



# Our Lady of Sion College



# VCE and VCE Vocational Major 2023 Curriculum Handbook

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# Principal's Message

During the senior years of education, our sense of self grows rapidly and we become acutely aware of all the varied opportunities that study and life offer. As you approach your final years at Our Lady of Sion College, do so with the confidence that your teachers understand the particular nature of the senior years of schooling and strive to ensure that these transitional years to adulthood are rich and fulfilling.

The final years of secondary school present some wonderful opportunities to explore subjects and pathways that students find particularly engaging. No other student will necessarily choose the same combination of subjects as you.

Your pursuit is your pursuit – we hope that you will achieve all you are capable of achieving, and do so within an environment that is nurturing and supportive. We recognise you as the individuals you are and the adults you are becoming. Both academically and spiritually, we look forward to supporting and guiding you through these years and ultimately leading you to the next phase in your life.

The College, along with your parents or carers and the wider community, will direct its efforts to ensure that these will be years you will remember with great pride and personal satisfaction. The coming years, with their challenges and possibilities, present an opportunity for all young adults to thrive and we encourage you to embrace them with enthusiasm and hope.

With every blessing



Tina Apostolopoulos  
Principal

# Introduction

Selecting preferences for Year 11 or 12 is an exciting time. With the range of choices available, the possible career options and personal interests can also make it a little daunting. The following questions can be useful when considering your preferences:

How do I know what I will want to do (study, work, travel) in one or two years?

- What if I change my mind?
- How do I know what studies are going to complement my interests?
- How do I know what studies are going to give me a good ATAR?
- What if I don't get a good ATAR and what is a 'good' ATAR?

The good news is that by making a choice now, you are not bound to it for life. So relax and think about what you like, are good at and what field of study or work you are interested in pursuing.

There are no tricks to getting a good ATAR. The ATAR represents your overall performance across all studies, not individual subjects. To get a good ATAR, you should therefore pick subjects that interest you and in which you can perform well.

Think about your areas of passion. Success is about reaching your goal and not giving in. Whatever your dream is, it requires hard work and dedication to make it happen. In most cases you will need to plan and, most importantly, have a number of options just in case. While there are no guarantees, there are some things you can do to make sure you get the most out of your program:

- use your teachers and school as a resource
- ask questions, seek and apply feedback
- be consistent, planned and purposeful in your study and homework.

# Key Dates

<b>16 June</b>	VCE and VCE VM 2023 Curriculum Handbook available on website
<b>20 June</b>	VCE and VCE VM 2023 Subject Selection Information Evening (7.30 pm via Zoom)
<b>20 June</b>	Applications to undertake a Unit 3 and 4 in Year 11 available
<b>24 June</b>	Semester 1 reports available in SEQTA
<b>11 July</b>	Applications to undertake a Unit 3 and 4 in Year 11 due
<b>13 July</b>	Online bookings for Year 11, 2023, subject selection interviews open
<b>14 July</b>	Year 12, 2023, student interviews (parents not required)
<b>21 July</b>	Online bookings for Year 11, 2023, subject selection interviews close – 9.00 am
<b>26 July</b>	Web Preferences open online – 4.00 pm
<b>26 July</b>	Year 11, 2023, subject selection interviews for parents, guardians and students 9.00 am – 7.00 pm
<b>28 July</b>	Year 11, 2023, subject selection interviews for parents, guardians and students 9.00 am – 1.00 pm
<b>1 August</b>	Web Preferences closed to students – 8.00 am, Web Preferences receipt due to Homeroom teacher
<b>October</b>	Applications for VCE Higher Education Studies must be lodged

# Support Available

The following staff can assist you with Year 11 or Year 12 subject selection

Ms Allison Stott <a href="mailto:astott@sion.catholic.edu.au">astott@sion.catholic.edu.au</a>	Deputy Principal – Learning and Teaching
Mrs Christine Kralj <a href="mailto:ckralj@sion.catholic.edu.au">ckralj@sion.catholic.edu.au</a>	Deputy Principal – Student Wellbeing
Mr John McInerney <a href="mailto:jmcinerney@sion.catholic.edu.au">jmcinerney@sion.catholic.edu.au</a>	Deputy Principal – Faith and Mission
Ms Dale Hunter <a href="mailto:dhunter@sion.catholic.edu.au">dhunter@sion.catholic.edu.au</a>	Senior Learning Leader and VCE VM Coordinator
Mrs Nicole Flynn-Jones <a href="mailto:nflynnjones@sion.catholic.edu.au">nflynnjones@sion.catholic.edu.au</a>	Learning Enhancement Leader
Mrs Brooke O’Hara <a href="mailto:bohara@sion.catholic.edu.au">bohara@sion.catholic.edu.au</a>	Careers and Pathways Coordinator
Mrs Anna Gionfriddo <a href="mailto:agionfriddo@sion.catholic.edu.au">agionfriddo@sion.catholic.edu.au</a>	Religious Education Learning Leader
Ms Natasha Borg <a href="mailto:nborg@sion.catholic.edu.au">nborg@sion.catholic.edu.au</a>	Arts Learning Leader
Ms Amy Beale <a href="mailto:abeale@sion.catholic.edu.au">abeale@sion.catholic.edu.au</a>	English Learning Leader
Ms Natalie Hall <a href="mailto:nhall@sion.catholic.edu.au">nhall@sion.catholic.edu.au</a>	Health and PE Learning Leader
Mrs Sarah Chalmers <a href="mailto:schalmers@sion.catholic.edu.au">schalmers@sion.catholic.edu.au</a>	Humanities Learning Leader
Mrs Gail Amato <a href="mailto:gamato@sion.catholic.edu.au">gamato@sion.catholic.edu.au</a>	Languages Learning Leader
Ms Libby Kempton <a href="mailto:lkempton@sion.catholic.edu.au">lkempton@sion.catholic.edu.au</a>	Mathematics Learning Leader
Ms Cassie Marsden <a href="mailto:cmarsden@sion.catholic.edu.au">cmarsden@sion.catholic.edu.au</a>	Science Learning Leader
Mrs Anna Crow <a href="mailto:acrow@sion.catholic.edu.au">acrow@sion.catholic.edu.au</a>	Technologies Learning Leader
Miss Beth Amos <a href="mailto:bamos@sion.catholic.edu.au">bamos@sion.catholic.edu.au</a>	Year 11 Wellbeing and Growth Leader
Mrs Leanne Anderson <a href="mailto:landerson@sion.catholic.edu.au">landerson@sion.catholic.edu.au</a>	Year 12 Wellbeing and Growth Leader

# Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of your secondary education. The VCE is a valuable pathway to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within your VCE.

## What is a VCE program?

A VCE program is the entire set of studies you will undertake to complete your VCE. You can choose from a wide range of VCE studies.

A VCE study is generally designed to last for one year, and is made up of a number of units. A unit is half a year or a semester in length. Units 1 and 2 can be taken as single units – that is, just the Unit 1 or just the Unit 2 – but Units 3 and 4 **must** be taken as a sequence of two units. If you enrol in Unit 3 in a study, you will also be expected to enrol in Unit 4 of that study, usually in the same year.

At Our Lady of Sion College, a VCE program will generally consist of 22–24 units taken over two years, although the number of units can vary under special circumstances.

Units 3 and 4 are normally taken in your final year at school. If you are planning to take a Unit 3 and 4 study in Year 11, remember that these are more difficult than Unit 1 and 2. The College also requires that you complete an application form and submit it with your Subject Preference Form. Completion of a Unit 1 and 2 subject in Year 10 does not guarantee automatic entry into Unit 3 and 4 of that subject in Year 11.

When making your choice, you should consider studies that:

- interest you
- you are good at
- provide an appropriate educational challenge for you
- lead to employment you find appealing
- prepare you for further training or tertiary courses that you are considering.

## What must I include in my program?

To obtain your VCE, you **must** satisfactorily complete a **minimum of 16 units**. Regardless of how many units you do in total, you **must** satisfactorily complete:

1. **At least three units** from the English group, **including a Unit 3 and 4 sequence** listed below:
  - » English Units 1–4
  - » EAL Units 3 and 4
  - » Literature Units 1–4
  - » English Language Units 1–4.
2. Three sequences of Units 3 and 4 studies **in addition to** the sequence chosen for your compulsory English.

These sequences can be from VCE studies and/or VCE VET programs. You need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies. If you intend to apply for a course using an ATAR (Australian Tertiary Admissions Rank) at the end of your VCE you will need to be aware of these restrictions. Talk to the Careers and Pathways Counsellor, Brooke O’Hara, about these restrictions or check the VTAC website.

## (What must I include in my program? continued)

Each VCE Unit includes a set of two to four learning outcomes. The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the learning outcomes. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Satisfactory completion of the unit is determined by the College, in accordance with the requirements set by the VCAA.

Acceleration is based on the successful completion of all outcomes and learning tasks. This applies to both the accelerated study, and the remainder of the Year 10 or Year 11 course.

The student also needs to demonstrate effective approaches to learning throughout the Year 10 or Unit 1/2 study. Acceleration of a Unit 1/2 study does not guarantee entry into a Unit 3/4.

In the case where students do not meet this minimum requirement, the College reserves the right to recommend an alternative study in consultation with students and parents.

For studies such as Languages and Mathematics, students are ineligible to enrol into a Unit 3/4 without successful completion of the study at Unit 1/2 level or an equivalent standard.

For studies such as Physics and Chemistry, students **must** complete either Unit 1 or Unit 2 as a minimum to enrol into Unit 3/4 Physics or Chemistry.

### Assessment at Units 1 and 2:

In addition to the S (satisfactory completion) or N (non-satisfactory completion) required by the VCAA for Units 1 and 2, the College provides more comprehensive information to students and their parents on the level of performance on the learning outcomes.

This information is intended as diagnostic only, and is provided to assist the student in identifying her areas of strength and those needing improvement. These assessments do not contribute to the ATAR score.

### Assessment at Units 3 and 4:

Assessment of Units 3 and 4 takes place at two levels:

- i) S (satisfactory) or N (non-satisfactory) completion of the learning outcomes. This is the same as for Units 1 and 2 and is subject to VCAA requirements.
- ii) External assessment components of Units 3 and 4 are also given a grade indicating level of performance. These grades cover the following range: A+, A, B+, B, C+, C, D+, D, E+, E, and UG\*

*\*UG (ungraded) indicates that performance on the assessment component did not meet the requirements to receive a grade.*

Assessments awarded at Units 3 and 4 contribute to the ATAR score. Internal results are moderated against the common scale and are indicators only.

The performance grades on the assessment components are used by VTAC to create the ATAR and by tertiary institutions for selection purposes.

To indicate the achievement of VCE students, an ATAR will be determined for each student who has completed **at least** four VCE studies including the compulsory English study at Unit 3 and 4 level, and who is completing at least one VCE study in the current year.

# Factors to consider in choosing subjects

## Religious Education

At Our Lady of Sion College, all students **must** participate in the VCE Religious Education program.

### Year 11 Religious Education

Year 11 students select one of the following options:

- Texts and Traditions Unit 2 (4 periods per cycle across both semesters)
- Texts and Traditions Units 1 and 2
- Texts and Traditions Units 3 and 4

### Year 12 Religious Education

Year 12 students select one of the following options:

- Texts and Traditions Units 3 and 4
- School-based Religious Education

An outline of Texts and Traditions Units 1 to 4 is provided on page 44.

### Year 12 School-based Religious Education

At Our Lady of Sion College, Year 12 students are invited to encounter God through experimental and dialogical experiences. Students explore faith and life through two concepts:

- **A Sense of Purpose**, where students will consider the Big Question: *How can I be a true Daughter of Sion?* Some focus areas will be:
  - » the place of prayer & Scripture in a Sionian education
  - » reflection on the College Mission & Vision statements
  - » workshop with a Daughter of Sion
  - » today's Daughters of Sion in film
- **Decision-making**, where they will consider the Big Question: *What can I do to bring positive change to my world?* Some focus areas will be:
  - » Catholic ethical thinking and ethical decision-making
  - » reflection on the College Mission & Vision statements
  - » Stewardship and Sustainability
  - » Social Justice

## English

The Victorian Curriculum and Assessment Authority mandates that students must complete at least one of the three English options to receive the Victorian Certificate of Education. The ATAR is calculated by adding together the English study score, plus the top three other study scores, plus 10% of any fifth and sixth study score. If a student completes more than one English subject, the highest study will be included.

For this reason it is important that students carefully consider their English options. Students can select from:

- English (and English as an Additional Language)
- English Language
- Literature

Students can change their English selection at the end of Year 11, although this is not advised as it will require a significant amount of catching up. Students should speak with their current English teacher, the teachers of Literature and English Language, as well as students currently completing each of the English Subjects, for the best English subject for them.

# Mathematics

## Aims

This study of Mathematics enables students to:

- develop mathematical concepts, knowledge and skills
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
- use technology effectively as a tool for working mathematically.

These three types of mathematical skills underpin the outcomes for each unit of Mathematics. They are intended to both guide the learning for students throughout Mathematics and to promote and develop key aspects of working mathematically.

## Choosing Mathematics at Our Lady of Sion College for VCE 2023-2024

### What Mathematics subjects are offered in Year 11?

Building upon the two Mathematics options in Year 10, there are three Mathematics studies available for Year 11 (Units 1 and 2). It is possible to choose none, one or two of the mathematics subjects for 2023.

**General Mathematics:** Units 1 and 2 provide a course of study involving non-calculus-based topics. The course is designed to cater for students who wish to finish their study of Mathematics at the end of Year 11 or for those students who intend to study Further Mathematics in Year 12.

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

**Specialist /Enhanced Mathematics:** Units 1 and 2 comprise a combination of prescribed and selected non-calculus-based topics and provide courses of study for students interested in advanced study of Mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist/Enhanced Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

- Students selecting Specialist/Enhanced Mathematics Units 1 and 2, **must** also select or have previously completed Mathematical Methods Units 1 and 2.
- Students selecting Specialist/Enhanced Mathematics Units 3 and 4 **must** also select or have previously completed Mathematical Methods Units 3 and 4.
- Students selecting Mathematical Methods Units 3 and 4 **must** have completed Mathematical Methods Units 1 and 2.

### How do I choose a VCE Mathematics pathway?

There are three areas to consider when making a choice of Mathematics subjects:

#### 1. Mathematics ability

Look at the results on Mathematics reports; especially consider test results and examination results. Discuss with your Year 10 Mathematics Teacher and Mathematics Learning Area Leader their recommendation regarding your future Mathematics studies.

#### 2. Possible tertiary prerequisite or career interest

Many career areas and the courses leading to them have some Mathematics prerequisite. Check these using career guides and the VTAC website. Mathematical Methods and Specialist/Enhanced Mathematics Units 3 and 4 are scaled up and may attract bonuses in subject adjustments.

#### 3. Enjoyment of Mathematics

Look at the topics covered in each of the courses and choose a Mathematics pathway that you will enjoy. It is difficult to study two Mathematics subjects if there is no enjoyment.

# Subject selection

The subject selection process at Our Lady of Sion College supports students and their parents and guardians to make informed choices in selecting subjects. This process is testament to our commitment to work in collaboration with parents, guardians and students.

## Checklist

1. Here are some important questions to consider when selecting preferences for subjects:
  - What are you good at and what do you like to do?
  - Are you clear about the things that interest you both at school and outside school?
  - Do you know the areas of your studies where you perform well and achieve good results?
  - Do you understand the role of the VCAA and VTAC and how they affect you?
  - Are you clear about what the ATAR is and how it is used for tertiary entry?
  - Are you aware of the various options available for senior student programs, including VCE, VET and VCE VM?
  - Do you know where you can access specialist advice about a study program should you need to?
  - What outside-of-school commitments (sporting, musical, academic) do you have that you need to consider when making your selection?
2. Compile a list of the areas that you are interested in pursuing in your senior study program. Include in this list the jobs or careers that interest you, subjects that you are good at, and areas that are of interest to you. Your 'Morrisby Report' will help with this.
3. Investigate *The Good Careers Guide* online to examine jobs that interest you and possible career paths that appeal to you. Make a list of these careers and the skills they require, including any special requirements that relate to training or education.
4. Read the section of this handbook that contains details of the subjects offered by the College and also VET and VCE VM offerings. Read the *Where to Now?* booklet to clarify the different pathways that are possible.
5. Use Course Search – accessible through the VTAC website ([www.vtac.edu.au](http://www.vtac.edu.au)) – to check the course requirements for courses that you are interested in taking post school. In particular, note down any restrictions on subjects you need to take, levels of performance required, or any special entrance requirements such as interviews or the preparation of folios, etc.
6. Discuss your proposed pathway with your parents and teachers. Make sure that you are clear that this is the pathway you wish to pursue, and are fully informed about what you need to do to be successful in pursuing this option.
7. Complete the subject preferences form and submit it on time.
8. View the videos for each Learning Area as well as other support material provided by the Learning Area Leaders. Curriculum Handbooks will be released after the Information Evening.

Students will undertake Smart Start from 18 November to 24 November, during which time they will commence work for their subjects in 2023.

**Please note: any requests for subject changes must be made by the end of the first week of classes in 2023. These requests must be made to the Senior Learning Leader. Please also note that subject changes may be limited to timetable constraints.**

# Undertaking a Unit 3 and 4 in Year 11

The College currently offers students who are enrolled in VCE at Year 11 level the opportunity to undertake a Unit 3 and 4 study in their VCE program. This allows students to undertake studies that might support their post-school options, add to their ATAR score for tertiary entrance, or broaden their VCE program and therefore their post-school options.

All applications are considered on an individual basis. Studies that are offered by the College at Unit 3 and 4 level for Year 11 students are:

- Accounting
- Applied Computing
- Art
- Biology
- Business Management
- Food Studies
- Health and Human Development
- History – Revolutions
- Legal Studies
- Media
- Music Performance
- Physical Education
- Psychology
- Religious Education: Texts and Traditions
- Studio Arts
- Visual Communication Design.

## Factors to consider in planning an accelerated VCE program

Students who are considering undertaking a Unit 3/4 in Year 11 should demonstrate an excellent record of achievement in their Year 10 studies. This includes performance in examinations and coursework, effective approaches to learning, punctual submission of work in all subjects and school attendance.

Undertaking a Unit 3/4 in Year 11 can provide an enrichment opportunity as well as contributing 10% to the ATAR score aggregated at the end of Year 12.

If a student is undertaking a study outside of school, they must consider this in their overall VCE program at Our Lady of Sion College. All students are expected to undertake a full program at Year 12, which entails five Unit 3/4 studies plus Religious Education. Therefore, undertaking a 3/4 at Year 11 may not be desirable.

Some Unit 3/4 studies require a level of maturity that comes with time and students may achieve a higher study score if it were undertaken in Year 12. Therefore, it may be wise to wait another year.

## How do I apply?

Students who would like to apply are required to submit an application. This application will be considered by the VCE panel.

Application forms are available on SEQTA. Applications are due by **Monday 11 July**. Late applications cannot be considered. Detailed subject descriptions of each unit are provided from page 15 in this handbook.

# VCE subjects offered in 2023

## Units 1 and 2

### Arts

- Art Creative Practice
- Drama
- Media
- Music Performance
- Studio Arts
- Visual Communication Design

### English

- English
- English Language
- Literature

### Health and Physical Education

- Health and Human Development
- Physical Education

### Humanities

- Accounting
- Business Management
- Geography
- History: Modern History
- Legal Studies

### Languages

- Chinese
- French
- Italian

### Mathematics

- General Mathematics
- Mathematical Methods
- Specialist/Enhanced Mathematics

### Religious Education

- Texts and Traditions

### Science

- Biology
- Chemistry
- Physics
- Psychology

### Technologies

- Applied Computing
- Food Studies

## Units 3 and 4

### Arts

- Art Creative Practice
- Drama
- Media
- Music Performance
- Studio Arts
- Visual Communication Design

### English

- English/EAL
- English Language
- Literature

### Health and Physical Education

- Health and Human Development
- Physical Education

### Humanities

- Accounting
- Business Management
- History: Revolutions
- Legal Studies

### Languages

- Chinese
- French
- Italian

### Mathematics

- Further Mathematics
- Mathematical Methods
- Specialist/Enhanced Mathematics

### Religious Education

- Texts and Traditions

### Science

- Biology
- Chemistry
- Physics
- Psychology

### Technologies

- Applied Computing
- Food Studies

# VCE course of study planner

Name:

## Year 11, 2023:

Semester 1						
Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7
Unit 2 Text and Traditions						

Outside of school study (if applicable):

Semester 2						
Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7
Unit 2 Text and Traditions						

Outside of school study (if applicable):

## Year 12, 2024:

Semester 1					
Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Study Block

Outside of school study (if applicable):

Semester 2					
Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Study Block

Outside of school study (if applicable):

This study planner can be used as a planning tool in preparation for submitting subject preferences via Web Preferences.

# VCE Subject Descriptions

## Art Creative Practice

### Rationale

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

Throughout the study students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and viewer or audience. In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes. Students develop skills in research, art history and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

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

By building skills in visual literacy and creative and critical thinking, which are essential to both artist and viewer or audience, learning in VCE Art Creative Practice empowers young people to be discerning, and to engage with and make sense of what they see and experience. Students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues. VCE Art Creative Practice also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art-making practices.

### Structure and Unit Outline

The study is made up of four units.

#### Unit 1: Interpreting artworks and exploring the Creative Practice

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

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

create new ways of thinking and representation, while developing their own art practice.

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

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of

## (Art Creative Practice continued)

experimental work in response to their research of the practices of artists and their personal observations of artworks. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of both traditional and contemporary art practices. They are guided through an Experiential learning process to research, explore, experiment and develop, and to evaluate and reflect upon their use of the Creative Practice.

### Unit 2: Interpreting artworks and developing the Creative Practice

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

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

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

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

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

In this unit, students use Inquiry and Project-based learning as starting points to develop a Body of

Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

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

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

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

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

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

## **(Art Creative Practice continued)**

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

### **Entry**

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

### **Assessment**

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### **Levels of Achievement**

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed task, school-assessed coursework and an end-of-year exam:

- Unit 4 school-assessed coursework: 10 per cent
- Units 3 and 4 school-assessed task: 60 per cent
- Exam: 30 per cent.

# Drama

## Rationale

This study provides students with opportunities to explore the ways in which drama represents social, political, and historical contexts, narratives and stories. Students develop an understanding of the language of drama including terminology and expressions appropriate to the context of the drama that students create, perform and analyse. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding. The study of drama provides pathways to further studies in fields such as acting, direction, playwrighting, production design, production management and studies of drama criticism.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Dramatic storytelling

This unit focuses on creating, presenting and analysing devised solo and ensemble performance work that includes real or imagined characters, based on stimulus material. This unit also involves analysis of a student's own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

### 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 that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text or an icon from a contemporary or historical Australian context.

### Unit 3: Devised non-naturalistic ensemble performance

This unit focuses on non-naturalistic drama and devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary or cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance.

Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and production areas in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

### Unit 4: Non-naturalistic solo performance

This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles, performance skills and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study of Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 before undertaking Unit 4.

## Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and examinations:

- Unit 3 school-assessed coursework: 30 percent
- Unit 4 school-assessed coursework: 10 percent
- End-of-year performance examination: 35 percent
- End-of-year written examinations: 25 percent.

# Media

## Rationale

The media is ubiquitous in today's world. Working on a personal, local, national, and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live.

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Media forms, representations and Australian stories

In this unit, students develop an understanding of audiences, and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

### Unit 2: Narrative across media forms

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms.

Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production, and distribution of narratives in the media and audience engagement, consumption, and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

### Unit 3: Media narratives and pre-production

In this unit, students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced

by the social, cultural, ideological, and institutional contexts of production, distribution, consumption, and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume, and read narratives using appropriate media language.

Students use the pre-production stage of the media production process to design a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption, and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress.

### Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions, and audiences, and analyse the role of the Australian government in regulating the media.

**(Media continued)****Entry**

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

**Assessment**

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

**Levels of Achievement**

Units 1 and 2: Individual school decision on the levels of achievement.

Units 3 and 4: School-assessed coursework, a school-assessed task, and an end-of-year examination:

- Unit 3 and Unit 4 school-assessed coursework: 20 per cent
- Unit 3 and Unit 4 school-assessed task: 40 per cent
- End-of-year examination: 40 per cent.

# Music Performance

## Rationale

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains. Music Performance challenges students to craft musically emotive performances influenced by current and post music icons.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1

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 develop their ability to communicate with other musicians through aural development, music notation and vocabulary.

### Unit 2

In this unit students build their performance and musicianship skills. They present performances of 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. Students explore sound through composition, improvisation and arranging music.

### Unit 3

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of 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.

Students develop advanced aural and notation skills using music vocabulary to effectively communicate their own ideas and concepts surrounding music.

### Unit 4

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.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. However, to undertake Units 3 and 4 Music Performance, students should have around three years' experience prior to Year 11 on a musical instrument or voice. Any student wanting to undertake VCE Music should see the Head of Music to discuss the course in more detail.

### Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement:

- Performance
- Preparing for performance
- Music language
- Organisation of sound (Unit 2 only)

Units 3 and 4: School-assessed coursework and two end-of-year examinations:

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 10 per cent
- Performance examination (Unit 4 – external assessment): 50 per cent
- Aural and written examination (Unit 4 – external assessment): 20 per cent.

# Studio Arts

## Rationale

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity.

The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in.

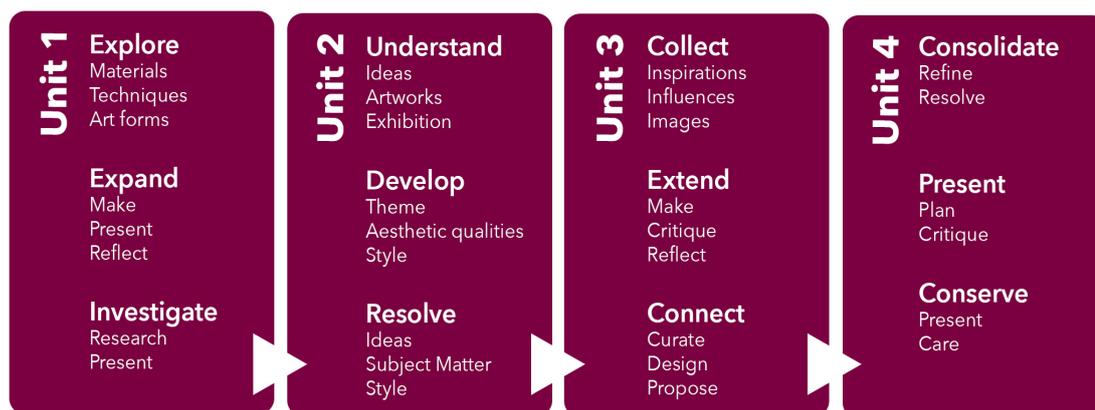
Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

## Structure and Unit Outline

The study is made up of four units.

- Unit 1: Explore, expand and investigate
- Unit 2: Understand, develop and resolve
- Unit 3: Collect, extend and connect
- Unit 4: Consolidate, present and conserve



### Unit 1: Explore, expand and investigate

OUTCOME 1: Explore – materials, techniques and art forms

How do artists use materials and techniques in their art making?

On completion of this unit the student should be able to explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.

OUTCOME 2: Expand – make, present and reflect

How do artists use materials and techniques to represent ideas and achieve a style in their artworks?

On completion of this unit the student should be able to make and present at least one finished artwork and document their art making in a Visual Arts journal.

OUTCOME 3: Investigate – research and present

What role do artworks and their presentation play in society?

On completion of this unit the student should be able to research Australian artists and present information about them in a format appropriate for a proposed exhibition.

Students present information about three Australian artists, including at least one Aboriginal or Torres Strait Islander artist, and at least one artwork by each artist in one of the following formats:

## Unit 2: Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

**OUTCOME 1: Understand – ideas, artworks and exhibition**

How are thematic exhibitions planned and designed?

Thematic exhibition

Students design and curate a thematic exhibition of six artworks:

- three artworks selected from a thematic exhibition the student has viewed
- three artworks selected from images the student has personally sourced.

Using the collection of six artworks, students:

- discuss the influences of contexts on the subject matter and ideas in the artworks selected for the exhibition
- justify the selection of artworks from an exhibition based on an identified theme
- justify the selection of individually sourced artworks based on an identified theme
- provide a short overview of the exhibition (400–600 words)
- design an exhibition proposal, considering the presentation of the artworks.

The task can be presented in one of the following formats:

- a series of plans and drawings with accompanying written information or annotations
- a digital tour of the exhibition, including initial designs and written information, such as an online presentation, video or interactive website
- an annotated presentation with initial visual designs and accompanying written information
- an oral presentation with supporting written and visual information.

**OUTCOME 2: Develop – theme, aesthetic qualities and style**

How does an artist develop aesthetic qualities and style in artworks?

On completion of this unit the student should be able to explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.

**OUTCOME 3: Resolve – ideas, subject matter and style**

How does an artist develop ideas and a personal style in artworks?

On completion of this unit the student should be able to progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

Finished artworks

Students present at least one finished artwork, with accompanying documentation of the development and refinement of art making, in their Visual Arts journal.

## Unit 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks.

**Area of Study 1: Collect – inspirations, influences and images**

*How do artists use selected art forms and ideas to create visual language?*

In this area of study students research and develop an understanding of the inherent characteristics and properties of materials in specific art forms.

**OUTCOME 1**

On completion of this unit the student should be able to collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.

**Area of Study 2: Extend – make, critique and reflect**

*How are ideas, reflection and feedback used in art making to develop artworks?*

In this area of study students make artworks that are developed from the experimentation and investigation in their Visual Arts journal in Area of Study 1. This area of study also focuses on the way students manipulate materials and apply techniques and processes to develop an individual style in their artworks.

On completion of this unit, the student should be able to make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

**(Studio Arts continued)**

## OUTCOME 2

On completion of this unit the student should be able to make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

*Area of Study 3: Connect – curate, design and propose*

*How are artworks selected and presented for exhibition?*

This area of study focuses on the role of the curator in a range of exhibition spaces. Students investigate how curators plan exhibitions and prepare and display artworks.

## OUTCOME 3

On completion of this unit the student should be able to research and plan an exhibition of the artworks of three artists.

**Unit 4: Consolidate, present and conserve**

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in - specific art forms.

*Area of Study 1: Consolidate – refine and resolve*

*How do artists refine and resolve artworks?*

In this area of study students refine and resolve at least one finished artwork based on the ideas explored in artworks in Unit 3. All finished artworks demonstrate the consolidation of ideas and the use of materials, techniques and processes in at least one specific art form.

## OUTCOME 1

On completion of this unit the student should be able to refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.

*Area of Study 2: Present – plan and critique*

*How are ideas presented in finished artworks on exhibition?*

In this area of study students present and critique their finished artworks. From their research of exhibitions and spaces where artworks are displayed, students plan their presentation for a specific space. Students select an exhibition space that complements the ideas in their finished artworks.

## OUTCOME 2

On completion of this unit the student should be able to plan and display at least one finished artwork in a specific art form, and present a critique.

*Area of Study 3: Conserve – present and care*

*What role does conservation and care have in the presentation of artworks?*

In this area of study students engage with and explore galleries, museums, other exhibition spaces or site-specific spaces where artworks are displayed. They examine a variety of exhibitions and review the methods used and considerations involved in the presentation, conservation and care of artworks.

On completion of this unit the student should understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks

**Entry**

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

**Assessment**

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

**Levels of Achievement**

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed task: 30 per cent
- Unit 3 school-assessed coursework: 5 per cent
- Unit 4 school-assessed task: 30 per cent
- Unit 4 school-assessed coursework: 5 per cent
- End-of-year examination: 30 per cent.

# Visual Communication Design

## Rationale

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual Communication Design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

## Structure and Unit Outline

The study is made up of four units.

### 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 to create messages, ideas and concepts, both visible and tangible. Students practise 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.

### Unit 2: Applications of Visual Communication Design within design fields

This unit focuses on the application of visual communication design knowledge, design thinking 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 also investigate how typography and imagery are used in these fields as well as the communication field of design. 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. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas.

### Unit 3: Visual Communication Design practices

In this unit students gain an understanding of the 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 of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

### Unit 4: Visual Communication Design development, evaluation and presentation

The focus of this unit is on 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 communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. 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 and conveys ideas to the target audience.

### Entry

There are no prerequisites for Units 1 or 2. Students are **strongly advised** to complete either Unit 1 or 2 before enrolling in Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## (Visual Communication Design continued)

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

- Unit 1, AoS1: Technical Drawing folio
- Unit 1, AoS2: Communication Design briefs focusing on design elements and principles
- Unit 1, AoS3: Design Analysis
- Unit 2, AoS1: Industrial and Environmental design explorations
- Unit 2, AoS2: Typographic body of work
- Unit 2, AoS3: Self-directed folio

Written assessment at the end of each Semester

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

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 5 per cent
- Unit 4 school-assessed task: 40 per cent
- End-of-year examination: 35 per cent.

# English / English as an Additional Language (EAL)

## Rationale

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

## Structure and Unit Outline

The study is made up of four units, each unit has two areas of study.

### Unit 1: English

#### Area of Study 1: Reading and exploring texts

Students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

Students' exploration of texts involves understanding and appreciating the role of vocabulary, text structures and language features in creating story and meaning. They contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives. Students are encouraged to share their experience and understanding of the world, and make connections with key ideas, concerns and tensions presented in a text. They also explore the cultural, social and historical values embedded in the text, and can compare these values with their own. It is through these moments of connection that students engage more closely with the reading experience, and draw parallels with their own observations of the world.

#### Area of Study 2: Crafting texts

Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

Students employ and experiment with the qualities of effective writing in their own work. Considering clear purpose, context (including mode) and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts and other reading, they extend their creativity, fluency and range. As they craft their texts, students explore text structures and language features, and ideas. They build a varied vocabulary, which can include abstract and technical language, and apply standard and/or non-standard conventions of language, including syntax and spelling, as appropriate. They are also able to explore other forms of non-standard or informal language including colloquial and idiomatic language such as slang or dialects, where appropriate.

### Unit 2: English

#### Area of Study 1: Reading and exploring texts

**(English / English as an Additional Language [EAL] continued)**

Students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

Developing analytical writing about a text provides students with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.

**Area of Study 2: Exploring Argument**

Students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Students practise analysing persuasive texts using note taking, summaries and short-answer questions, and through formal, analytical writing. When working with audio or audio visual texts, they explore elements of spoken language including intonation, volume, pace, pausing and stress, and develop analysis of the ways these elements contribute to argument and the effect on the audience.

Students craft their writing using evidence from the texts to support their analysis. They draft and revise their writing and invite feedback from their

teacher and other students to refine their ideas and expression. They aim for coherence, logic and accuracy in their writing.

Students employ their understanding of argument to create their own point of view text. They construct this text for oral presentation, and learn about the conventions of oral presentation for persuasive purposes.

**Unit 3: English**

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

**Unit 4: English**

In this unit, students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

**English as an Additional Language****Units 3 and 4**

This course is designed for students who have been residents of Australia or another predominantly English-speaking country for no more than 7 years. For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL. Students undertake this course in a mainstream English class with some differences in course structure and assessment.

**Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students must achieve an 'S' for both Units 3 and 4 to be awarded the VCE.

**Assessment**

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

**Levels of Achievement**

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent.

# English Language

## Rationale

The study of English Language enables students to further develop and refine their skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades and social groups. In this study, students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of written and spoken texts. Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language-related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Language and communication

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

### Unit 2: Language change

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people

as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

### Unit 3: Language variation and social purpose

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

### Unit 4: Language variation and identity

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

## (English Language continued)

### Entry

There are no prerequisites for entry to Units 1, 2 and 3, however, students should have a strong academic history of results in English. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

### Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
  
- End-of-year examination: 50 per cent.

There are no prerequisites for entry to Units 1, 2 and 3; however, students should have a strong academic history of results in English. Students must undertake Unit 3 prior to undertaking Unit 4.

### Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent.

# Literature

## Rationale

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

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

## Structure and Unit Outline

The study is made up of four units, each unit has two areas of study.

### Unit 1: Literature

#### Area of Study 1: Reading Practices

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

#### Area of Study 2: Exploration of literary movements and genres

Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

### Unit 2: Literature

#### Area of Study 1: Voices of Country

Students explore the voices, perspectives and

knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

#### Area of Study 2: The text in its context

Students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

## (English Literature continued)

### Unit 3: Literature

#### Area of Study 1: Adaptations and transformations

Students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

#### Area of Study 2: Developing interpretations

Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.

Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

### Unit 4: Literature

#### Area of Study 1: Creative responses to texts

Students focus on the imaginative techniques used for creating and recreating a literary work.

Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

#### Area of Study 2: Close analysis of texts

Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3; however, students should have a strong academic history of results in English. Students must undertake Unit 3 prior to undertaking Unit 4.

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent.

# Health and Human Development

## Rationale

The study of Health and Human Development provides an opportunity for students to investigate both health and human development in local, Australian and global communities. It approaches the concept of development as a continuum, which begins with individual development and progresses towards human development at a societal level.

At an individual level, the study of human development is about the continuous lifelong process that begins at conception and continues to death. At a society level, the study takes a global perspective on health and human development. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status.

### Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood.

This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students inquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry.

Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

### Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program.

## (Health and Human Development continued)

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at Unit 3 may need to undertake preparatory work based on Units 1 and 2 as specified by the teacher.

### Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent.

# Physical Education

## Rationale

Physical Education examines the biological, physiological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study enables the integration of theoretical knowledge with practical application through participation in physical activities.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: The human body in motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationships between the body systems and physical activity, and how the systems adapt and adjust to the demands of the activity. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

### Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines.

### Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### Unit 4: Training to improve performance

In this unit, students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

### Entry

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

### Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent

# Accounting

## Rationale

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

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data and accounting information will be collected, recorded, reported and interpreted using both manual methods and information and communications technology (ICT).

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Role of accounting in business

This unit focuses on the establishment of a business and the role of accounting in the determination of business success or failure. Students consider the importance of accounting information to stakeholders. They analyse, interpret and evaluate the performance of the business using financial and non-financial information. Students use these evaluations to make recommendations regarding the suitability of a business as an investment.

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

This unit focuses on the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT to prepare historical and budgeted accounting reports. They analyse and evaluate the performance of the business using financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business and suggest strategies to improve business performance.

### Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the

business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

### Unit 4: Recording, reporting, budgeting and decision-making

This unit provides an extension of the recording and reporting processes from Unit 3 with the inclusion of balance day adjustments and alternative depreciation methods. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students use both manual methods and ICT to record and report. They investigate the role and importance of budgeting in decision-making for a business. Students analyse and interpret accounting reports and graphical representations to evaluate the performance of a business and suggest strategies to business owners to improve business performance.

## Entry

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

## Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent.

# Business Management

## Rationale

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

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

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Planning business

In this area of study students investigate the concept of entrepreneurship. They consider how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas come from a range of sources, such as identifying a gap in the market, technological developments and changing customer needs.

### Unit 2: Establishing a business

The internal environment affects the approach a business takes to planning and the extent to which planning is successful. A business owner will generally have more control over the activities, functions and pressures that occur within the business. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment. Students explore the factors within the internal business environment and consider how planning decisions involving these factors may affect the ultimate success of a business, with success being measured by the extent to which business objectives are met within a specific timeframe.

### Unit 3: Managing a business

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

### Unit 4: Transforming a business

In this unit, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.

### Entry

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

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent.

# Geography

## Rationale

In VCE Geography students develop a range of skills, many of which employ geospatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys and fieldwork, and the collection of relevant secondary data and information. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology. The skills developed in investigation, collection of data, interpretation, analysis and communication of geographic information are enhanced through the use of geospatial technologies, both in the classroom and in the field. The geospatial industry is evolving and students with spatial skills continue to be in high demand, with the potential for a variety of career pathways.

## Structure and Unit Outline

The study is made up of four units. In 2023, Units 1 & 2 will be offered at Our Lady of Sion College with the view to offering Units 3 & 4 in 2024.

### Unit 1: Hazards and disasters

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

### Unit 2: Tourism: Issues and challenges

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

## Entry

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

## Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines. Assessment may include:

- structured questions
- a case study
- a research report
- analysis of geographic data
- a multimedia presentation
- examination.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

# Modern History and Revolutions

## Rationale

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. It builds a conceptual and historical framework within which students can develop an understanding of their own time and place. It develops the skills necessary to analyse visual, oral and written records. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Modern History: Change and Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict.

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

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

In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. In the United States of America (USA),

foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

### Unit 2: Modern History: The changing world order

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

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

The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific.

As the Cold War raged, many old colonies found their voices, fighting for their freedom, including the anti-Apartheid movement in South Africa. Terrorism campaigns such as the Irish Republican Army also began to challenge existing conditions in society.

**(Modern History and Revolutions continued)****Units 3 and 4: Revolutions**

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

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

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

The two revolutions studied at Our Lady of Sion College are: Unit 3: Russian Revolution and Unit 4: American Revolution.

**Unit 3: Russian Revolution**

**Area of Study 1: The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas II to the announcement of the Soviet government on 26 October 1917)**

The events and conditions that contributed to the outbreak of revolution, including institutional weaknesses and tensions in Tsarist Russia, economic and social inequalities, the Russo-Japanese War, Bloody Sunday, the October Manifesto, the

Fundamental Laws, limitations of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Governments, The Dual Authority, Lenin's return and his April Theses, the July Days, the Kornilov Affair, and the events of October 1917.

The ideas that played a significant role in challenging the existing order, including discontent with Tsarist autocracy, liberal ideas and reforms, Marxism and Marxism-Leninism.

The role of individuals in challenging or maintaining the power of the existing order, including Tsar Nicholas II and Tsarina Alexandra, Pyotr Stolypin, Grigori Rasputin, Alexander Kerensky, Vladimir Lenin and Leon Trotsky.

The contribution of popular movements in mobilising society and challenging the existing order, including workers' protests and peasants' uprisings, soldier and sailor mutinies, and the role of political parties: Socialist Revolutionaries, Bolsheviks and Mensheviks (SDs), Octobrists and Kadets.

**Area of Study 2: The Russian Revolution from 26 October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP)**

The challenges the new regime faced in attempting to consolidate its power, including the initial problems faced by the Sovnarkom, the Constituent Assembly and its dissolution, the Treaty of Brest-Litovsk, the Civil War, Red and White Terror, the policies of State Capitalism and War Communism, and Kronstadt Revolt.

The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals, including the role of the Cheka, issuing of New Decrees, State Capitalism, War Communism, the 1921 Famine, the Tenth Party Congress, the effects of the NEP, artistic experimentation, initiatives in education, and women's rights.

The role of significant individuals that influenced and changed society including Vladimir Lenin, Leon Trotsky, Felix Dzerzhinsky and Alexandra Kollontai.

The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including nobles, peasants, workers, the bourgeoisie and women.

The extent of continuity and change in Russian society 1896–1927.

**(Modern History and Revolutions continued)****Unit 4: American Revolution**

Area of Study 1: The American Revolution from 1754 to 4 July 1776 (French and Indian War to the signing of the Declaration of Independence 1776)

The events and conditions that contributed to the outbreak of revolution, including the colonial experience, British mercantilist policy, the French and Indian War, British management of the colonies, the Proclamation Act, British tax revenue acts and colonial responses to these acts, objections to taxation without representation, the Boston Massacre, the Coercive Acts, Powder Alarms, the First and Second Continental Congress, battles of Lexington, Concord and Bunker Hill and the Declaration of Independence.

The ideas that played a significant role in challenging the existing order, including the Enlightenment ideas: Natural Rights, Representative Government, Republicanism, and Liberty.

The role of individuals in challenging or maintaining the power of the existing order, including King George III, George Washington, Samuel Adams, John Hancock, John Adams, Thomas Paine and Thomas Jefferson.

The contribution of popular movements in mobilising society and challenging the existing order, including the Patriots, the Sons of Liberty, the Daughters of Liberty, the Committees of Correspondence and the Provincial Congresses.

Area of Study 2: The American Revolution from 4 July 1776 to 1789 (Declaration of Independence to the acceptance of the Bill of Rights)

The challenges the new regime faced in attempting to consolidate its power, including the War of Independence, creating and maintaining a political system under the Articles of Confederation, the Treaty of Paris 1783, Shays' Rebellion, the Philadelphia Convention 1787 and framing of the Constitution, debates between the Federalists and Anti-federalists, and ratification of the Constitution.

The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals, including post-war recession, opportunities for economic development, the debates on federal and state rights, features of the Constitution, Individual Rights, the Bill of Rights and slavery.

The role of significant individuals that influenced and changed society, including George Washington, Alexander Hamilton, Patrick Henry and James Madison.

The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including Patriots, Loyalists, Continental Army soldiers, Women, Native Americans, African Americans and slaves.

The extent of continuity and change in American society 1754–1789.

**Entry**

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

**Assessment**

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

**Task Types for Units 1, 2, 3, 4**

- An historical inquiry
- An essay
- Evaluation of historical sources
- Short-answer questions
- Extended responses
- A multimedia presentation.

**Levels of Achievement**

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework 25 per cent
- End-of-year examination: 50 per cent.

# Legal Studies

## Rationale

Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system.

Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. They develop an appreciation of how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to law and the legal system.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Guilt and liability

This unit explores an understanding of legal foundations. It investigates key concepts of criminal law and civil law and in doing so, students will develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused party, and the liability of a party in a civil dispute.

### Unit 2: Sanctions, remedies and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

### Unit 3: Rights and justice

This unit examines the methods and institutions in the justice system and considers their appropriateness in determining criminal cases and resolving civil disputes. It looks at the extent to which the principles of justice are upheld in the justice system.

### Unit 4: The people and the law

This unit explores how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making.

## Entry

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

## Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent.

# Chinese (Second Language)

## Rationale

This study develops students' ability to understand and use a language that is spoken by about a quarter of the world's population. Chinese is especially important in Australia because it is widely spoken in the community and the study of it by Australians will contribute to the positive features of a culturally diverse society.

Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in intercultural understanding, cognitive development, literacy and general knowledge. In addition, learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

## Structure and Unit Outline

The study is made up of four units.

### Units 1 and 2: Chinese (Second Language)

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

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

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

### Units 3 and 4: Chinese (Second Language)

In these units, students are to extend their knowledge and ability gained in Units 1-2. They investigate the way Chinese speakers interpret and express ideas, and negotiate and persuade in Chinese through the study of three or more subtopics from the prescribed themes and topics.

They are required to access and share useful information on certain topics through Chinese, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students identify and reflect on cultural products or practices that provide insights into Chinese-

speaking communities and investigate the ways culture, place and time influence values, attitudes and behaviours. Students are required to take external oral and written examinations held by the Victorian Curriculum and Assessment Board.

## Entry

Chinese (Second Language) is designed for students who do not have a Chinese background; that is, students who have learnt all the Chinese they know in an Australian school or similar environment. These students will, typically, have studied Chinese for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Official eligibility criteria is published on the VCAA website. Students must also complete Unit 3 prior to undertaking Unit 4.

## Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 25 per cent of the study score
- Unit 4 school-assessed coursework: 25 per cent of the study score
- The examinations together will contribute 50 per cent to the study score:
  - » Oral examination: approximately 15 minutes
  - » Written examination: 2 hours plus 15 minutes reading time.

# French

## Rationale

This study develops students' ability to understand and use a language that is widely learned internationally, and also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. Studying a language other than English contributes to the overall education of students in the areas of communication, intercultural understanding, cognitive development, literacy and general knowledge. In addition, learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

## Structure and Unit Outline

The study is made up of four units.

### Units 1 and 2: French

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

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

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

### Units 3 and 4: French

In these units, students are to extend their knowledge and ability gained in Units 1-2. They are required to access and share useful information on certain topics through French, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students identify and reflect on cultural products or practices that provide insights into French-speaking communities and investigate the ways culture, place and time influence values, attitudes and behaviours. Students are required to take external oral and written examinations held by the Victorian Curriculum and Assessment Board.

## Entry

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

## Assessment:

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 25 per cent of the study score
- Unit 4 school-assessed coursework: 25 per cent of the study score
- The examinations together will contribute 50 per cent to the study score:
  - » Oral examination: approximately 15 minutes
  - » Written examination: 2 hours plus 15 minutes reading time.

# Italian

## Rationale

This study develops students' ability to understand and use a language that is one of the official languages of the European Union and one of the most widely spoken languages in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in the areas of intercultural understanding, cognitive development, literacy and general knowledge. In addition, learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

## Structure and Unit Outline

The study is made up of four units.

### Units 1 and 2: Italian

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

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

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

### Units 3 and 4: Italian

In these units, students are to extend their knowledge and ability gained in Units 1-2. They are required to access and share useful information on certain topics through Italian, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students identify and reflect on cultural products or practices that provide insights into Italian-speaking communities and investigate the ways culture, place and time influence values, attitudes and behaviours. Students are required to take external oral and written examinations held by the Victorian Curriculum and Assessment Board.

## Entry

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

## Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 25 per cent of the study score
- Unit 4 school-assessed coursework: 25 per cent of the study score
- The examinations together will contribute 50 per cent to the study score.
- Duration
  - » Oral examination: approximately 15 minutes
  - » Written examination: 2 hours plus 15 minutes reading time.

## General Mathematics

### Rationale

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

### Structure and Unit Outline

General Mathematics is made up of four units.

#### Unit 1: General Mathematics

General Mathematics Unit 1 provides a course of study involving non-calculus based topics. The course is designed to cater for students who wish to finish their study of Mathematics at the end of Year 11 or for those students who intend to study General Mathematics in Year 12.

The areas of study for General Mathematics Unit 1 are 'Data analysis', 'Algebra', Number and structure', 'Functions, relations and graphs', and 'Matrices'.

#### Unit 2: General Mathematics

General Mathematics Unit 2 provides a course of study involving non-calculus based topics. The course is designed to cater for students who wish to finish their study of Mathematics at the end of Year 11 or for those students who intend to study General Mathematics in Year 12.

The areas of study for General Mathematics Unit 2 are 'Data analysis', 'Graphs and networks', 'Variation', and 'Space and Measurement'.

#### Unit 3 and 4: General Mathematics

General Mathematics Unit 3 and Unit 4 is completely prescribed and extends the learning of Units 1 and 2. Unit 3 comprises of the areas of study 'Data analysis' and 'Recursion and financial modelling'. In Unit 4, students study the areas of study 'Matrices' and 'Networks and decision mathematics'.

### Entry

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

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and two end-of-year examinations:

- Unit 3 and 4 school-assessed coursework: 40 per cent
- two end-of-year examinations: 60 per cent.

## Mathematical Methods

### Rationale

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

### Structure and Unit Outline

The study is made up of four units.

#### Units 1 and 2: Mathematical Methods

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

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'.

The focus of Unit 2 is the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'.

#### Units 3 and 4: Mathematical Methods

Mathematical Methods Unit 3 and Unit 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, economics and medicine.

Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics'. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2.

Unit 3 content includes the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

For Unit 4, the remaining content is from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the 'Calculus' area of study includes anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

### Entry

Mathematical Methods Units 3 & 4 assumes knowledge of Mathematical Methods Units 1 and 2. Students wishing to undertake Mathematical Methods Units 3 & 4 must have successfully completed Mathematical Methods Units 1 and 2.

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and two end-of-year examinations:

- Unit 3 and 4 school-assessed coursework: 40 per cent
- two end of year examinations: 60 per cent.

## Specialist/Enhanced Mathematics

### Rationale

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

### Structure and Unit Outline

The study is made up of four units.

#### Units 1 and 2: Specialist/Enhanced Mathematical Methods

Specialist/Enhanced Mathematics has been designed to cater for both the needs of those students wanting to pursue the advanced mathematics of Specialist/Enhanced Mathematics Units 3 and 4 and also for students who want to enhance their mathematical skills in preparation for the Year 12 Mathematical Methods course.

The areas of study for Unit 1 of Specialist/Enhanced Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

The areas of study for Unit 2 of Specialist/Enhanced Mathematics are 'Simulation, sampling and sampling distributions', 'Trigonometry', 'Transformations', 'Vectors in the plane', 'Complex numbers' and 'Functions, relations and graphs', and 'Calculus'.

#### Units 3 and 4: Specialist/Enhanced Mathematics

Specialist/Enhanced Mathematics Unit 3 & Unit 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4.

Specialist/Enhanced Mathematics assumes knowledge of Mathematical Methods Units 1 and 2. Students wishing to undertake Specialist/Enhanced Mathematics Units 3 and 4 must have successfully completed Mathematical Methods Units 1 and 2.

Specialist/Enhanced Mathematics Unit 3 consists of the areas of study: 'Logic and proof', 'Functions, relations and graphs', 'Complex numbers', 'Calculus', and 'Vectors'.

Specialist/Enhanced Mathematics Unit 4 consists of the areas of study 'Calculus', 'Vector calculus', 'Probability and statistics'.

### Entry

Students studying this subject must also be currently studying Mathematical Methods Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12. Students must undertake Unit 3 prior to undertaking Unit 4.

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement

Units 3 and 4: School-assessed coursework and two end-of-year examinations:

- Unit 3 and 4 school-assessed coursework: 40 per cent
- two end-of-year examinations: 60 per cent.

## Texts and Traditions

The teaching of Religious Education is central to all Catholic schools. At Our Lady of Sion College, students encounter God through the study of Scripture, in the teachings and traditions of the Catholic Church, in the telling of the Sion story and dynamism of the charism, through living in a Christian community, celebrating liturgy and prayers, and in the lived experiences reflected upon. For students in the senior years, opportunities to complete formal studies of religion and opportunities of social justice action exist. This allows students to leave the College with a rounded education in Religion from both an academic and communal perspective.

### Rationale

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written sacred texts that have grown from and shaped those traditions. Examining the sacred texts on which religious traditions are founded enables students to gain a good understanding of the basis of those traditions. These sacred texts become a touchstone of the tradition as it develops and responds to changing circumstances.

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

### Structure and Unit Outline

The study is made up of four units.

#### Unit 1: Texts in traditions

This unit examines the place of sacred texts and their literary forms within a religious tradition. It explores the importance of sacred texts as the source of a tradition and students learn how to interpret and describe their meaning for the earlier and continuing tradition.

The process of searching for and giving expression to the meaning of texts is called exegesis. This unit introduces basic methods of exegesis to bring about a deeper awareness of how sacred texts came about, and the meaning of those texts for the religious tradition. The skills of exegetical method are introduced.

This unit also explores how sacred texts have been used by people both within and beyond the religious tradition to bring meaning to issues or ideas in a new cultural setting.

This unit requires the study of sacred texts in a variety of literary forms.

The study is divided into three areas:

1. the importance of sacred texts to the tradition
2. the exegesis of texts
3. sacred texts and later traditions

#### Unit 2: Texts in society

In this unit students study sacred texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. Students consider the social context within which the sacred texts were produced, the conditions under which they are currently read, the reasons for reading them, and the types of authority attributed to them by religious traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Students compare how sacred texts from different religious traditions address these social issues.

The study is divided into three areas:

1. sacred texts in the past
2. sacred texts today
3. comparing religious traditions.

#### Unit 3: Texts and the early tradition

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

## (Text and Traditions continued)

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

The study is divided into three areas:

1. the background of the tradition
2. audience, purpose and literary aspects of the set texts
3. interpreting texts.

### Unit 4: Texts and their teachings

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

Some texts are regarded as essential for the continuation of a religious tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through themes in the particular texts. Some of the themes contained in the foundational texts have been reinterpreted at different times by the religious tradition. In this unit students study a significant theme contained in the set text and consider the interpretation of the text in light of the theme.

The study is divided into three areas:

1. interpreting texts
2. religious themes and their teaching purpose
3. themes in the later tradition and the later use of scripture

## Entry

There are no pre-requisites.

## Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent.

# Biology

## Rationale

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

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

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

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: How do organisms regulate their functions?

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

### Unit 2: How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis.

Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

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

### Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the

## (Biology continued)

relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

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

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

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

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

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

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

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 3 will need to do preparatory work as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4. In view of the sequential nature of the study it is advisable that students undertake Units 1 to 4.

### Assessment

Satisfactory Completion: demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

#### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 30 per cent
- End-of-year examination: 50 per cent.

# Chemistry

## Rationale

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society. Students undertake practical activities that involve the analysis and synthesis of a variety of materials and apply this knowledge to real-world scenarios.

## Structure

The study is made up of four units.

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

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

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

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

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

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

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas,

volumetric analysis, and the use of a calibration curve.

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

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

### Unit 3: How can chemical processes be designed to optimise efficiency?

In this unit, students explore energy options and the chemical production of materials with reference to efficiencies and their impact on the environment. They investigate the combustion of fuels including the energy transformations involved. Students consider galvanic cells, fuel cells and electrolytic cells.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

### Unit 4: How are organic compounds categorised, analysed and used?

In this unit, students investigate the major families of organic compounds including those found in food. They process data from instrumental analyses of organic compounds and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students investigate key food

## (Chemistry continued)

molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context, the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 will need to do preparatory work as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4. In view of the sequential nature of the study it is advisable that students undertake Units 1 to 4.

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school assessed coursework: 16 per cent
- Unit 4 school-assessed coursework: 24 per cent
- End-of-year examination: 60 per cent.

# Physics

## Rationale

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world, which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature. The study provides students with opportunities to explore questions related to the natural and constructed world. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: How is energy useful to society?

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

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

In this unit students explore the power of experiments in developing models and theories. They investigate

a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

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

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

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

In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. They explore the interactions, effects and applications of gravitational, electric and magnetic fields.

Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

### Unit 4: How can two contradictory models explain both light and matter?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. As in Unit 3, students design and undertake investigations involving at least two continuous independent variables.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 3 will need to do preparatory work as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4. In view of the sequential nature of the study, it is advisable that students undertake Units 1 to 4.

## (Physics continued)

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and examination.

- Unit 3 school-assessed coursework: 21 per cent
- Unit 4 school-assessed coursework: 19 per cent
- End-of-year examination: 60 per cent.

# Psychology

## Rationale

Psychology enables students to explore how people think, feel and behave. It is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students will examine research methodologies and ethical issues in each unit.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

### Unit 2: How do internal and external factors influence behaviour and mental processes?

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

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

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

In this unit, students examine the nervous system to explain how it enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress.

Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. Students examine the contribution that classical and contemporary research has made to the understanding of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

### Unit 4: How is wellbeing developed and maintained?

In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and 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 our knowledge and understanding of psychology.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 will need to do preparatory work as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4. In view of the sequential nature of the study it is advisable that students undertake Units 1 to 4.

## (Psychology continued)

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 16 per cent
- Unit 4 school-assessed coursework: 24 per cent
- End-of-year examination: 60 per cent.

# Applied Computing

## Rationale

VCE students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. Students use a programming language to create a working software solution in response to teacher-provided solution requirements. Students apply the problem-solving stages of design, development and evaluation to develop the solution.

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Data analysis

#### *Data analysis and Programming*

This unit focuses on students using software tools to create data visualisations in response to teacher-provided requirements and designs. The software tools are used for the collection, interpretation and manipulation of data to draw conclusions and create data visualisations that represent their findings. Data visualisations could include charts, graphs, histograms, maps, network diagrams and spatial relationships diagrams.

Students use a programming language to create a working software solution in response to teacher-provided solution requirements. Students apply the problem-solving stages of design, development and evaluation to develop the solution. Students apply methods and techniques for creating a working software solution using a range of processing features and data structures. They apply testing and debugging techniques to ensure the software solution works as intended.

### Unit 2: Innovative solutions

#### *Innovative solutions and Network Security*

In this area of study students work collaboratively to develop an innovative solution to an identified need or opportunity. They apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications. The innovative solution may take the form of a proof of concept, prototype or product.

Students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology. They apply this knowledge to design a Local Area Network

(LAN), describe its components and explain the transmission of data and information in this network. Students develop an understanding of cybersecurity issues when they investigate the threats, vulnerabilities and risks to data and information stored within and transmitted across networks, and propose strategies for reducing security risks.

### Unit 3: Data analytics

#### *Data analytics: analysis and design*

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. Students, individually, determine and propose a research question and collect and analyse data.

### Unit 4: Data analytics

#### *Data analytics: development and evaluation*

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

#### *Cybersecurity: data and information security*

In this area of study students focus on data and information security and its importance to an organisation. Students investigate security strategies used by an organisation to manage the storage, communication and disposal of data and information in their networked environment. They examine the threats to this data and information, and evaluate the methods an organisation uses to protect their data and information.

## (Applied Computing continued)

Students consider the consequences for an organisation that fails to protect their data and information. They recommend strategies to reduce the threats to data and information, taking into account the key legal requirements and any ethical issues faced by the organisation. Students apply systems thinking skills when investigating data and information security strategies within an organisation, and when recommending strategies to reduce threats.

## Entry

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

## Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

## Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 50 per cent.

# Food Studies

## Rationale

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

## Structure and Unit Outline

The study is made up of four units.

### Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

### Unit 2: Food makers

In this unit, students investigate food systems in contemporary Australia, focusing on both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

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

### Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food, including our physical need for it and how it nourishes and sometimes harms our bodies. They also investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. Students analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and develop their understanding of diverse nutrient requirements. Students also study the influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems with a focus on such issues as ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students also focus on the development of food knowledge, skills and habits, to empower consumers to make discerning food choices, investigating contemporary food fads, trends and diets. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire, reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

## (Food Studies continued)

### Entry

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

### Assessment

Satisfactory Completion: Demonstrated achievement of Outcomes for the unit in accordance with VCAA guidelines.

### Levels of Achievement

Units 1 and 2: Individual school decision on levels of achievement.

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

- Unit 3 school-assessed coursework: 30 per cent
- Unit 4 school-assessed coursework: 30 per cent
- End-of-year examination: 40 per cent.

# Vocational Education and Training (VET)

Students are able to choose a VCE VET program as part of their VCE, which means that they will be undertaking training in a specific vocational area; for instance, hospitality, animal studies, information technology or Allied Health.

VET is intended to broaden the range of study options available to students in VCE. It is about training for the workplace and is industry-based.

These courses are incorporated into the VCE and are endorsed by the Victorian Curriculum and Assessment Authority. Over a two-year period (Year 11 and 12) a student will be able to complete her VCE and one of the Certificate courses simultaneously. VM studies also form an integral part of the VCE VM program.

VCE VET programs will give you credit at Units 1–4. A number of the programs also have a study score available and these and most others contribute to the ATAR (Australian Tertiary Admissions Rank). A program booklet for each of the VCE VM programs is available on the VCAA website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

All students who select the VCE VM program are required to undertake a VET study.

It is most important that students interested in these courses seek advice and details from the Careers and Pathways Coordinator.

It is important to note the following in relation to VET courses offered by Our Lady of Sion College as part of VCE Studies:

- Enrolment in VET programs may result in additional costs for enrolment, tuition and materials at TAFE Institutions.
- Students are responsible for their own transport to and from TAFE/provider institutions.
- As the courses are offered in collaboration with other Catholic, government and private schools, students will often be involved in coeducational classes.
- These classes are usually timetabled on a Wednesday afternoon.
- All families are required to have a meeting with the Careers and Pathways Coordinator.

# VCE Higher Education Studies

The Higher Education Studies program provides an opportunity for very able students to extend their learning in a particular subject area by completing the first year of a standard university subject as part of their Year 12 program. The program is offered by the University of Melbourne, Deakin, Federation and La Trobe Universities and RMIT. The mode of delivery can differ between subjects.

At this stage, all Higher Education Studies are offered externally from the College. For more information and a list of subjects offered and their locations, students should speak with the Deputy Principal – Learning and Teaching or the Senior Learning Leader. Applications must be lodged by the end of October each year.

# Victorian Certificate of Education: Vocational Major (VCE VM)

Replacing VCAL from 2023, the Victorian Certificate of Education Vocational Major is a two-year course within the VCE that will support students to develop academic and practical skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training.

Working in conjunction with the Victorian Pathways Certificate (VPC), the VCE VM, gives students practical, work related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

Students who study the VCE VM are likely to be interested in going on to training at Technical and Further Education (TAFE), doing an apprenticeship or getting a job after completing Year 12.

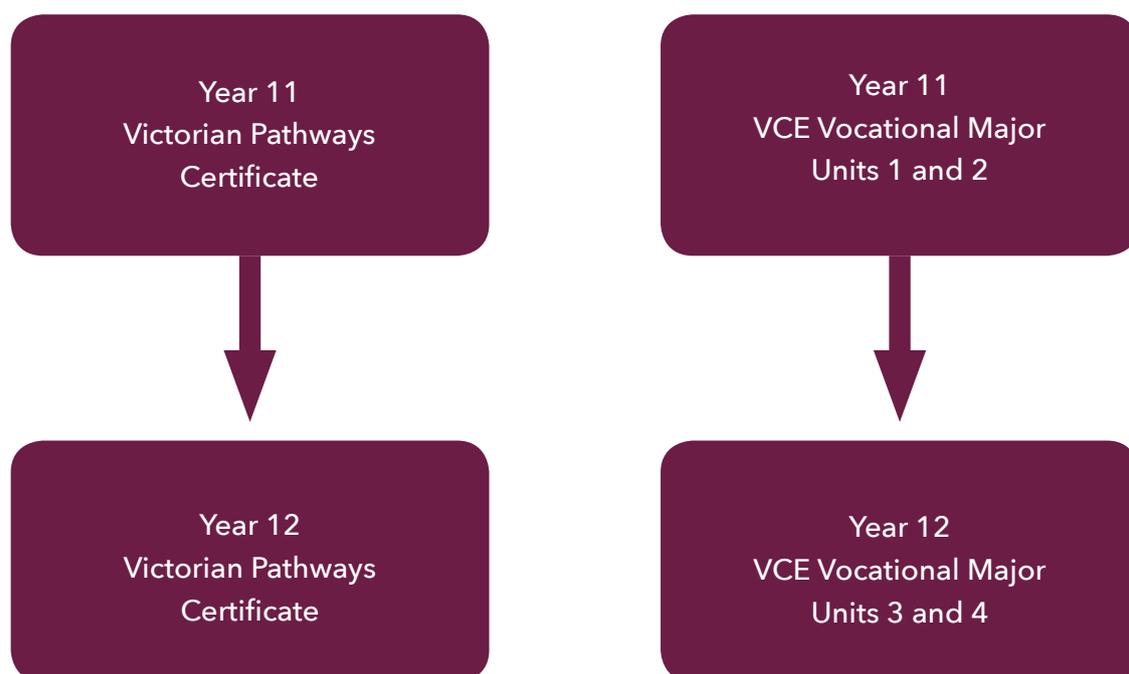
The flexibility of the VCE VM enables students to undertake a study program that suits their interests and learning needs. Units include:

- Literacy and Numeracy Skills
- Industry-specific skills (students must undertake a VET program)
- Work Related Skills
- Personal Development skills

Students are awarded the Victorian Certificate of Education at the conclusion of their studies. Like the VCE, students complete units of work and are taught and assessed against outcomes. Depending on circumstances, students can complete VCE units that will contribute to their VCE VM.

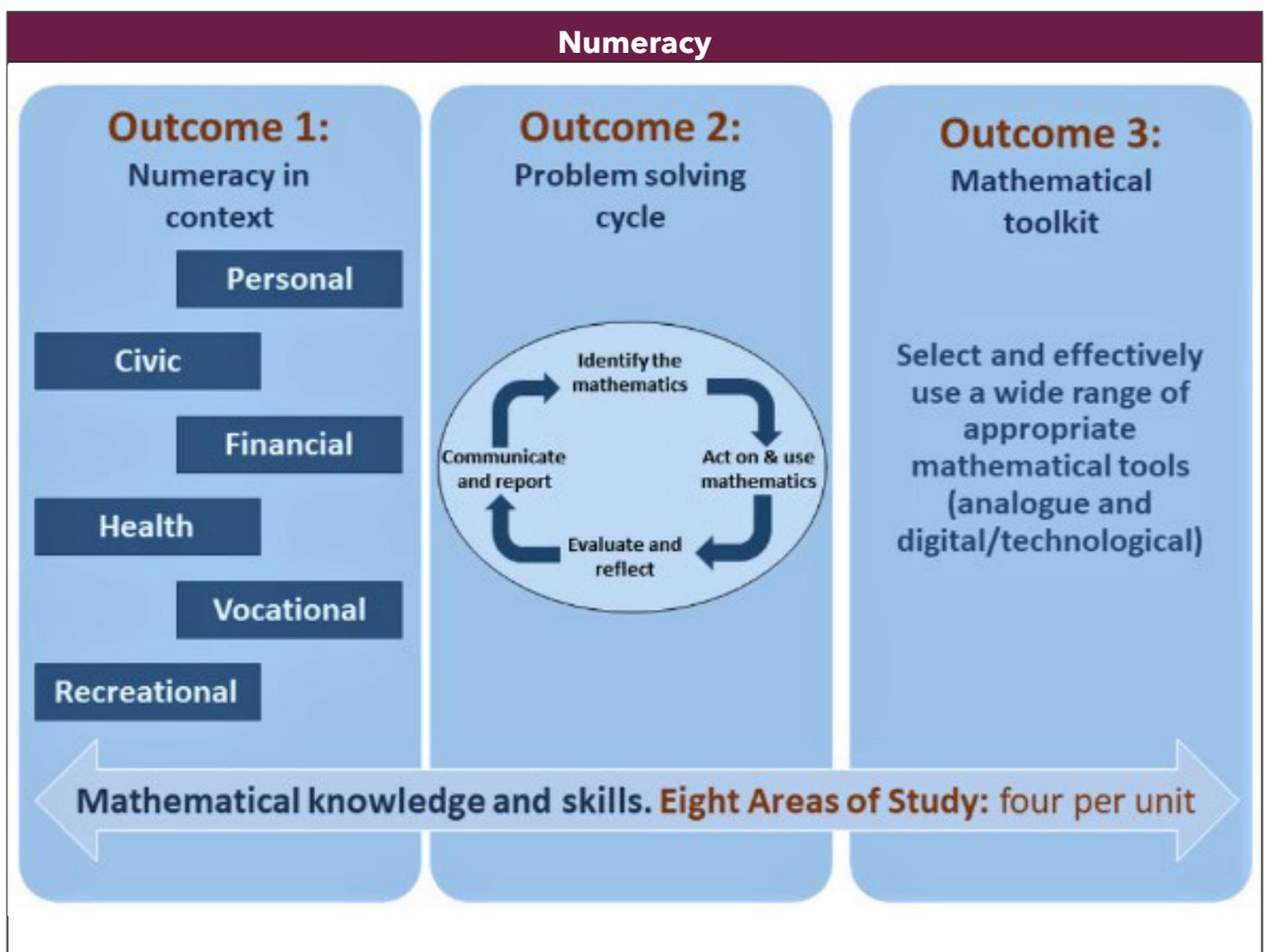
## VCE Vocational Major Pathways

If you are considering going straight into university from school, VCE VM is not the best option for you as students completing VCE VM are not awarded an ATAR. Students can however, complete TAFE qualifications, such as a Diploma or Advanced Diploma, that enable them to transition into a university course in the future.



## VCE VM Units

Literacy	
<p><b>Unit 1</b></p> <p>AoS 1: Literacy for personal use</p> <p>AoS 2: Understanding and creating digital texts</p>	<p><b>Unit 2</b></p> <p>AoS 1: Understanding issues and voices</p> <p>AoS 2: Responding to opinions</p>
<p><b>Unit 3</b></p> <p>AoS 1: Accessing and understanding informational, organisation and procedural texts</p> <p>AoS 2: Creating and responding to organisational, informational and procedural texts</p>	<p><b>Unit 4</b></p> <p>AoS 1: Understanding and engaging with literacy for advocacy</p> <p>AoS 2: Speaking to advise or to advocate</p>



## Personal Development Skills

<p><b>Unit 1 - Healthy Individuals</b></p> <p>AoS 1: Personal identity and emotional intelligence</p> <p>AoS 2: Community health and wellbeing</p> <p>AoS 3: Promoting a healthy life</p>	<p><b>Unit 2 - Connecting with the Community</b></p> <p>AoS 1: What is community?</p> <p>AoS 2 Community cohesion</p> <p>AoS 3: Engaging and supporting community</p>
<p><b>Unit 3 Leadership and teamwork</b></p> <p>AoS 1: Social awareness and interpersonal skills</p> <p>AoS 2: Effective leadership</p> <p>AoS 3: effective teamwork</p>	<p><b>Unit 4 - Community project</b></p> <p>AoS 1: Planning a community project</p> <p>AoS 2: Implementing a community project</p> <p>AoS 3: Evaluating a community project</p>

## Work related Skills

<p><b>Unit 1 - Careers and learning for the future</b></p> <p>AoS 1: Future Careers</p> <p>AoS 2: Presentation of career and education goals</p>	<p><b>Unit 2 - Workplace skills and capabilities</b></p> <p>AoS 1: Skills and capabilities for employment and further education</p> <p>AoS 2: Transferable skills and capabilities</p>
<p><b>Unit 3 - Industrial relations, workplace environment and practice</b></p> <p>AoS 1: Workplace wellbeing and personal accountability</p> <p>AoS 2: Workplace responsibilities and tights</p> <p>AoS 3: Communication and collaboration</p>	<p><b>Unit 4 - Portfolio preparation and presentation</b></p> <p>AoS 1: Portfolio development</p> <p>AoS 2: Portfolio presentation</p>

Year 11	Year 12
Unit 2 VCE Texts and Tradition Vocational Education and Training (VET) Pastoral Care	School Based RE Vocational Education and Training (VET) Pastoral Care

## Micro Credentials

Part of the rich and diverse learning opportunities provided by the College, students have the potential to complete a number of certificates. These vary according to student interests and needs but can include:

- First Aid
- Barista Training
- Driver Education

# Glossary

## VCE Acronyms and Initialisms

This page provides definitions of common acronyms and terms used throughout VCE and by Our Lady of Sion College and VCAA:

ATAR – Australian Tertiary Admissions Rank

DES – Derived Examination Score

GAT – General Achievement Test

NA – Not Assessed

SAC – School-assessed Coursework

SAT – School-assessed Task

TAFE – Technical and Further Education

UG – Ungraded

VASS – Victorian Assessment Software System

VCAA – Victorian Curriculum Assessment Authority

VCE – Victorian Certificate of Education

VCE VET – VCAA managed VET programs comprised of VCE VET units

VCE VM – Victorian Certificate of Education Vocational Major

VET – Vocational Education and Training

VPC - Victorian Pathways Certificate

VTAC – Victorian Tertiary Admissions Centre



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