAA Drama Study Design)

ASSESSMENT**Units 1 and 2:**

Devising a Performance
Presentation of a Performance
Analysing a Devised Performance
Written Analysis of a Professional Performance

Units 3 and 4:

School Assessed Coursework	40 per cent
Performance Examination	35 per cent
Written Examination	25 per cent

RATIONALE

Economic decisions taken by individuals, groups, businesses and governments have effects on the welfare of nations and regions; today these effects are increasingly global in their impact. A study of economics will help students to become informed global citizens, able to discern economically and socially responsible decisions. Learning about economics will assist students in their everyday lives as it helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.

STRUCTURE**Unit 1: Economics - Choices and Consequences**

The focus of this unit is the study of markets, economic decision-making and issues of importance to the Australian economy. It initially adopts a case study approach that provides opportunities for students to develop knowledge and understanding about the nature, operation and role of markets within the Australian economy. It then examines issues that impact upon individuals such as the creation and distribution of income and wealth, economic growth and sustainable development and inflation.

Unit 2: Economic Change - Issues and Challenges

The unit focuses on the changing demographics of Australia's population. Skill shortage, ageing population and immigration all impact upon Australia's workforce. Government policies aiming to address these changes are studied. Further, this unit examines Australia's role in the global economy. Trade issues, developing economies and globalisation are all issues explored in this unit.

Unit 3: Economic Activity and Objectives

The focus of this unit is the study of economic activity in Australia and the factors that affect the achievement of the Australian Government's economic objectives. Underlying the study of economic activity are such concepts as the market mechanism, the business cycle and the key concepts of micro and macro-economics. The key economic objectives studied include price stability, economic growth, full employment, external stability, efficiency in resource allocation and equity in personal income distribution.

Unit 4: Economic Management

The focus of this unit is the study of the management of the Australian economy, which concentrates on budgetary/fiscal, monetary and microeconomic reform policies. Students will develop a general knowledge of the operation of these policies over the past ten years and a more detailed understanding of the operation of the policies over the last three years. They will apply the language, theories and tools of economics to develop a critical perspective about the role of these policies in the current government economic policy mix.

ASSESSMENT

Units 1 and 2:	Applied Economic Exercises (topic tests & other activities as set by teacher) Investigation of an Economic Issue Case Study (of a market in operation)	
Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	Examination	50 per cent

RATIONALE

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of tertiary entrance post-school employment, further education and participation in a democratic society. It emphasizes the integration of reading, writing, speaking, listening and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

PREREQUISITES FOR ESL STUDENTS

Certain conditions set by VCAA must be met by an individual student if he is to be granted ESL status. Enquiries regarding these prerequisites should be directed to the Scotch VCE Administrator or Head of House. ESL students are integrated fully into regular VCE English classes but they also may be required to attend a weekly evening tutorial at Scotch with a specialist ESL tutor.

STRUCTURE

Unit 1: The focus of this unit is the reading of a range of texts with comprehension, enjoyment and discrimination, development of competence and confidence in writing and response to oral language and its use.

Unit 2: The focus of this unit is on a variety of forms of response to texts, experimentation with different written forms and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Unit 3: The focus of this unit is the development of critical responses to both print and non-print texts, including media texts and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Unit 4: The focus of this unit is the development of critical responses to both print and non-print texts, and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms. Particular emphasis is placed on preparing students for their end of year exam which plays a major part in determining their final score for the subject.

ASSESSMENT

Units 1 and 2:	Examination Single Text Study Contexts Study Media Study	
Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	End-of-year Examination	50 per cent

RATIONALE

English Language is a complex, specialist study which aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It is informed by the discipline of linguistics and integrates a systematic exploration of the nature of English with development of skills in description and analysis of a diverse range of English texts, including spoken and written varieties.

STRUCTURE

The subject is based on a linguistic framework that looks at the origins of language and how language is used in the wider community. The socio-linguistic approach to the study of English provides an opportunity for students to explore written and spoken texts, to analyse varieties of language and language use, as well as to explore ways in which language features are used in daily interactions with others. Importantly, it provides an opportunity for students to discover how language operates within the community and how varied forms of communication can be exposed and studied. It enables language to be explored in different social contexts, that expands our understanding of how important it is to communicate effectively. It also allows students to analyse grammar in a way that they deem to be ‘interesting’, particularly as it relates to everyday experiences of language interaction.

Unit 1: Language and Communication

- The nature and functions of human language.
- Language Acquisition and Understanding.
- Analysis of written and spoken language forms.

Unit 2: Language Change

- How language change takes place.
- Change in the subsystems of language through history.
- Globalisation of the English language.

Unit 3: Language in Society

- Language Description: How to analyse different varieties of language and language use.
- Englishes in Contemporary Australia: How to investigate and to describe how language reflects social and cultural understandings and constructs a sense of identity.

Unit 4: Language in Use

- Language Description: How to investigate and describe the structures and features of a range of specific texts.
- Texts in their Contexts: How to identify and analyse the distinctive features of written English texts.

Students instructed in taking language at Units 3 and 4 level are expected to undertake at least Unit 2 Language study in Year 11 in order for them to have the necessary skills grounding for Units 3 and 4 work.

ASSESSMENT

Units 1 and 2:	Examination Single Text Study Contexts Study Media Study	
Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework Examination	25 per cent 50 per cent

RATIONALE

Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on the planet and evaluate the impacts of human activities. Environmental Science also examines the application of science to ecologically sustainable development and environmental management. While undertaking this study, students will develop skills in practical scientific investigations, fieldwork techniques, report writing, research and analysis

STRUCTURE**Unit 1: Environment**

This unit investigates the various components of an ecosystem and how the environment changes over time.

Unit 2: Monitoring the Environment

This unit focuses on environmental indicators and monitoring the environment. Environmental data is collected in the field and interpreted.

Unit 3: Ecological Issues - Energy and Biodiversity

This unit focuses on two major ecological issues. Energy use and its effect on global warming and the loss of biodiversity due to human activity are investigated in detail.

Unit 4: Ecological Sustainability

This unit explores the principles of ecologically sustainable development and environmental management. The effect of pollution on human health and the environment is also investigated.

ASSESSMENT

Units 1 and 2:	Examination	
	Class Tests	
	Assignments and Practical Work	
Unit 3:	School Assessed Coursework	17 per cent
	Mid-year Examination	33 per cent
Unit 4	School Assessed Coursework	17 per cent
	Examination	33 per cent

RATIONALE

The purpose of this study is to develop in students an ability to see meaning in the arrangement of natural and human phenomena in space; to see and understand the interrelationships between people, places and environments; and to use geographic skills and apply spatial perspectives to describe and interpret patterns on the surface of the Earth and the processes that created them.

STRUCTURE**Unit 1: Natural Environments**

This unit investigates the geographic characteristics of natural environments and landforms and the processes that shape the earth's surface. Coastal, glacial and temperate rainforest environments are studied. This unit includes a fieldtrip to Toolangi State Forest.

Unit 2: Human Environments

This unit investigates the characteristics of human environments and changes in them. It considers the dynamic nature of rural and urban environments and the factors contributing to change.

Unit 3: Regional Resources

This unit investigates the characteristics of resources and the concept of region. A resource is anything which occurs naturally or is created by humans provided that people use it to satisfy a need or want.

Unit 4: Global Perspectives

Global phenomena are major natural or human events, processes or activities. Such phenomena are distributed globally and possess the capacity to affect the globe or significant parts of the globe and require more than a local or national response.

ASSESSMENT

Units 1 and 2:	Examination Practical Activities Fieldwork	
Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	Examination	50 per cent

HISTORY

RATIONALE

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

STRUCTURE

Unit 1: Twentieth-Century History (1900-1945)

This unit concentrates on Germany, especially in the period 1918-1945.

Students analyse the emergence of new political ideas, including liberal democracy, socialism, communism and Nazism in Germany after World War I, with emphasis on the conflict that arose from these ideas. They examine the change that occurred in everyday life in Weimar Germany and Nazi Germany. In particular, they research the effects of Nazi policy on Jews, intellectuals, Slavs, women, youth religion.

Students consider the impact of the work of a group or individual in Weimar Germany and the effect of propaganda on the cultural life of Nazi Germany.

Unit 2: People and Power

This unit concerns various historical challenges to authority. The unit is divided into three areas of study:

- *Power and Authority.* Here students examine the ideology and institutions that supported an established authority, for example in Imperial China or Medieval Christian Europe.
- *Dissenting Groups and Challenges.* Students consider the reasons for changes in authority, such as the downfall of the Imperial Chinese Government, of Papal authority in 16th century Germany, or of the English monarchy in the Civil War.
- *Change.* Here we examine changes that dissenting groups wrought in government and society. For example we compare China under the Nationalist government of Chiang Kai Shek and under the Communist government led of Mao Tse-Tung. The England of the early Stuarts is compared to that of 1689, after the 'Glorious Revolution'. Students also consider the means by which new authorities consolidated their power through language and symbols.

ASSESSMENT

Units 1 and 2: Document Analysis & Writing Tasks (Examination)
Research
Analytical Tasks
Essay

AUSTRALIAN HISTORY

STRUCTURE

Unit 3:

- *A New Land: Port Phillip District 1830-1860.* Students will analyse the visions and ideas which underpinned colonial society and the way that they changed under the impetus of specific events. These visions will also be explored in relation to their impact on the Indigenous people of Port Phillip District.

HISTORY CONT'D

- *Nation, Race and Citizen 1888-1914.* The latter decades of the nineteenth century represented a period of prosperity, growth, pastoral expansion, urbanisation, immigration and an emerging sense of national identity. Nationhood was achieved in 1901 and between 1901-1914 profoundly important new legislation was introduced. What visions of nationhood were achieved? Who was included in this new nation and who was excluded?

Unit 4:

- *Testing the New Nation 1914-1918.* Students will analyse the ways in which Australians acted in response to World War I. The emergence of the ANZAC legend brought ideas of Australian identity into sharper focus. However, the war also opened up deep divisions in Australia, culminating in the bitter debates over conscription in 1916 and 1917.
- *Debating Australia's Future 1960-2000.* Students will evaluate the change in Australian attitudes to the Vietnam War between 1965 and 1970.

ASSESSMENT

Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	Examination	50 per cent

REVOLUTIONS

STRUCTURE

Unit 3: The French Revolution

- *Revolutionary ideas, leaders, movements and events - 1781-4, August 1789.* Students examine the much-disputed causes of the French Revolution. The reasons suggested by historians include social, economic and intellectual factors. Students analyse the Enlightenment philosophers before studying the causes of the outbreak of revolution in June 1789 at Versailles, the Tennis Court Oath, and the storming of the Bastille.
- *Creating a New Society - 5 August 1789 - November 1795.* Students explore the most dramatic period of the French Revolution, including the King's attempted flight from France, the war with most of Europe, civil war, the Terror, the execution of King Louis XVI, the rise and fall of Robespierre and the Committee of Public Safety, the Directory.

Unit 4: The Russian Revolution

- *Revolutionary ideas, leaders, movements and events 1905 - October 1917.* Classes study the controversial question of why there were revolutions in Russia in 1905 and February 1917. They examine the tensions and conflicts inherent in pre-revolutionary Russian government and society, as well as the roles of World War 1 and individuals such as the Tsar, Tsarina and Rasputin in the collapse of the Tsarist regime. Students make a close study of the 1917 Revolution, which culminated in the seizure of power by Lenin and the Bolsheviks in October 1917.

- *Creating a New Society - November 1917 - 1924.* Here students look at the nature of the society that emerged from the chaos of World War and civil war between 1917 and 1924. The roles of Lenin and Trotsky are examined closely, as are the Bolsheviks' often violent responses to the challenges of opposition from many elements of Russian society as well as foreign powers. The study culminates with the question of whether change outweighed continuity by the time of Lenin's death.

ASSESSMENT

Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	Examination	50 per cent

INFORMATION TECHNOLOGY

RATIONALE

This study focuses on the processing of data and the management of information to meet a range of individual and societal purposes. The rapid pace of development in information technology (IT) is having a major influence on virtually all aspects of society. The study of VCE Information Technology encompasses information systems and how people interact with information technology to create structured information and to connect with others to exchange information. The course aims to equip students with appropriate knowledge and skills to make use of ICT and make informed personal and workplace choices about the future developments and directions in this exciting and challenging field.

The study is made up of six units:

Unit 1: (Year 11): IT in Action

Unit 2: (Year 11): IT Pathways

Units 3 and 4: (Year 12): IT Applications

Units 3 and 4: (Year 12): Software Development

STRUCTURE

Unit 1: IT in Action

This unit focuses on how individuals use, and can be affected by ICT in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images to create solutions that can be used to persuade, educate, entertain and inform. Students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. Networked information systems and the global environment are also examined.

Unit 2: IT Pathways

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students create solutions produced using a programming or scripting language and apply all stages of the problem-solving methodology. Students analyse data and manipulate selected data to create visualisations. Students investigate careers that involve the use of these skills and work in teams to develop a strategy for problem solving.

ASSESSMENT

Units 1 and 2: Individual School decision

IT APPLICATIONS

STRUCTURE

Unit 3:

Students focus on the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different types of websites and use web authoring software to create prototype websites for particular online communities. Students acquire and apply knowledge and skills in the use of relational data base management systems.

Unit 4:

This unit focuses on how ICT is used to solve ongoing information problems and in the strategies used to protect the integrity of data and security of information. Students create solutions using spreadsheet software or relational database management systems (RDBMS). Threats to the integrity and security of data and information are examine.

INFORMATION TECHNOLOGY CONT'D

ASSESSMENT

Demonstrated achievement of Outcomes specified.

Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	Examination	50 per cent

SOFTWARE DEVELOPMENT

STRUCTURE

Unit 3:

This Unit focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language which will be used in Units 3 and 4. Students are taught about problem-solving methodology and develop a detailed understanding of the stages of analysis, design and development.

Unit 4:

This Unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the programming language selected in Unit 3. Students are required to engage in the design, development and evaluation stages of the problem-solving methodology.

ENTRY

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

ASSESSMENT

Demonstrated achievement of Outcomes specified.

Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	Examination	50 per cent

LANGUAGES - CHINESE SECOND LANGUAGE (SL)**- CHINESE SECOND LANGUAGE ADVANCED (SLA)****- CHINESE FIRST LANGUAGE (FL)****INTRODUCTION – THE LANGUAGE**

The language to be studied and assessed is the modern standard (as in original) version of Chinese. For the purpose of this syllabus, 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 (tradition) characters. Students may use simplified or complex characters in tasks requiring written responses in Chinese, but are expected to use a consistent style throughout the response.

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 access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

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. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

ENTRY – ELIGIBILITY

Chinese SL is designed for students who have learnt all or most of the Chinese they know in an Australian school or similar environment. These students will, typically, have studied Chinese for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must undertake Unit 3 prior to undertaking Unit 4.

Chinese SLA is designed for students born in a country where Chinese is a national or official language, or who have some significant experience in an education system where Chinese is the medium of instruction. The course was introduced in 2004. Chinese Second Language and Chinese Second Language Advanced are set out in the same study design and vary only in the specifications for the use of vocabulary, School Assessed Coursework and the Written and Oral examinations. The students will, typically, have studied Chinese for at least 400 hours at completion of year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must undertake Unit 3 prior to undertaking Unit 4.

Chinese FL is designed for students who will typically have had very significant experience of studying in a country in which Chinese is a major language of communication, and where Chinese is the main language of instruction. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

The study of Chinese is offered at three levels in VCE (as above). Entry to these levels is governed by eligibility criteria which are monitored regularly and published on the VCAA website.

LANGUAGES - CHINESE SL & SLA

PRESCRIBED THEMES AND TOPICS

The Individual:

- Personal identity
- Education and aspirations
- Recreation and leisure
- Travel experiences

The Chinese-speaking Communities:

- History and culture
- Schooling
- Lifestyles
- Geography

The Changing World:

- Youth issues
- The world of work
- Tourism and hospitality

LANGUAGES - CHINESE FL

PRESCRIBED THEMES AND TOPICS

Self and Others:

- Personal world
- Personal beliefs and ideals
- Contributing to the community

Tradition and change in the Chinese-speaking Communities:

- Lifestyles
- Arts and entertainment
- Stories from the past

Global Issues:

- Peace
- Human rights in the world today
- The nature and future of work

ASSESSMENT (FOR CHINESE SL, SLA & FL)

Units 1 and 2: Examination, Speaking, Listening & Reading Comprehension, Writing

Unit 3: School Assessed Coursework 25 per cent

Unit 4: School Assessed Coursework 25 per cent

Units 3 and 4: External Examination 50 per cent

INTRODUCTION – THE LANGUAGE

The language to be studied and assessed is the modern standard version of French. Students are expected to know that dialects exist but they are not required to study them.

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 access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of French develops students' ability to understand and use a language which is widely learned internationally, and which is the lingua franca of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

A knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy and translating and interpreting.

ENTRY

French is designed for students who will, typically, have studied French for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

PRESCRIBED THEMES AND TOPICS**The Individual:**

- Personal world
- Education and aspirations
- Personal opinions and values

The French-speaking Communities:

- Lifestyles
- Historical perspectives
- Arts and entertainment

The Changing World:

- Social issues
- The world of work
- Scientific and Technological issues

ASSESSMENT

Units 1 and 2:	Examination, Speaking, Listening & Reading Comprehension, Writing	
Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	External Examination	50 per cent

INTRODUCTION – THE LANGUAGE

The language to be studied and assessed is 'Hochdeutsch'. This includes the use of colloquialisms where they are appropriate. Exclusive use of the new German spelling system has been required since January 2008. Texts provided will be based on the new spelling system.

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 access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of German develops students' ability to understand and use a language which has long been recognised as a world language of culture, music, theology and philosophy as well as a key language in the fields of science, medicine, economics and technology.

German-speaking countries have emerged as strong international leaders in trade, commerce and politics, and the ability to communicate in German can, in conjunction with other skills, enhance students' opportunities in a wide range of vocational areas.

ENTRY

German is designed for students who will, typically, have studied German for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must undertake Unit 3 prior to undertaking Unit 4.

PRESCRIBED THEMES AND TOPICS**The Individual:**

- Personal identity
- School and aspirations
- Leisure and lifestyles

The German-speaking Communities:

- People and places
- Past and present
- Arts and entertainment

The Changing World:

- The world of work
- Youth issues
- Tourism

ASSESSMENT

Units 1 and 2:	Examination, Speaking, Listening & Reading Comprehension, Writing	
Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	External Examination	50 per cent

INTRODUCTION - THE LANGUAGE

The language to be studied and assessed is the standard version of Indonesian.

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 of different attitudes and values within the wider Australian community and beyond.

The study of Indonesian develops students' ability to understand and use the language of a country which is one of Australia's closest neighbours and is one of the most populous countries in the world. Links between Australia and Indonesia have been strengthened in recent decades, in particular, in areas such as business, tourism and education. The study of Indonesian promotes the strengthening of these links.

The study of Indonesian also has a broader application in that it is closely related to Malay and is understood in Malaysia and by Malay-speaking inhabitants of Singapore and Brunei. Students may wish to study Indonesian as an academic subject for educational purposes or link this study to other areas of interest. Significant numbers of tertiary institutions provide numerous pathways for further study of Indonesian and Indonesian studies.

ENTRY

Indonesian SL is designed for students who have learnt all the Indonesian they know in an Australian school or similar environment, or who have had some limited experience of studying in a country where Indonesian or Malay is the main language of instruction. These students will, typically, have studied Indonesian for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Indonesian FL is designed for students who have had significant experience of studying in a country in which Indonesian or Malay is the main language of instruction. Students must undertake Unit 3 prior to undertaking Unit 4.

PRESCRIBED THEMES AND TOPICS**The Individual:**

- Personal world
- Education and aspirations
- Personal opinions and values

The Indonesian-speaking Communities:

- Lifestyles
- Visiting Indonesia
- Customs and traditions
- Arts and entertainment
- Stories from the past

The Changing World:

- Social issues
- Environmental issues
- Australian and Indonesian relations
- The world of work

PRESCRIBED THEMES AND TOPICS

Self and Others:

- Personal world
- Personal beliefs and ideals
- Contributing to the community

Tradition and change in the Indonesian-speaking Communities:

- Lifestyles
- People and events
- Education Unity and diversity

Global Issues:

- The global environment
- Human rights in the world today
- Development

ASSESSMENT

Units 1 and 2:	Examination, Speaking, Listening & Reading Comprehension, Writing	
Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	External Examination	50 per cent

INTRODUCTION - THE LANGUAGE

The language to be studied and assessed is modern standard Italian.

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 access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Italian develops students' ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication. A knowledge of Italian in conjunction with other skills can provide employment opportunities in areas such as tourism, social services, banks, commerce, and translating and interpreting.

ENTRY

Italian is designed for students who will, typically, have studied Italian for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must undertake Unit 3 prior to undertaking Unit 4.

PRESCRIBED THEMES AND TOPICS

- Personal World
- Health and Leisure
- Education & Aspirations

The Italian-speaking Communities:

- Historical Perspectives
- Lifestyle in Italy & Abroad
- Arts & Entertainment
- Social & Contemporary Issues

The Changing World:

- The World of Work
- Technology
- Trade and Commerce
- Tourism and hospitality

ASSESSMENT

Units 1 and 2:	Examination, Speaking, Listening & Reading Comprehension, Writing	
Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	External Examination	50 per cent

RATIONALE

This study is about the way the law serves and relates to both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

STRUCTURE**Unit 1: Criminal Law in Action**

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

Unit 2: Issues in Civil Law

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role civil law in society. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies.

Unit 3: Law-Making

In this Unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament. Central to the investigation of law-making is the role played by the Commonwealth Constitution. Students learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights. Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts.

Unit 4: Resolution and Justice

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

ASSESSMENT

Units 1 and 2:	Criminal Law (Examination) Making the Law (Test) Implementation of the Law (Test)	
Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	Examination	50 per cent

RATIONALE

Literature aims to develop literary competence and enjoyment in responding to a range of texts: classical, popular, traditional and modern. Literature is an interactive study between the distinctive language of a text, the social/political/economic context in which a text was produced and the values implicit and explicit in life experiences that the reader brings to a text.

STRUCTURE

These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically and discussing and debating various ways of interpreting and evaluating texts.

Unit 1: This unit enables students to develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied, and to relate what they read to their own lives. The unit covers various types of literature with a special focus on recent texts.

Unit 2: This unit focuses on developing reading strategies and personal responses to literature and an understanding of how themes and ideas in texts relate to personal and social experiences. It covers a variety of literature with an emphasis on works from classic texts.

Units 3 and 4: The study of literature is a means of exploring human experience. It involves asking questions such as, whose and what experiences are given voice in the text? How are they created through the text's use of language and literary devices? What does the text's representation of characters and events suggest about the values and views of the text?

ASSESSMENT

Units 1 and 2:	Essay Writing Film Study Personal Reader Response	
Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	Examination	50 per cent

RATIONALE

Mathematics is the study of structure and pattern in number, logic and space. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, investigating, modeling and problem solving. Each Mathematics study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of Mathematics in everyday life in an increasingly technological society and their confidence in making effective use of mathematical ideas, techniques and processes. All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems. They will use technology to support learning Mathematics and its application in different contexts. *Note that all VCE Mathematics students are expected to be familiar with the TI-nspire (CAS) calculator.*

See Appendix 1 for an outline of the most common pathways in Mathematics from Year 10 to Year 12.

STRUCTURE**Units 1 and 2: General Mathematics (SM)**

General Mathematics (SM) is an advanced mathematics course designed both to supplement students' mathematical learning in Mathematical Methods (CAS) and to provide an appropriate foundation for students who wish to undertake Specialist Mathematics in Year 12.

Topics to be covered may vary from year to year, and will include Algebra, Functions and Graphs, Trigonometry, Vectors, Analytical Geometry and Calculus. Any student undertaking this course must also be taking Mathematical Methods (CAS) and should have achieved high grades in Mathematics in Year 10.

ASSESSMENT

- Examination
- Common Tests
- Application Task

Units 1 and 2: General Mathematics (FM)

General Mathematics (FM) is a course designed both to extend students' mathematical knowledge and skills beyond Year 10 level and to provide an appropriate foundation for students who wish to undertake Further Mathematics in Year 12.

Topics covered are almost entirely areas of Mathematics with significant applications in a wide range of careers, and will include Algebra, Functions, Graphs, Financial Arithmetic, Trigonometry, Geometry and Statistics.

ASSESSMENT

- Examination
- Common Tests
- Application Task

Units 1 and 2: Mathematical Methods (CAS)

Mathematical Mathematics (CAS) is a demanding mathematics course which significantly extends students' knowledge in key areas of Algebra, Functions, Graphs, Combinatorics and Probability and also introduces them to the fundamental ideas of Transformational Geometry (including Matrix Methods) and Calculus. Extensive use will be made of the TI-89 Titanium or TI-nspire CAS calculator. Note that when taken alone, this course is allocated six periods per cycle, but when taken with General Mathematics (SM) it is allocated five periods per cycle. Any student undertaking Mathematical Methods (CAS) should have a strong background, particularly in Algebra, and should ideally have achieved at least a grade of B for his Semester 2 Mathematics examinations in Year 10.

ASSESSMENT

- Examination
- Common Tests
- Application Task

Units 3 and 4: Further Mathematics

Further Mathematics covers a range of mathematical topics and techniques which are used in many day-to-day applications in a wide variety of careers. The course consists of a compulsory (core) area of study, (Data Analysis), and a selection of three from six Modules:

- Number Patterns and Applications
- Geometry and Trigonometry
- Graphs and Relations
- Business-related Mathematics
- Networks and Decision Mathematics
- Matrices

ASSESSMENT

In each Units 3 and 4 Mathematics study, the judgment of satisfactory completion will be based on a student's performance in School Assessed Coursework (SACs). In each subject, SACs contribute 34per cent towards the student's final study score. The remaining 66per cent of the study score is obtained as follows:

Further Mathematics:	Examination 1	33 per cent
	Examination 2	33 per cent

Units 3 and 4: Mathematical Methods (CAS)

This course both consolidates and extends the material covered in Mathematics Methods (CAS) Units 1 and 2. The main areas of study are Algebra, Functions and Graphs, Calculus and Probability. Any student attempting this course must be familiar with the content of Mathematical Methods (CAS) Units 1 and 2. Extensive use will be made of the TI89 Titanium or TI-nspire (CAS) calculator.

ASSESSMENT

In each Units 3 and 4 Mathematics study, the judgment of satisfactory completion will be based on a student's performance in School Assessed Coursework (SACs). In each subject, SACs contribute 34per cent towards the student's final study score. The remaining 66per cent of the study score is obtained as follows:

Mathematical Methods (CAS):	Examination 1 (calculator free)	22 per cent
	Examination 2	44 per cent

Units 3 and 4: Specialist Mathematics

Specialist Mathematics is an advanced and demanding course. Concurrent enrolment in, or previous completion of, Mathematical Methods Units 3 and 4 is essential. The main areas of study are Algebra (including complex numbers), Functions, Vectors (including geometrical proofs), Analytical Geometry, Calculus and Mechanics.

ASSESSMENT

In each Units 3 and 4 Mathematics study, the judgment of satisfactory completion will be based on a student's performance in School Assessed Coursework (SACs). In each subject, SACs contribute 34per cent towards the student's final study score. The remaining 66per cent of the study score is obtained as follows:

Specialist Mathematics:	Examination 1 (calculator free)	22 per cent
	Examination 2	44 per cent

RATIONALE

VCE Media gives students the opportunity to study and produce audiovisual media such as film and animation, print-based media such as magazines and photography, and interactive digital media such as computer games and social media. VCE Media is a theoretical and practical study that places the student in the role of both media creator and media analyst. Students consider media texts, technologies and processes from various perspectives. They examine industry production and distribution, audience reception and the media’s impact on society. This study is integrated with students’ own individual and collaborative design and production of actual media products. VCE Media students develop and refine their analytical, critical, technical, creative thinking and expression skills and knowledge for contribution to contemporary society and further study at a tertiary level.

STRUCTURE

Unit 1: Representation & Technologies of Representation

Students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

Unit 2: Media Production & the Media Industry

Students produce their own media products. They develop their understanding of the specialist production stages and roles within the collaborative organization of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Unit 3: Narrative & Media Production Design

Students develop and understanding of film, television or radio production and story elements, and learn to recognize the role and significance of narrative organization in these texts. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for their own media product. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Unit 4: Media Process, Social Values & Media Influence

Students make their media product which realizes the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

ASSESSMENT

Units 1 and 2:	Examination Media Representations Analysis, Media Production, Media Industry Production Media Representations Production, Australian Media Organisations New Media	
Unit 3:	School Assessed Coursework	8 per cent
Unit 4:	School Assessed Coursework	12 per cent
Units 3 and 4:	School Assessed Task: Examination	35 per cent 45 per cent

RATIONALE

The VCE Music Performance course offers students opportunities to develop their skills as a performing musician, and to develop related skills that will enable a greater understanding of music, therefore enhancing their performance ability as well as their appreciation and enjoyment of music.

STRUCTURE

Unit 1: Music Performance

Unit 2: Music Performance and Analysis

Unit 3: Solo Performance

Unit 4: Solo Performance

The Course focuses on achieving flexibility in music performance and includes outcomes relating to music language and music craft. Through these outcomes students develop knowledge of the structure of music language and skills in aural perception and notation. Students will also undertake activities involving composing, arranging or improvising.

The Units 3 and 4 Coursework Involves:

A solo recital exam	50 per cent
An aural and written exam	25 per cent
School assessed coursework (SACs)	25 per cent

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. However, to undertake Units 3 and 4 Solo Performance, students should be competent players or singers. A brief consultation with a member of the music staff is recommended if there are any doubts. Students must undertake Unit 3 prior to undertaking Unit 4. As part of the course, all students must perform in an appropriate ensemble. Students may use a different instrument for the ensemble component from their solo instrument. Students who undertake Units 3 and 4 in year 11 are expected to continue performing actively in their music ensembles in Year 12.

PRESCRIBED WORKS

In Units 1 and 2: there are no prescribed works.

In Units 3 and 4 Solo Performance works are selected from the Prescribed List of Notated Solo Works, available on line only: <http://www.vcaa.vic.edu.au/vce/studies/musicsolo/musicpersoloindex.html>

EQUIPMENT

Students should provide their own musical instrument (except for piano and organ).

ASSESSMENT

Units 1 and 2:	Solo Performance Perspectives on Performance Aural Studies Music Language Skills	
Unit 3:	School Assessed Coursework	15 per cent
Unit 4:	School Assessed Coursework Aural and Written Examination Examination	10 per cent 25 per cent 50 per cent

RATIONALE

The study of philosophy aims to encourage the deep, critical analysis on different points of view by considering arguments from philosophers on a range of ethical and metaphysical topics. Students will develop the skills to be original, flexible and articulate thinkers. Consequently, there is an emphasis in this course on the use of evidence or sound reasoning in the clear articulation of ideas, be they original or an analysis and discussion of another philosopher's ideas. It is expected that students will be able to apply the skills and knowledge learnt in Philosophy to a wide range of different contexts and other classes and, indeed, as leaders in their particular chosen career which could be anything from law to the sciences, music to the humanities.

STRUCTURE**Unit 1: Metaphysics and Epistemology**

What is the nature of reality? How do we learn and have knowledge about reality and the world around us? Unit 1 aims to introduce students to the basic theories and ideas of metaphysics (the philosophy of existence and reality) and epistemology (philosophy of knowledge). Students will learn how to create philosophical arguments and debate different viewpoints with a range of different subject areas including free will, philosophy of identity and time travel.

Unit 2: Ethics

What is right and wrong? How do we judge ethical problems? Students will explore theories of morality and assess ethical situations using a range of different ethical positions. There is significant emphasis in this unit on 'practical ethics', that is, an exploration of ethics in an active and applicable way. To do this, personal ethical dilemmas, issues in the media and contemporary ethical debates in society will all be used to highlight the role of morality in our lives.

Unit 3: The Good Life

What is the 'good' life? Unit 3 utilises texts set each year by the VCAA as a launching pad for further discussion, analysis and original thought related to the conception of the 'good life' by asking what in life, either a philosophical aim or tangible object, makes a 'good' life. Is it a life of moral value? Is it a life of justice? Is it a life of happiness and pleasure? Previous philosophers set by the VCAA for study includes Plato, Aristotle, Weil and Nietzsche.

Unit 4: Mind, Science & Knowledge

Unit 4 is divided into two broad areas. The first concerns the nature of the mind and the body and the surrounding metaphysical debate and historical development of this most interesting area of philosophy. The second component of Unit 4 concerns epistemology with a specific focus on the epistemology of science and the progress of scientific knowledge. There is also an emphasis on the nature of the ideas of objectivity, truth, belief, judgment and knowledge. Previous philosophers set by the VCAA for study include Descartes, Armstrong, Popper and Kuhn.

ASSESSMENT

Units 1 and 2:	Course and written work	
	Essays	
	Research tasks and presentations	
	Tests and an examination	
Units 3 and 4:	School assessed coursework	50 percent
	Examination	50 percent

RATIONALE

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study which is approached through both the study of and participation in physical activity.

STRUCTURE**Unit 1: Bodies in Motion**

In this unit students explore how the body systems work together to produce movement and analyses this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway and technological advancements from a biomechanical perspective and injury prevention and rehabilitation.

Unit 2: Sports Coaching and Physically Active Lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching and decision making in sport and promoting active living.

Unit 3: Physical Activity Participation and Physiological Performance

This unit introduces students to an understanding of physical activity and sedentary behavior from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the socio-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity.

Unit 4: Enhancing Performance

This area of study focuses on the components of fitness and assessment of fitness from a physiological perspective. Students undertake an activity analysis and using the results of the analysis, they investigate the required fitness components and participate in a training program designed to improve or maintain selected components.

ASSESSMENT

Units 1 and 2:	Structured Questions (Examination) Tests Practical Reports	
Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	End-of-Year Examination	50 per cent

RATIONALE

The study of Physics has led to developments which have profoundly influenced the world. In this course the topics are studied “in context” so that students appreciate the relevance of Physics to their own lives. The course content and instruction methods would benefit a wide range of tertiary entrances including engineering, medicine, physiotherapy, environmental science, and business studies.

STUDENT OUTCOMES

Students develop skills of observation, research, analysis, interpretation and reporting by hands-on experiments, excursions and classroom discussion. Contextual knowledge and understanding are developed appropriately for a wide range of tertiary studies.

There are two courses available at Year 11: the Units 1 and 2 course and the Physics Olympiad course. (See Science Olympiad page)

COURSE CONTENT

Unit 1: Wave-like properties of light, Nuclear and radioactivity Physics, and Energy from the nucleus

Unit 2: Movement, Electricity, Alternative energy sources

Unit 3: Motion, Electronics and Photonics, Investigating materials and their use in structure

Unit 4: Electric Power, Interaction of light and matter, and Sound.

ASSESSMENT**Units 1 and 2:**

Examination
Tests and Assignments
Practical Work

Units 3 and 4:

School based Assessment	17 per cent
Examination on Unit 3	33 per cent
Examination on Unit 4	33 per cent

POLITICS - AUSTRALIAN AND GLOBAL POLITICS

RATIONALE

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Australian Politics is the study of how power is gained and exercised. Global Politics is the study of the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century.

Students may choose all three or any combination of the three studies offered. The Australian and Global Politics courses focus on understanding of the contemporary world through studies of national and international political issues, contemporary problems and events and the forces that shape these. All of the studies offer the opportunity to engage with key contemporary political, social and economic issues to encourage more informed citizenship of local, national and international communities.

Units 1 and 2: (Year 11): Australia and Global Politics

Units 3 and 4: (Year 12): Australian Politics

Units 3 and 4: (Year 12): Global Politics

AUSTRALIAN AND GLOBAL POLITICS

RATIONALE

In this Unit students are introduced to the study of Politics as the exercise of power by individuals, groups and nation-states.

STRUCTURE

Unit 1: The National Citizen:

- What opportunities exist for Australians to participate in the political system?
- What are the ideas/aims of the most significant political movements in Australia?

Unit 2: The Global Citizen:

- How do citizens in the twenty-first century interact? How have our lives been affected by globalization?
- What challenges do key global actors such as the United Nations and NGOs, face?

ASSESSMENT

Units 1 and 2: Examination
Tests and Assignments
Practical Work

AUSTRALIAN POLITICS

RATIONALE

This study is an overview of Australian Politics. Students begin by comparing the practice of Australian Politics and government with democratic ideals. They look in detail at the major elements of Australian representative and liberal democracy. Students also compare the Australian political system with one other contemporary democratic nation, probably the United States. Although the focus is contemporary, historical examples are also used. In the second half of the year, students look at Australian federal public policy formulation and implementation. Looking first at domestic and then foreign policy, they examine the complex factors which can lead to changes and compromises within government decision-making.

STRUCTURE**Unit 3: Evaluating Australian Democracy**

Students look at the key values and principles of democracy and compare them to the operation of the contemporary Australian political system. After this comparison of theory and practice, they look at the way Australian democracy compares to another democracy (US, UK, Germany or India).

Unit 4: Australian Public Policy

A study of the influences on the Commonwealth Government's policy decisions and actions. When a government faces a national emergency or has a strong mandate, this often makes policy formulation more straightforward than if an electoral margin is tight or issues are controversial. Students then look at government foreign policy, using terms such as 'the national interest' and examining the main foreign policy challenges faced by Australian governments in the last ten years.

ASSESSMENT

Unit 3: School Assessed Coursework 25 per cent

Unit 4: School Assessed Coursework 25 per cent

Units 3 and 4: Examination 50 per cent

GLOBAL POLITICS**RATIONALE**

This study encourages a sophisticated understanding of the contemporary world, especially with regards to key global actors and looks at challenges that face the global community. Students explore the concepts of national interest and power, especially in the Asia-Pacific region, and study global crises and responses. Students also analyse various debates relevant to the international community in the twenty-first century.

STRUCTURE**Unit 3: Global Actors**

Focusing on the core concepts of national interest and power, this unit allows students to develop an understanding of key global actors, their aims, roles and power. Key actors may include not only politicians and governments but also 'non-state' actors, such as non-government organisations (e.g. Amnesty International) and terrorist organisations.

Unit 4: Global Challenges

This Unit focuses on the key global challenges facing the international community in the twenty-first century. Students analyse key ethical debates and the notion of global citizenship. Students also study the context and causes of global crises and consider the effectiveness or responses.

ASSESSMENT

Unit 3: School Assessed Coursework 25 per cent

Unit 4: School Assessed Coursework 25 per cent

Units 3 and 4: External Examination 50 per cent

RATIONALE

Psychology is the scientific study of mental processes and behaviour. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition. In VCE psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations.

Units 1 and 2 do not have to be completed to study Units 3 and 4. However, students wishing to complete Units 3 and 4 must have approval by the Head of House and the Head of Senior School.

STRUCTURE**Unit 1: Introduction to Psychology**

The Unit 1 course has two areas of study. The first area of study is 'What is Psychology?' where students will study different psychological perspectives used to explain human behavior, as well as explain visual perception. The second area of study is 'Lifespan Psychology' where students will investigate developmental theories and conduct an investigation into the stages of the lifespan of an individual.

Unit 2: Self and Others

Unit 2 investigates 'Interpersonal and Group Behaviour' where students will study attitudes and the behaviour of individuals and groups. The second area of study for Unit 2 is 'Intelligence and Personality' where students will compare differing theories and methodologies.

Unit 3: The Conscious Self

Unit 3 consists of two areas of study. The first is 'Mind, Brain and Body' where students will investigate the brain, states of consciousness including sleep, and research methods. The second area of study is 'Memory' where students will explain the neural basis of memory, retention and techniques for improving and manipulating memory. There is a mid-year examination and that assesses Unit 3 understanding.

Unit 4: Brain, Behavior and Experience

The first area of study for Unit 4 is 'Learning' where students investigate the neural basis for learning and different theories of learning. The second area of study is 'Mental Health' where students learn to differentiate between mental health and mental illness. In addition students will explain stress, a phobia and a selected mental disorder using a bio-psychological framework. Unit 4 is assessed with an end-of-year exam.

Like other Sciences, Psychology has a mid-year exam for Unit 3 and an end-of-year exam for Unit 4.

ASSESSMENT

Units 1 and 2:	Internal Assessment	
Unit 3:	School Assessed Coursework (internal)	17 per cent
	Examination (external)	33 per cent
Unit 4:	School Assessed Coursework (internal)	17 per cent
	Examination (external)	33 per cent

BIOLOGY OLYMPIAD

Year 11 students completing the Units 3 and 4 Biology course (without completing Units 1 and 2) may also elect to attend the Biology Olympiad class which is held before school once a week during the year. Material from Units 1 and 2 will be covered enabling these students to develop a greater depth of biological knowledge. Students who attend this class are encouraged to sit the National Qualifying Examination for the Australian Biology Olympiad.

CHEMISTRY OLYMPIAD

This course is intended for students who wish to pursue the subject in much more depth. The course covers much of the content of the Units 1 and 2 course as well as the syllabus for the National Qualifying Examination for the Australian Chemistry Olympiads.

This can be found at <http://www.aso.edu.au/www/index.cfm?itemid=31>

The course is characterised by an emphasis on problem-solving. A weekly assignment is the focus of this activity, and full details of this, together with solutions, are routinely online. One period per cycle are set aside for students to work on these assignments.

Students should only attempt this course if they have considerable interest in Chemistry; high levels of academic performance in Chemistry at Year 10, and proven time management skills. (Further details can be obtained from the Head of Chemistry, Dr John Jackowski or the Dean of Studies, Mr Brian Woolacott.)

PHYSICS OLYMPIAD

This course is intended for students who wish to pursue the subject in much more depth. The course covers much of the content of the Units 1 and 2 course as well as the syllabus for the National Qualifying Examination (NQE) for the Australian Physics Olympiad Scholar School.

Details on the NQE can be found at <http://www.aso.edu.au/www/index.cfm?itemid=6>

The course is characterised by an emphasis on problem-solving. A weekly assignment is the focus of this activity, and full details of this, together with solutions, are routinely online. Two 'tutorial' periods per cycle are provided for students to work on these assignments.

Students should only attempt this course if they have considerable interest in Physics; high levels of academic performance in Physics at Year 10, proven time management skills, and fluency with Year 10 Mathematics. (Further details can be obtained from the Head of Physics, Dr Atit Bhargava, or the Dean of Studies, Mr Brian Woolacott.)

ASSESSMENT

Theory Knowledge (Examination)

Homework Assignments

RATIONALE

Studio Arts is the practical study of contemporary art practice and how artists produce work in their studio. Using the design process to develop effective art practices, students specialize in a particular form of studio production such as painting, photography, animation and printmaking. Students generate, explore and communicate ideas through specific studio forms and develop and use specialized skills in a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed, an examination of artists' working methods and a study of professional practices and the roles of art galleries in the industry.

STRUCTURE

Students can select from the following areas to develop their practical studies: computer design, painting, drawing, sculpture, photography and animation. The theoretical aspect deals with current trends in industry, as related to professional practice and the appraisal of contemporary art work. It also includes being able to make constructive comment on ethical issues related to design and advertising.

Unit 1: Artistic Inspiration and Techniques

The focus of this unit is on the investigation of sources of inspiration, which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The work of current artists will be reviewed to see how they develop their art. Guest artists will introduce new techniques to the students in workshops and gallery visits.

Unit 2: Design Exploration and Concepts

Students are encouraged to establish an effective design methodology in the way they approach a work brief and develop skills in the visual analysis of art works. Students choose a theme and an artform to explore in an extended folio culminating in the production of finished artworks.

Unit 3: Studio Production and Professional Practice

Students will identify a general theme which they wish to explore for the production of their folio. They will draft an exploration proposal to define the areas of their investigation, applying a design process to explore and develop their ideas, producing a range of potential directions. A number of artists will be investigated in regard to the way they approach their work practice, select media, and the way in which artists develop new concepts by drawing inspiration from past artworks. This will then be related to the particular focus of the student's folio as stimuli for ideas.

Unit 4: Studio Production and Industry Contexts

Students develop a cohesive folio of finished art works, which are based on the solutions developed in Unit 3. These works must reflect and resolve the aims and intentions expressed in the work brief. The unit also explores the current art industry focusing on the role of galleries, current trends and artistic content, methods of presentation, and the conservation of art works. Students will visit a range of galleries to study the designing of the exhibitions as well as other curatorial decisions.

ASSESSMENT

Units 1 and 2:	Written Examination	
	Visual Journal/Research Projects	
	Studio Work	
	Digital Portfolio	
Units 3 and 4:	School Assessed Coursework	33 per cent
	School Assessed tasks	33 per cent
	Examination	34 per cent

RATIONALE

Christian faith and the New Testament go together. There are many other ancient writings which speak of Jesus, but those included in the New Testament are foundational for Christian society, rituals, beliefs, values, and behaviour.

Not all branches of the Christian tradition give equal weight to the written word, and those who have authority to interpret and protect the texts differ in various Christian traditions. In the Protestant tradition all are encouraged to explore the meaning of the texts for themselves. This calls for intellectual rigor and debate as well as academic honesty. Especially since, in addition to places of worship, schools and universities have become venues of dynamic interaction with the texts as their interpretation is explored. Such exploration of the foundational texts reveals much about Christianity as it continues to relate to changing circumstances. In many cases the texts themselves provide stimulus for change. Nowhere is this more clearly evident than in contemporary study of the Gospel of St Luke, the only Gentile author in the New Testament. His texts have exerted an influence on the culture of our society well beyond the limits of those who profess allegiance to Christianity.

STRUCTURE

Unit 3: Texts and the early tradition

Unit 4: Texts and their teaching

The term 'text' above refers to writings that are held as authoritative for the tradition as well as writings deemed authoritative, but whose authority is derived from their relationship to the core documents. In this study at Scotch the core 'text' is the Gospel according to St Luke.

Throughout the study the word 'traditions' is understood to refer to continuing social organisations which play an important part in maintaining and shaping culture. Traditions contain beliefs, values and ideas about existence and human experience which are expressed in a variety of ways. In this study the tradition through which the text is approached is the Protestant Christian tradition.

ASSESSMENT

Unit 3:	School Assessed Coursework	25 per cent
Unit 4:	School Assessed Coursework	25 per cent
Units 3 and 4:	Examination	50 per cent

RATIONALE

Visual Communication is a bridge between an idea and its intended audience as seen in architecture, industrial design, multimedia design, advertising and graphic design. The production of visual communications involves the application of a design process in which final presentations are developed in response to needs identified in an initial brief. The design process provides a defined, yet flexible approach, to the development, evaluation and refinement of visual communication solutions. The vocabulary and grammar of visual communication is based on understanding and applying drawing and drawing conventions, design elements and design principles. The study also provides the opportunity for students to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

STRUCTURE

Students will investigate the production of visual communications in a professional setting and evaluate examples of visual communications produced. The work ranges from formal instrumentation drawing of plans and elevations to freehand concept drawings and rendering, as well as computer generated images.

Unit 1: Visual Communication

The main purpose of this unit is to enable students to develop an understanding of instrumental drawing methods including relevant Australian Standards conventions and freehand drawing including drawing from direct observation. It also introduces students to the diversity of visual communication and the role of the design process in visual communication production. Students explore the use of elements and principles of design in the analysis and production of visual communication.

Unit 2: Communication in Context

Unit 2 enables students to develop and refine practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communications technology. The design process is used to facilitate explore and experiment and to show how information and ideas are communicated.

Unit 3: Visual Communication Practice

In Unit 3 students develop an understanding of visual communication production through the application of the design process to satisfy specific communication needs. Students consider existing visual communication and analyse and evaluate examples and will also investigate the production of visual communications in a professional setting to examine the nature of professional practice in the design and production of visual communications.

Unit 4: Designing to a Brief

The main purpose of this unit is to enable students to apply their knowledge of the components of the design process in the preparation of one design brief. Students apply their practical skills to the development and production of two distinct final visual communication presentations through application of the design process as based on the requirements of the brief.

ASSESSMENT

Units 1 and 2:	Communication Theory & Practice (Examination) Folio (Class Work & Final Design Solutions) Research & Design Development Tasks	
Unit 3:	School Assessed Coursework	33 per cent
Unit 4:	School Assessed Task	33 per cent
Unit 4:	Examination	34 per cent

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

DERIVED EXAMINATION SCORE

Provision available for students who are ill or affected by other personal circumstances at the time of an examination; and whose result is unlikely to be a fair or accurate indication of their learning or achievement. If a student misses an examination due to severe illness he may apply to VCAA for a Derived Examination Score (DES). A DES can be used in place of the student's actual examination score.

GENERAL ACHIEVEMENT TEST (GAT)

A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in one or more sequences of Units 3 and 4 must sit the General Achievement Test (GAT) as part of the June examination period.

SATISFACTORY COMPLETION OF VCE

To qualify for the award of the VCE, students must satisfactorily complete at least 16 Units of study including at least three Units of the common study of English, English Language or Literature and three sequences of Units 3 and 4 studies in addition to English, English Language or Literature.

SCHOOL ASSESSED COURSEWORK

A school-based assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes.

SCHOOL ASSESSED TASK

A school-based assessment for a VCE Units 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. School's assessments of tasks are subject to a review by a panel appointed by the VCAA.

SEMESTER

One half of an academic year (not necessarily two terms). VCE units are designed to be completed in one semester.

SEQUENCE OF UNITS

Most studies have been developed as a sequence of four Units with one Unit being designed to be taken in each semester over two years. Students will have access to studies at three points, namely at the beginning of the first, second and third semester level Units. Units 3 and 4 must be taken as a sequential pair.

SPECIAL PROVISION

Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement. There are three types of Special Provision; alternative arrangements to school-based assessment requirements, special examination arrangements for external examinations or derived examination scores.

STATISTICAL MODERATION

The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.

STUDY DESIGN

A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed.

STUDY SCORE

A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. In order to qualify for a Study Score, a student must have satisfactorily completed both Units 3 and 4 in that study. The state mean (average) study score for each study is 30. Approximately eight per cent of the state will achieve a study score of 40 and above in each subject.

UNIT

The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4. Units 1 and 2 approximate Year 11 level of difficulty. Units 3 and 4 approximate Year 12 level of difficulty. Units 1 and 2 may be undertaken singularly or as a sequence. Units 3 and 4 in each study are designed to be taken as a sequence.

UNIT OUTCOMES

Outcomes are the basis for satisfactory completion of VCE Units. Each VCE Unit includes a set of two to four Outcomes. These Outcomes must be achieved for satisfactory completion of the Unit. Achievement of the Outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the Unit. Satisfactory completion of a Unit is determined by a school in accordance with the VCAA's requirements.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY (VCAA)

The Victorian Curriculum Assessment Authority (VCAA) is responsible for curriculum, assessment and certification of Year 11 and Year 12 levels in Victoria. The VCAA is a statutory authority within the Ministry of Education.

VICTORIAN TERTIARY ADMISSIONS CENTRE (VTAC)

Acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the ATAR.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) in the VCE program combines general VCE studies with vocational training and experience in the workplace. Schools are able to offer senior secondary students programs selected from the range of industry areas approved by the VCAA.

APPENDIX 1: MATHEMATICS

The most common pathways from year 10 to Year 12 are shown in the table below

<u>YEAR 10</u>	<u>YEAR 11</u>	<u>YEAR 12</u>
MATHS ENHANCEMENT	<p>Maths Methods (3 and 4) and General Maths SM (1 and 2)</p> <p>Maths Methods (1 and 2) and General Maths SM (1 and 2)</p> <p>Maths Methods(1 and 2) only</p>	<p>Specialist Maths (3 and 4) and University Enhancement Maths <i>or</i> Specialist Maths (3 and 4)</p> <p>Maths Methods (3 and 4) and Specialist Maths (3 and 4) <i>or</i> Maths Methods (3 and 4)</p> <p>Maths Methods (3 and 4)</p>
ADVANCED ANALYSIS MATHS	<p>General Maths SM (1 and 2) and Maths Methods (1 and 2)</p> <p>Maths Methods (1 and 2) only</p> <p>Maths Methods (1 and 2) and Further Maths (3 and 4)</p> <p>Further Maths (3 and 4) only</p>	<p>Specialist Maths (3 and 4) and Maths Methods (3 and 4) <i>or</i> Maths Methods (3 and 4)</p> <p>Maths Methods (3 and 4) and/or Further Maths (3 and 4)</p> <p>Maths Methods (3 and 4)</p>
MATHS ANALYSIS	<p>Maths Methods (1 and 2) and General Maths SM (1 and 2)</p> <p>Maths Methods (1 and 2) only</p> <p>Maths Methods (1 and 2) and Further Maths (3 and 4)</p> <p>Further Maths (3 and 4) only</p>	<p>Specialist Maths (3 and 4) and Maths Methods (3 and 4) <i>or</i> Maths Methods (3 and 4)</p> <p>Maths Methods (3 and 4) and/or Further Maths (3 and 4)</p> <p>Maths Methods (3/4)</p>
MODIFIED MATHS OR FOUNDATION MATHS	<p>General Maths FM (1 and 2) only</p>	<p>Further Maths (3 and 4)</p>

VCE PLANNING GRID

YEAR 11

SUBJECT	SEMESTER ONE	SEMESTER TWO
1	English Eng Lang Literature	English Eng Lang Literature
2		
3		
4		
5		
6		
7		

YEAR 12

SUBJECT	SEMESTER ONE	SEMESTER TWO
1	English Eng Lang Literature	English Eng Lang Literature
2		
3		
4		
5		
6		

NOTES: