Generally students would choose subjects as a sequence of units 1, 2, 3 and 4. However, students may move into most subjects at units 1, 2 or 3. It is highly recommended that students study Chemistry and Physics units 1 before attempting unit 2.

Additional VCE Studies information is available on the Victorian Curriculum and Assessment Authority (VCAA) website [www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx](http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx)
Unit 1: Establishing and operating a service business

The unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 2: Accounting for a trading business

The unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 3: Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 4: Control and analysis of business performance

This unit provides an extension of the recording and reporting process from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 3 and 4 assessment breakdown

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UNIT 1: The National Citizen

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

Unit 2: The Global Citizen

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads –of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

Unit 3: Global Actors

This unit investigates the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

Unit 4: Global Challenges

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

Unit 3 and 4 assessment breakdown

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The Biology Study design is changing over the next 2 years. Please ensure you read the relevant Unit descriptions for the calendar year(s) that you will be studying Biology.

2015 Units 1 & 2

Unit 1: Unity and diversity
The unit focuses on two areas of study;
1. Cells in action; which looks at the activities of cells and the relationships between the structures of cells and the processes that maintain life.
2. Functioning organisms; which looks at the relationship between features of organisms and how the organisms meet their requirements for life.

Unit 2: Organisms and their environment
This unit focuses on two areas of study;
1. Adaptations of organisms; which looks at the kinds of environmental factors that are common to all habitats and how organisms use resources and adapt to their particular ecological niche.
2. Dynamic ecosystems; which looks at the complex and finely balanced relationships that exist between living things and resources in their particular habitat.

2016 Units 3 & 4

Unit 3: Signatures of life
This unit focuses on two areas of study;
1. Molecules of life; which looks at the activities of cells at the molecular level, the synthesis of biomolecules that form components of cells and the role of enzymes in catalysing biochemical processes.
2. Detecting and responding; which looks at how cells detect biomolecules that elicit particular responses depending on whether the molecules are ‘self’ or ‘non-self’ and the role of signalling molecules’ in coordination and regulation.

Unit 4: Continuity and change
This unit focuses on two areas of study:
1. Heredity; which looks at molecular genetics and the investigation of individual units of inheritance and the genomes of individuals and species. An investigation of sexual and asexual reproducing organisms is included.
2. Change over time; which looks at change to genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life forms.

Unit 3 and 4 assessment breakdown

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2016 Units 1 & 2

Unit 1: How do living things stay alive?

* How do organisms function? This area investigates and explains how cellular structures and systems function to sustain life. It includes cell structure and function, movement of substances in and out of cells and how individual organisms obtain nutrients for survival.

* How do living systems sustain life? This area looks at how various adaptations enhance the survival of an individual organism. It investigates the relationships between organisms that form a living community and their habitat, and analyses the impacts of factors that affect population growth.

* Practical investigation – this area looks at designing and undertaking an investigation related to the survival of an organism or species, and drawing conclusions based on evidence from collected data.

Unit 2: How is continuity of life maintained?

* How does reproduction maintain the continuity of life? This area looks at the advantages and disadvantages of asexual and sexual reproduction. It explains how changes within the cell cycle may have an impact on cellular or tissue system function and identifies the role of stem cells in cell growth and cell differentiation.

* How is inheritance explained? This area looks at genetics in describing patterns of inheritance, analyse of pedigree charts, predicting outcomes of genetic crosses and identifying the implications of the use of genetic screening and decision making in relation to inheritance.

2017 Units 3 & 4

Unit 3: How do cells maintain life?

This unit focuses on two areas of study:

1. How do cellular processes work; the dynamic nature of the cell in terms of key cellular processes including plasma membranes, Nucleic acids and proteins, gene structure, regulation of biochemical pathways, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.

2. How do cells communicate; apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that
Unit 4: How does life change and respond to challenges over time?

This unit focuses on three areas of study:

1. How are species related; analyse evidence for evolutionary change, including changes in the genetic makeup of a population and changes in biodiversity over time. Explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.

2. How do humans impact on biological processes; describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.

3. Practical Investigation; A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation is to relate to knowledge and skills developed across Units 3 and 4 and may be undertaken by the student through laboratory work and/or fieldwork. On the completion of this unit the student should be able to design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Unit 3 and 4 assessment breakdown

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Unit 1: Small Business Management

Small rather than large businesses make up the majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Unit 2: Communication and management

This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Unit 3: Corporate management

In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Unit 4: Managing people and change

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Unit 3 and 4 assessment breakdown

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The Chemistry Study design is changing over the next 2 years. Please ensure you read the relevant Unit descriptions for the calendar year(s) that you will be studying Chemistry.

**2015 Units 1 & 2**
It is strongly recommended that Chemistry units 1 and 2 be taken as a sequence.

**Unit 1: The Big Ideas of Chemistry**
This unit focuses on two major areas of study: the Periodic Table and Materials. The periodic table is studied from both a historical perspective and an investigation between the periodic table and atomic theory. The second area of study involves an investigation of bonding models, which are used to explain the properties, structure, and applications of a wide range of materials.

Each area of study in this unit involves the performance of experiments, including the generation, collection, and evaluation of experimental data.

**Unit 2: Environmental Chemistry**
This unit focuses on two areas of study: Water and The Atmosphere. The study of water involves an in-depth exploration of the structure, bonding, and properties of water and why it is so important to living organisms. The second area of study investigates the interaction between living things and gases of the atmosphere. The kinetic molecular theory is used to explain and predict the behaviour of gases.

Each area of study in this unit involves the design of experiments, including the generation, collection, and evaluation of experimental data.

**2016 Units 3 & 4**

**Unit 3: Chemical Pathways**
This unit focuses on two major areas of study: Chemical Analysis and Organic Chemical Pathways.

In the first area of study, students will use a variety of analytical techniques, including gravimetry, titration, chromatography and spectroscopy, to quantitatively and qualitatively analyse every day consumer products. An excursion will be organised in order to gain experience in some of these techniques that are not available at school.

In the second area of study, students will investigate organic synthesis by observing properties and reactions of various organic compounds. They will be producing aspirin for one of the SACs.

**Unit 4: Chemistry at Work**
There are two areas of study in this unit: Industrial Chemistry and Supplying and Using Energy. In the first area of study, students look at the factors that affect the rate and extent of a chemical reaction. Students explore how these factors can then be applied to achieve the optimum reaction conditions in the industrial production of sulphuric acid. In the second area of study students will investigate where and how energy can be harnessed, including the production of energy.

**Unit 3 and 4 assessment breakdown**

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2016 Units 1 & 2
It is strongly recommended that Chemistry units 1 and 2 be taken as a sequence.

Unit 1: How can the diversity of materials be explained?
This unit focuses on 3 major areas of study. The first two areas explain the properties of matter and the diversity of matter using knowledge of the elements and bonding including ionic, covalent and metallic bonding. Students will conduct a research investigation by choosing one of ten different topics and producing a report in the form.

Each area of study in this unit involves the performance of experiments, including the generation, collection and evaluation of experimental data.

Unit 2: What makes water such a unique chemical?
This unit focuses on water and its importance in many different areas of chemistry including as a solvent, in redox and acid/base reactions. Students will design and conduct a quantitative research investigation on an aspect of water quality. They will produce a report in the form of a poster or oral presentation.

Each area of study in this unit involves the performance of experiments, including the generation, collection and evaluation of experimental data.

2017 Units 3 & 4

Unit 3: How can chemical processes be designed to optimise efficiency?
This unit focuses on the many different ways that energy can be produced e.g. fossil fuels, biofuels, galvanic cells and fuel cells. Students will explain ways of optimising the yield of chemical products and quantifying the efficiency of an energy system.

Each area of study in this unit involves the performance of experiments, including the generation, collection and evaluation of experimental data.

Unit 4: How are organic compounds categorised, analysed and used?
This unit focuses on the ways in which organic compounds are represented and named, the types of chemical reactions organic compounds are involved in and the major ways that organic compounds are analysed. There is a focus on . Students will design and conduct a quantitative research investigation on an aspect of water quality. They will produce a report in the form of a poster or oral presentation.

Each area of study in this unit involves the performance of experiments, including the generation, collection and evaluation of experimental data.

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Structure
The study is made up of six units:
Unit 1: Computing
Unit 2: Computing
Units 3 and 4: Informatics
Units 3 and 4: Software Development

Note: students may elect to undertake one or both of these Units 3 and 4 sequences.

Unit 1: Computing
In this unit students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

Unit 2: Computing
In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.
Unit 3: Informatics

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

Unit 4: Informatics

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Unit 3 and 4 assessment breakdown

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Unit 3: Software development

In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. Details of these approaches to problem solving are in the study design.

In Area of Study 1 students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Unit 4: Software development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Unit 3 and 4 assessment breakdown

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Unit 1: Dramatic storytelling

Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of social and cultural contexts. This unit also involves the analysis of student performances and professional performance work.

Unit 2: Non-naturalistic Australian Drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. A study of conventions and dramatic elements is undertaken. This unit also involves the analysis of student performances and professional performance work.

Unit 3: Devised Non-naturalistic ensemble performance

Non-naturalistic performance styles and associated conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance. This unit also involves the analysis of student performances and professional performance work.

Unit 4: Solo Performance

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by VCAA. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

Unit 3 and 4 assessment breakdown

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Unit 1 – The Australian Economy
Economics focuses on decisions about how production occurs, how resources are allocated and how the proceeds of production are distributed. Decisions about the use of resources require an understanding of the interdependence of economic factors and outcomes of economic decisions. Economic, political and social factors influence economic decision making, the quality of which is fundamental to the overall wellbeing of nations. Unit 1 examines the market system – the nature, operation and role of the markets within the Australian economy. It also examines economic issues in general – their meaning, their measurement, trends, causes, effects and solutions related to selected issues, e.g. economic growth and sustainable development, inflation and the creation and distribution of wealth and income.

Unit 2 – Australia and the global economy
Unit 2 builds upon the knowledge gained in our Unit 1 examination of the Australian economy and examines the broader global economy. We examine factors that affect demographic makeup and change. We also examine the impact of unemployment on both society and the individual. Students will evaluate the effectiveness of government policies and the impact that these may have on future living standards. We also study Australia’s trading relationships – the balance of payments and exchange rates, the volume of trade, the movement of capital and the migration of people. Following that we explore global economic issues that have an impact on living standards and on the stability of the economy, paying particular attention to international economic relations, development economies and economic globalisation.

Unit 3: Economic Activity
The Australian economy is a contemporary market capitalist economy. In such an economy, the principle means of allocating scarce resources is the price mechanism. Students examine the factors that affect the price and quantity traded in individual markets. Students investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. Students also come to appreciate that markets will not always lead to the most efficient allocation of resources. Through an examination of market failure, students are able to explain situations where the market does not operate freely and discuss the role of government in the allocation of resources. The federal government has a range of macroeconomic goals, which they monitor with appropriate statistical indicators. Students examine five key economic goals which may vary in importance from time to time and which are pushed for economic, political and social reasons. Through a detailed study of these goals and an examination of the trend in these goals over the last four years, students develop an understanding of the role that each goal plays in improving living standards.
Unit 4: Economic Management

The federal government attempts to influence the achievement of its economic goals using a range of policies. The government can influence the level of aggregate demand in the economy by relying upon its demand management policies. In recent years, the primary aggregate demand management tool has been monetary policy whereby the Reserve Bank of Australia alters the cost and availability of credit in the economy. Students learn how changes in interest rates will affect inflation, the rate of unemployment and the rate of economic growth. Students also develop an understanding of how the federal government alters the composition and magnitudes of its receipts and expenditure to influence directly and indirectly the components of aggregate demand. Budgetary policy may also be used to target or influence the achievement of external stability and equity in the distribution of income. The relationship between the two macroeconomic demand policies is analysed in terms of their impact upon domestic economic goals.

Unit 3 and 4 assessment breakdown

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This study aims to develop competence in the understanding and use of English for a variety of purposes including higher education and training, post-school employment and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and encourages learning where students take responsibility for their language skills development and thus grow in confidence and understanding.

Unit 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted.

Unit 2

This unit focuses on the reading of a range of texts for comprehension, enjoyment and discrimination. Students will construct their own texts for different audiences, purposes and contexts. They will also develop and respond to a range of oral texts.

Unit 3

The focus of this unit is on 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. Students will also prepare for the end-of-year examination.

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, audiences and contexts in a variety of forms. Students will also prepare for the end-of-year examination.

Unit 3 and 4 assessment breakdown

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<tr>
<td>End of year exam</td>
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</table>

Information about eligibility for EAL can be obtained from Ms K. McGarrity.
**Unit 1: Food safety and properties of food**

Students are introduced to the diverse nature of food, how to prepare it and how to store it for best quality in terms of safety, health and aesthetics. They study safe and hygienic food handling practices and apply these in food preparation, as well as the food storage practices that maximise the quality of raw and cooked foods. Students examine the links between classification of foods and their properties and how enjoyment is associated with different cooking methods and food properties. Changes in food properties are also examined when different preparation and processing techniques are administered. Students apply this knowledge when preparing this food.

**Unit 2: Planning and preparation of food.**

Students investigate the best methods, tools and equipment to use for optimal results, and also what to prepare for a range of situations. Students research, analyse and apply the most suitable food preparation and cooking methods to optimise the sensory, physical and chemical properties of food. Both independent and group work are undertaken to research and implement solutions to a design brief and to respond to exciting challenges of preparing food for a range of contexts. These include nutritional considerations, cultural beliefs and resource access and availability.

**Unit 3: Food preparation, processing and food controls.**

In this unit students develop an understanding of food safety in Australia; they investigate the causes of food spoilage and food poisoning and apply safe work practices. Students demonstrate understanding of key foods, analyse the functions of natural components of food and investigate cooking techniques. Students use research techniques to devise a design plan, develop evaluate criteria and incorporate knowledge of key foods, tools, equipment, preparation and preservation techniques to meet the requirements of a design brief for implementation in unit 4.

**Unit 4: Food product development and emerging trends**

Students work independently to complete the challenge of implementing individual production plans from the design plan established in Unit 3. They apply safe working practices using a range of complex preparation and processing techniques. Students examine food product development and investigate emerging trends in product development including consumer demand, social pressure, environmental concerns and technological developments. Students also investigate food packaging and marketing.

Unit 3 and 4 assessment breakdown

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</table>
Unit 1: The health and development of Australia’s youth
Students develop an understanding of the concepts of health and individual human development and explore the interrelationships that exist within and between them. They will develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth and interpret data on the health status of Australia’s youth. Students will develop an understanding of how determinants including biological and behavioural factors and physical and social environments influence youth health and individual health and human development. They will explore the importance of nutrition during the lifespan stage of youth and a range of health issues for youth.

Unit 2: Individual human development and health issues
Students develop an understanding of the health and individual human development of Australia’s children, from conception until the approximate age of 12 and also adults, including older adults. They explore the physical development that occurs from conception to late childhood, as well as the social, emotional and intellectual changes that occur from birth until old age. They investigate how biological, behavioural, social and physical environments influence health and development. Students will identify government, community and personal strategies and programs designed to promote health and individual human development of Australia’s children and adults.

Unit 3: Australia’s health
Students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia with other developed countries, and analyse how biological, behavioural, physical environments and social determinants of health contribute to variations in health status. Students examine the development of the National Health Priority Areas (NHPAs) and their relationship to the burden of disease in Australia. They analyse the initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of the NHPAs. Students will also examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

Unit 4: Global health and human development
Students explore global health, human development and sustainability and their interdependencies. They identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. The role of the United Nations Millennium Development Goals is investigated in relation to achieving sustainable improvements in health status and human development. Students also explore the role of international organisations such as the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contributions to non-government organisations.

Unit 3 and 4 assessment breakdown

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<td>End of year exam</td>
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Unit 1 – Twentieth-Century History (1900 – 1945)

The first half of the twentieth century was a period marked by significant change. In the nineteenth century there still remained a sense of a certain and natural order of society. However, this order was challenged and overturned in the first half of the twentieth century. Societies and individuals were in a state of flux and all that seemed guaranteed was more and more change. This unit considers the way in which certain societies responded to such changes and how they affected people’s lives.

Unit 2 – Twentieth-Century History (1945 – 2000)

A constant theme of world history since 1945 has been the increasing interplay between domestic and regional events and international developments. This period has also been dominated by post-war reconstruction and significant growth in material living standards. Significant developments have also occurred in mass communication and audio-visual media. This unit provides the opportunity to investigate some of the major themes and events of post-war history media representation of the Cold War, the emergence of social movements and the role of the media in modern war-time reporting.

Unit 3 – Revolutions: America.

Historians have put forward different theories about the causes of the American Revolution; for example, was there a population with a widely-held desire for greater control over their own destinies, or was the Revolution a grab for power by the colonial elites? Questions have been raised, such as: Why did social tensions and ideological conflicts increase in the pre-revolutionary period? What events or circumstances eroded confidence in the British Government, causing the colonial Americans to rise up against its authority? And was the new society any more equal and democratic than the last? On completion of this unit the student should be able to evaluate the role of ideas, leaders, movements and events in the development of the revolution, and then analyse the attempts that were made to create a new society.

Unit 4 – Revolutions: France.

The uprising against the decadent king and his court at the infamous palace of Versailles was merely the introduction to this revolution, which was endangered and radicalised by political dissent, civil war, economic breakdown, foreign intervention, and resistance to the revolutionary government. In times of crisis revolutionary governments often become more authoritarian, and France was no exception, implementing more and more severe policies of social control. The chaos of democracy eventually gave way to the brutal order of dictatorship with the rise of Napoleon, but how did the years of revolutionary government change France? On completion of this unit the student should be able to evaluate the role of ideas, leaders, movements and events in the development of the revolution, and then analyse the attempts that were made to create a new society.

Unit 3 and 4 assessment breakdown

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<td>End of year exam</td>
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Unit 1: Languages – German / Japanese Second Language
Student’s knowledge and skills in understanding, speaking and writing the language are extended through the study of topics under three themes: the individual, the German / Japanese speaking communities and the changing world.
Students are required to: establish or maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from written and spoken texts; and produce a personal response to a text focusing on real or imaginary experience.

Unit 2: Languages – German / Japanese Second Language
Student’s knowledge and skills in understanding, speaking and writing the language are extended through the study of topics under three themes: the individual, the German / Japanese speaking communities and the changing world.
Students are required to: participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read, and extract and use information and ideas from written and spoken texts; and give expression to real or imaginary experience in written or spoken form.

Unit 3: Languages – German / Japanese Second Language
Student’s knowledge and skills in understanding, speaking and writing the language are extended through the study of topics under three themes: the individual, the German / Japanese speaking communities and the changing world.
In units 3 and 4 students are required to undertake a detailed study of language and culture through texts.
Students are also required to: express ideas through the production of original texts; analyse and use information from spoken texts; and exchange information, opinions and experiences.
School-assessed coursework for unit 3 will contribute 25% of the final assessment. The level of achievement for units 3 and 4 will also be assessed by two end-of-year examinations, which contribute 50% of the final assessment.

Unit 4: Languages – German / Japanese Second Language
Student’s knowledge and skills in understanding, speaking and writing the language are extended through the study of topics under three themes: the individual, the German / Japanese speaking communities and the changing world.
In units 3 and 4 students are required to undertake a detailed study of language and culture through texts.
Students are also required to: analyse and use information from written texts; and respond critically to spoken and written texts, which reflect aspects of the language and culture of the German / Japanese speaking communities.
School-assessed coursework for unit 4 will contribute 25% of the final assessment. The level of achievement for units 3 and 4 will also be assessed by two end-of-year examinations, which contribute 50% of the final assessment.

Unit 3 and 4 assessment breakdown

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<td>End of year performance exam</td>
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Unit 1: Criminal Law in Action
Students examine the need for laws in the society. 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 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 of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness. Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

Unit 3: Law-Making
Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual. Central to the investigation of law-making is the role played by the Commonwealth Constitution. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They learn of the importance of the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their 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 relationship between parliaments and courts. Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

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 the 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 and changes that further improve its effective operation. Throughout this unit, students examine current cases to support learning and apply legal principles to these.

Unit 3 and 4 assessment breakdown

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<td>End of year exam</td>
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</table>
**Unit 1**
This unit focuses on the ways literary texts represent human experience and the reading practices students can develop to deepen their understanding of texts. Students respond to a range of texts personally, critically and creatively. These responses invite interpretation about the ideas and concerns of the texts. While the emphasis is on a close engagement with language to explore texts, students will also inform their understanding with knowledge of the conventions associated with such forms as poetry, prose, drama and non-print texts.

**Unit 2**
The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of texts. Students extend their exploration of the ideas and concerns of the texts. They understand the ways their own culture and cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as language, characterisation and ideas.

**Unit 3**
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of a text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works. Students will also prepare for the end-of-year examination.

**Unit 4**
This unit focuses on students’ creative and critical responses to texts. Students consider the context of their creative responses such as style of language and point of view. In their critical responses, students develop an interpretation of a text and synthesise the insights gained into a cogent, substantiated piece of writing. Students will also prepare for the end-of-year examination.

**Unit 3 and 4 assessment breakdown**

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<th>Assessment Type</th>
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<td>End of year exam</td>
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Students will need to consider their career aspirations, the prerequisites for all relevant tertiary courses and the recommendations of their Year 10 and Year 11 mathematics teachers before choosing the units of mathematics suitable for their needs and ability.

Structure
The study is made up of the following units:

- General Maths Units 1 & 2
- Maths Methods Units 1 & 2
- Specialist Maths Units 1 & 2
- Further Maths Units 3 & 4
- Maths Methods Units 3 & 4
- Specialist Maths Units 3 & 4

The following diagram provides the possible mathematics pathways for Years 11 and 12. Note that students can choose to study one or two courses of mathematics in Year 11 and again in Year 12. Students may choose to study three mathematics subjects in Year 12, only if this provides the best possible preparation for their chosen career pathway.

The use of technology will be incorporated throughout each VCE unit, both in the learning of new material and the application of this material in a variety of different contexts. Students will be required to use either the Casio Classpad II fx-CP400 or the Casio Classpad 330 calculator to support their learning in VCE mathematics. Students will retain this calculator from year 10.
There are 3 courses available for students in Year 11:

### General Mathematics – Units 1 & 2

**Prerequisite:** Students need to have obtained a pass in Maths 10, Maths 10A or Maths Extension.

General Mathematics Units 1 and 2 can be studied alone or they can be studied in conjunction with Mathematical Methods Units 1 and 2. They provide the necessary preparation for students to proceed to Further Mathematics Units 3 and 4.

The areas of study from which the course is designed are: univariate data, bivariate data, linear relations and graphs, trigonometry, linear programming, networks, matrices, algebra & structure, arithmetic & number, discrete mathematics, graphs of linear & non linear relations and statistics.

### Mathematical Methods – Units 1 and 2

**Prerequisite:** Students need to have obtained a pass in Maths 10A or Maths Extension.

Mathematical Methods (CAS) Units 1 and 2 can be studied alone or in conjunction with either General Mathematics Units 1 and 2 or Mathematics Units 1 and 2. These units provide excellent preparation for Mathematical Methods (CAS) Units 3 and 4.

The areas of study are functions & graphs, algebra, calculus, probability and statistics.

### Specialist Mathematics - Units 1 and 2

**Prerequisite:** Students need to have obtained a good pass in Maths 10A or Maths Extension.

Specialist Mathematics Units 1 and 2 may only be studied in conjunction with Mathematical Methods Units 1 and 2. The content of the Specialist Mathematics course is intended to provide a thorough preparation for students who intend to study Specialist Mathematics Units 3 and 4.

The areas of study are arithmetic & number, trigonometry, vectors, graphs of non linear relations, kinematics and algebra.
There are 3 courses available for students in Year 12:

**Further Mathematics – Units 3 and 4**

Prerequisite: Students need to have obtained a pass in any 2 Year 11 VCE mathematics.
Further Mathematics Units 3 and 4 can be studied alone or in conjunction with Mathematical Methods Units 3 and 4.
Further Mathematics consists of compulsory areas of study in recursion & financial modelling and data analysis. And the completion of two modules in the Applications area of study - graphs & relations and matrices.

Unit 3 and 4 assessment breakdown

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**Mathematical Methods – Units 3 and 4**

Prerequisite: Students need to have obtained a pass in Mathematical Methods Units 1 and 2.
Mathematical Methods Units 3 and 4 can be studied alone or in conjunction with either Further Mathematics Units 3 and 4 or Specialist Mathematics Units 3 and 4.
This course is fully prescribed and includes material from the areas of study - functions & graphs, algebra, calculus, probability and statistics.

Unit 3 and 4 assessment breakdown

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**Specialist Mathematics – Units 3 and 4**

Prerequisite: Students need to have obtained a pass in Mathematical Methods 1 and 2 and Specialist Mathematics Units 1 and 2 (titled Advanced General Maths 1 & 2 in 2015).
Specialist Mathematics Units 3 and 4 can only be studied in conjunction with Mathematical Methods Units 3 and 4 and assume concurrent or previous knowledge and skills contained in these units. Specialist Mathematics Units 3 and 4 are intended for students who plan to undertake specialist tertiary courses in Mathematics that assume a high level of mathematical knowledge.
The Specialist Mathematics course is fully prescribed and consists of the areas of study - functions & graphs, algebra, calculus, vectors, mechanics and probability & statistics.

Unit 3 and 4 assessment breakdown

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<tr>
<td>End of year exam 2 (technology active)</td>
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</table>
Unit 1: Representation and technologies of representation

The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual 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, and the creative and cultural implications of new media technologies.

Unit 2: Media production and the media industry

This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. 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 and Media production design

The purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

Unit 4: Media process, influence and society's values

The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

Unit 3 and 4 assessment breakdown

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Unit 1: Music Performance and Music style
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2: Music Performance, Music Style and Composition
In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation. This unit explores how composers use music to create effects and elicit responses.

Unit 3: Music Performance and Music Style
This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis is works and performances by Australian musicians.

Unit 4: Music Performance and Music Style
In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance.

The minimum requirement for entry into the subject VCE Music Performance Unit 1 is as follows.

Students must demonstrate that they:
• can play an instrument or sing with a level of competency suggesting two or more years of prior learning.
• are prepared to contribute to the Music Department’s performance expectations.

Note: It is expected that students will undertake private instrumental / vocal tuition outside class time.

Unit 3 and 4 assessment breakdown

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<td>End of year written exam</td>
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Note: As part of the subject curriculum for Units 1 and 2 Outdoor and Environmental Studies, students will be required to attend camps and excursions to fulfil the experiential components of the assessment. Activities may include bushwalking, mountain biking, rock climbing, rogaining, cross country skiing, canoeing, rafting, snorkelling, camping in tents, and nature study activities. These activities have a certain level of risk associated with them that is inherent with being in natural bush, snow, river, or marine environments. The cost of these camps and excursions will be approximately $600 per semester.

**Unit 1: Exploring Outdoor Experiences**

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

**Unit 2: Discovering Outdoor Environments**

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

**Unit 3: Relationships with Outdoor Environments**

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.
Unit 4: Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop and apply theoretical knowledge about outdoor environments.

Unit 3 and 4 assessment breakdown

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<td>50%</td>
</tr>
</tbody>
</table>
Unit 1: Bodies in motion
This unit explores how the body systems work together to produce movement and analyses this movement using biomechanical principles. Use practical activities to explore the relationship between the body systems and physical activity. Introduced to the aerobic and anaerobic pathways utilised to provide muscles with energy for movement. Students will apply biomechanical principles to improve and refine movement. They will use practical activities to demonstrate how the correct application of biomechanics can lead to improvement in performance. The unit also looks at the 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 practices and their contribution to effective coaching and improved performance of an athlete. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By applying this knowledge to a practical session, students gain a practical insight into coaching. The unit also covers physical activity and the role it plays in the health and well being of the population. Via practical activities the students will gain an appreciation of the level of physical activity required for health benefits. They will look at changes across the lifespan and barriers that need to be overcome to undertake physical activity. They will also look at 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 behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels and analyse data in relation to the Australian Physical Activity and Sedentary Behaviour Guidelines. Identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. The unit also looks at the contribution of energy systems to performance in physical activity. The students look at the characteristics of each of the energy systems and their interplay as well as the many causes of fatigue. They will consider different strategies used to delay and manage fatigue and promote recovery.

Unit 4: Enhancing performance
Improvements in performance, particularly fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis and then investigate the required fitness components, participate in a training program designed to improve selected components. The unit also looks at different techniques and practices that can be used to enhance performance such as nutritional, physiological and psychological strategies and look at the rationale for the banning or inclusion of various practices from sporting competition.

Unit 3 and 4 assessment breakdown

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
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<tr>
<td>End of year exam</td>
<td>50%</td>
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</tbody>
</table>
The Physics Study design is changing over the next 2 years. Please ensure you read the relevant Unit descriptions for the calendar year(s) that you will be studying Physics.

2015 Units 1 & 2
It is strongly recommended that Physics units 1 and 2 be taken as a sequence.

**Unit 1: Electricity, Nuclear and radioactivity physics; and a Detailed study**

Students are required to:
- develop circuit models to analyse electrical phenomena and undertake practical investigations of circuit components,
- develop ideas of energy transfer and transformations, which are applied to energy changes associated with radioactivity and nuclear phenomena and their applications,
- engage in a detailed study that can be selected from one of the following areas: Astronomy, Medical Physics, Energy from the nucleus, Astrophysics, Flight or Alternative Energy Sources.

**Unit 2: Wave-like properties of light, Movement and a Detailed study**

Students are required to:
- describe a wave model of energy transfer and apply it to light phenomena and in contexts of seeing with the unaided eye and extending visual and communication capabilities,
- learn and describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories
- engage in a detailed study that can be selected from one of the following areas: Astronomy, Medical Physics, Energy from the nucleus, Astrophysics, Flight or Alternative Energy Sources.

2016 Units 3 & 4

**Unit 3: Motion in one and two dimensions, Electronics and Photonics**

Students are required to:
- explain 2-D motion of objects moving across a plane, down a slope, as a projective, around a central point or mass. Gravitational effects are considered ‘near the Earth’
- explain how electronic & photonic devices enable circuits to achieve desired effects

**Unit 4: Interactions of Light and Matter, Electric Power and a Detailed study**

Students are required to:
- explain interactions between electric & magnetic effects; and ways these are used in motors & electricity distribution system
- use appropriate models to explain the ways light & matter mutually interact
- engage in detailed study that can be selected from one of the following areas: Einstein’s special relatively, Materials & structures, Further electronics, Synchrotron, Photonics or Sound

Unit 3 and 4 assessment breakdown

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
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<td>End of year exam</td>
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</table>
2016 Units 1 & 2, 2017 Units 3 & 4

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves.

Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

2016 Units 1 & 2

It is strongly recommended that Physics units 1 and 2 be taken as a sequence.

**Unit 1: What ideas explain the physical world?**

**Thermodynamics:** apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.

**Electricity:** investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

**Nuclear Physics and Nuclear Energy:** examine the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

**Unit 2: What do experiments reveal about the physical world?**

**Motion:** investigate, analyse and mathematically model the motion of particles and bodies.

**Detailed Study:** One option is to be selected by the student from the following:

- What are stars?
- Is there life beyond Earth’s Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things fly?
- How do fusion and fission compare as viable nuclear energy power sources?
- How is radiation used to maintain human health?
- How do particle accelerators work?
- How can human vision be enhanced?
- How do instruments make music?
- How can performance in ball sports be improved?
- How does the human body use electricity?

**Practical investigation:** undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.
2017 Units 3 & 4

Units 3 & 4:
Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key science skills. The study is structured under a series of curriculum framing questions that reflect the inquiry nature of the discipline. A student-designed and conducted Practical investigation spans Units 3 and 4.

Unit 3: How do fields explain motion and electricity?
Field theory: gravitational, electric and magnetic fields

Unit 4: How can two contradictory models explain both light and matter?
Wave-particle duality: wave and particle models explain light and matter phenomena

Student-designed practical investigation related to fields, motion and/or waves:
Students undertake scientific investigations across Units 3 and 4 of this study. Scientific investigations may be undertaken in groups, but all work for assessment must be completed individually.

Students maintain a logbook of practical activities in each unit of this study for recording, authentication and assessment purposes. They report in poster form.

Students communicate findings for the investigation in Outcome 3, Unit 4 of this study in a scientific poster. The poster may be produced electronically or in hard copy format and should not exceed 1000 words. Students must select information carefully so that they meet the word limit. The production quality of the poster will not form part of the assessment.

Unit 3 and 4 assessment breakdown

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Unit 3 school assessed coursework</td>
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<tr>
<td>End of year exam</td>
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</table>
In VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

**Unit 1: Product Re-design and sustainability**

In this area of study students are introduced to the Product design process, IP and the Product design factors, with an emphasis on materials and sustainability. Students consider case studies of designers who claim to have incorporated sustainable practices by examining how an existing product currently fulfils the need of a user. They consider how the product could be improved by writing a design brief for a product’s modification and improvement.

**Unit 2: Collaborative design**

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Students will gain inspiration from an historical and/or a cultural design movement or style by defining factors such as ideological or technological change, philosophy or aesthetics.

**Unit 3: Applying the Product Design**

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

**Unit 4: Product development and evaluation**

In this unit the students will compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques. Students will safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently. Students will evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and/or an end-user.

**Unit 3 and 4 assessment breakdown**

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<tr>
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</table>
The Psychology Study design is changing over the next 2 years. Please ensure you read the relevant Unit descriptions for the calendar year(s) that you will be studying Psychology.

**2015 Units 1 & 2**

**Unit 1: Introduction to Psychology**

Students are introduced to the development of Psychology from its philosophical beginnings to a scientific study of the human mind and behaviour, and examine the contribution of classic and contemporary studies to its development. Students explore the scope, specialist disciplines and fields of application within psychology and consider influences on human behaviour from a variety of perspectives.

**Unit 2: Self and others**

Students study how the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour. Students also examine theories of personality and intelligence as explanations of differences between individuals.

**2016 Units 3 & 4**

**Unit 3: The conscious self**

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. They apply different theories of memory and forgetting to their everyday learning experiences. Students analyse research methodologies associated with the conduct of research and the use of findings and apply appropriate research methods when undertaking their own investigations.

**Unit 4: Brain, behaviour and experience.**

This unit focuses on the interrelationship between learning, the brain and its response to experiences and behaviour. Students build on their conceptual understanding of learning to consider it as one of several important facets involved in a biopsychosocial approach to the analysis of mental health and illness. They consider different concepts of normality, and learn to differentiate between normal responses such as stress to external stimuli, and mental disorders.

**Unit 3 and 4 assessment breakdown**

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<thead>
<tr>
<th>Assessment Type</th>
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<td>Unit 4 school assessed coursework</td>
<td>20%</td>
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<tr>
<td>End of year exam</td>
<td>60%</td>
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</tbody>
</table>
2016 Units 1 & 2

Psychology Unit 1

Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Psychology Unit 2

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

2017 Units 3 & 4

Psychology Unit 3

In this unit students examine the functioning of the nervous system to explain how it enables a person to interact with the world around them. The effects of stress are explored and causes and management of stress are investigated. Mechanisms of memory and learning, and the limitations and fallibility of memory are examined. Students review the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system.

Psychology Unit 4

Students consider the role of sleep and the impact that sleep disturbances have on functioning. They apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, mental functioning and wellbeing.

Unit 3 and 4 assessment breakdown

<table>
<thead>
<tr>
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<tr>
<td>Unit 3 school assessed coursework</td>
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<td>Unit 4 school assessed coursework</td>
<td>20%</td>
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<tr>
<td>End of year exam</td>
<td>60%</td>
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</tbody>
</table>
**Unit 1: Artistic inspiration and techniques**

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

**Unit 2: Design exploration and concepts**

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

**Unit 3: Studio production and professional art practices**

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions an intrinsic part of the design process to support the making of finished artworks in Unit 4. For this study, the exploration proposal supports the student to identify a direction for their design process. The design process is individually determined by the student. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to artmaking. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists’ work in the making of new artworks. Students are expected to visit at least two different exhibition spaces in their current year of study.
Unit 4: Studio production and art industry contexts

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

This unit also investigates aspects of the artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study.

Unit 3 and 4 assessment breakdown

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Unit 3 school assessed coursework</td>
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<td>Unit 4 school assessed task</td>
<td>33%</td>
</tr>
<tr>
<td>End of year exam</td>
<td>34%</td>
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</tbody>
</table>
Unit 1: Introduction to visual communication design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills. Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through explorations of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. In this unit students are introduced to the design process.

Unit 2: Applications of visual communication design
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

Unit 3: Design thinking and practice
In this unit students gain an understanding of the design process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection and use of both manual and digital methods, media and materials and the application of design elements and design principles can create effective visual communications for specific audience and purposes. Students use their research and analysis of visual communication design to support the development of their own work. They establish a brief and apply design thinking skills through the design process. Design from a variety of historical and contemporary design fields is considered by students to provide directions for investigation for their own work. Students use drawings to generate design ideas and apply design thinking strategies to organise and evaluate their ideas.

Unit 4: Design development and presentation
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Students continue the design process started in Unit 3 by developing and refining concepts. They utilise a range of digital and manual two and three dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. As students revisit stages to undertake further research of idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process.

Unit 3 and 4 assessment breakdown

<table>
<thead>
<tr>
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</table>
VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS (VETiS)

A VET program combines VCE studies with vocational training and in some cases, experience in the workplace. A VET program is delivered and administered by an external Registered Training Organisation (RTO) at TAFE colleges or within a school setting. Including a VET program provides students with the opportunity to gain experience in a vocation of interest, receive credit towards the VCE and satisfies some competencies for a TAFE certificate.

The following VET programs have been offered to students in previous years and delivered by Kangan TAFE, Victoria University TAFE, William Angliss, SAGE Institute and VFA Learning:

- Automotive
- Carpentry
- Electro Technology
- Fashion
- Hospitality
- Children’s Services
- IT
- Music
- Hair and Beauty
- Multimedia
- Plumbing
- Fitness

Buckley Park College belongs to the Moonee Valley VET cluster and the following programs may be offered in neighbourhood schools:

- Dance
- Legal Administration

The decision to include VET in a VCE program should be based on the student’s:

- aspirations and plans for further study / work
- total picture of all VCE studies and the associated workload
- motivation and willingness to undertake responsibility. Generally students attend TAFE one day per week, usually on a Wednesday. It is students responsibility to complete work missed that day for homework.
- students in year 11 study 5 VCE subjects plus a VET program
- students in year 12 study 4 VCE subjects plus a VET program

In VET programs with scored assessment (exam) the study score contribute to the calculation of the ATAR. VET programs without scored assessment may be counted as fifth and/or sixth studies. The increment will be 10% of the average of the primary four ATAR subject scores.

Substantial course costs are associated with VET programs. The government and the school provide a subsidy towards these costs and parents of VCE students are required to contribute $500 towards the VCE VET costs which is paid as $300 deposit in November 2015 and a $200 balance in February 2016.

Information on VETiS program can be located at www.vcaa.vic.edu.au/VET(VocationalEducation&Training)
EXTENSION PROGRAM IN THE VCE

An extension program allows high achieving students to take on an academic challenge and maximise their learning experience in the final year of school. Students participating in the program complete a first year university subject alongside Year 12. Subjects are available in areas of The Arts, Business and Commerce, Information Technology, Mathematics and Science.

Successful completion of the full year of the extension program can be used as a 5th or 6th study in the calculation of the ATAR. Depending on the mark achieved, between 3 to 5 points can be added to the ATAR aggregate (the score used to calculate the ATAR). The table below outlines the points that may be received and the equivalent VCE study score value:

<table>
<thead>
<tr>
<th>Average mark for Extension Program Subject</th>
<th>Extension Program ATAR contribution</th>
<th>Equivalent VCE Study Score</th>
</tr>
</thead>
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<td>90 or more</td>
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<td>50</td>
</tr>
<tr>
<td>80 – 89</td>
<td>4.5 points</td>
<td>45</td>
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<tr>
<td>70 – 79</td>
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</tr>
<tr>
<td>50 – 59</td>
<td>3.0 points</td>
<td>30</td>
</tr>
</tbody>
</table>

Eligibility

The eligibility requirements for students to apply for the Extension Program are determined by the University of Melbourne and are generally available only to students who have achieved outstanding results for a VCE Unit 3&4 study whilst enrolled in year 11.

Information on the Extension Program can be found at:

http://futurestudents.unimelb.edu.au/info/school-students/extension-program