VCE Subjects Offered for Year 11 2015
# Year 11 Subjects 2015

## Year 11 Studies 2015 - Introduction

The subjects listed below will be offered to students for 2015. The decision to run a subject will be dependent upon the number of students who elect to take that subject. The decision to run subjects will be one taken by the Principal of Alphington Grammar School. Students will be informed as soon as possible when subjects cannot be run.

## Year 11 Studies 2015 – Index of Studies Offered at Alphington Grammar School.

### Table of Contents

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Year 11 Subjects 2015 (Commerce) ........................................................................</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>VCE Accounting Units 1&amp;2 .....................................................................................</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>VCE Economics Units 1&amp;2 .....................................................................................</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>VCE Legal Studies Units 1&amp;2 ................................................................................</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Year 11 Subjects 2015 (English) ..........................................................................</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>VCE English Units 1&amp;2 .......................................................................................</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>VCE English as an Additional Language Units 1&amp;2 .............................................</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>VCE Literature Units 1&amp;2 ...................................................................................</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Year 11 Subjects 2015 (Humanities) ....................................................................</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>VCE History: 20th Century History Units 1&amp;2 ..................................................</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>VCE History: Revolutions Units 3 &amp; 4 ..................................................................</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>VCE Classical Studies .........................................................................................</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>Year 11 Subjects 2015 (Information Technology) ...................................................</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>VCE Information Technology Units 1&amp;2 .............................................................</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>VCE Information Technology: Applications Units 3 &amp; 4 .......................................</td>
<td>27</td>
</tr>
<tr>
<td>5</td>
<td>Year 11 Subjects 2015 (Languages) .....................................................................</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>VCE Greek Units 1&amp;2 ..........................................................................................</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>VCE Chinese As A First Language Units 1 &amp; 2 ..................................................</td>
<td>35</td>
</tr>
<tr>
<td>6</td>
<td>Year 11 Subjects 2015 (Mathematics) ..................................................................</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Studies of Mathematics .......................................................................................</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>General Maths Units 1&amp;2 ....................................................................................</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Maths Methods (CAS) Units 1&amp;2 ..........................................................................</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>Year 11 Subjects 2015 (Performing Arts) ..............................................................</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>VCE Music Performance .......................................................................................</td>
<td>41</td>
</tr>
<tr>
<td>8</td>
<td>Year 11 Subjects 2015 (Physical Education) ..........................................................</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>VCE Health and Human Development ...................................................................</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>VCE Physical Education .......................................................................................</td>
<td>48</td>
</tr>
<tr>
<td>9</td>
<td>Year 11 Subjects 2015 (Science) .......................................................................</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>VCE Biology ........................................................................................................</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>VCE Chemistry ....................................................................................................</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>VCE Physics .........................................................................................................</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>VCE Psychology ..................................................................................................</td>
<td>67</td>
</tr>
<tr>
<td>10</td>
<td>Year 11 Subjects 2015 (Visual Arts) ..................................................................</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>VCE Art ................................................................................................................</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>VCE Media ...........................................................................................................</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>VCE Studio Arts ..................................................................................................</td>
<td>35</td>
</tr>
</tbody>
</table>
1. Year 11 Subjects 2015 (Commerce)

VCE Accounting Units 1&2

Unit 1 - Establishing and operating a service business

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

Areas of Study:

- Going into business
- Recording and reporting accounting data and information

Assessment:

- Outcome 1 - Students should be able to describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
- Outcome 2 - Students should be able to identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

Assessment Break-Down:

Assessment tasks for this unit can be chosen from a variety of assessment tasks including and an end of semester examination and one or more of:

- a folio of exercises (manual and ICT-based)
- a test (manual and/or ICT-based)
- an assignment (manual and/or ICT-based)
- a case study (manual and/or ICT-based)
- a classroom presentation (oral or multimedia)
- a report (written, oral or multimedia).
1. Year 11 Subjects 2015 (Commerce)

VCE Accounting Units 1&2 (Cont...)

Unit 2 – Accounting for a trading business

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

Areas of study:

- Recording financial data and reporting accounting information
- ICT in Accounting
- Evaluation of business performance

Assessment:

- Outcome 1 - Students should be able to record and report financial data and information for a sole trader.
- Outcome 2 - Students should be able to record and report financial data and information using an accounting software package for a single activity sole trader, and explain and evaluate the role of ICT in the accounting process.
- Outcome 3 - Students should be able to select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.

Assessment Break-Down:

Assessment tasks for this unit can be chosen from a variety of assessment tasks including and an end of semester examination and one or more of:

- exercise/s using a commercial accounting software package
- a folio of exercises (manual and ICT-based)
- a test (manual and/or ICT-based)
- an assignment (manual and/or ICT-based)
- a case study (manual and/or ICT-based)
- a classroom presentation (oral or multimedia)
- a report (written, oral or multimedia).
1. Year 11 Subjects 2015 (Commerce)

VCE Economics Units 1&2

Economics focuses on decisions about how production occurs, how resources are allocated and how proceeds of production are distributed. These economic decisions not only affect the wellbeing of particular nations and their people but increasingly influence living standards regionally and globally.

Decision about the allocation of resources require an understanding of the interdependence of economic factors. Economic, political and social forces influence economic decision making, the quality of which is fundamental to the overall wellbeing of society.

Unit 1: Economics: Choices and Consequences

The focus of this unit is the study of markets, economic decision making and economic issues of importance to the Australian economy in the twenty-first century. A study of economics assists students to become informed global citizens, able to discern economically and socially responsible decisions and to influence others to act likewise. Units 1 & 2 focus on the Australian economy, study of markets, economic decision-making and issues of importance to the Australian economy and its people. They also look at Australia’s international economic relationships. Units 3 & 4 investigate economic activity in Australia, the Australian Government’s economic objectives including budgetary, fiscal, monetary and microeconomic reform policies.

Areas of study:

- A market system
- Economic issues and the Australian Economy

Assessment:

There are two outcomes in this unit:

- Outcome 1 - Students should be able to explain how markets work and how economic decisions are made in the Australian economy, and able to apply economic decision-making to solve economic problems.
- Outcome 2 - Students should be able to analyse contemporary Australian economic issues using the tools and methods of economic and describe the changing nature of economic issues in Australia.

Assessment Break-Down:

Assessment tasks for this unit can be chosen from a variety of assessment tasks including and an end of semester examination and one or more of:

- Journals
- Analysis Tasks
- Tests
- Case Studies
Unit 2: Economic Change: Issues and Challenges

The focus of this unit is the study of Australia’s external relationships and economic issues of importance in the global economy in the twenty-first century.

Areas of study:

- Population, Employment and Change
- Contemporary Global Economic Issues

Assessment:

- Outcome 1 - Students should be able to describe the factors that influence Australia’s population and labour markets, and analyse how changes in these areas may impact upon living standards.
- Outcome 2 - Students should be able to describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards.

Assessment Break-Down:

Assessment tasks for this unit can be chosen from a variety of assessment tasks including and an end of semester examination and one or more of:

- Debate
- Case study
- Tests
- Report
VCE Legal Studies Units 1&2

Introduction:

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

Legal Studies also focuses on the development of skills. Students develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis. Skills for independent inquiry, critical thinking and legal reasoning to solve legal problems are also fostered. Students are required to apply legal reasoning and decision-making to contemporary cases and issues. They engage in analysis and evaluation of existing legal processes and form opinions about the operation of the legal system.
1. Year 11 Subjects 2015 (Commerce)

VCE Legal Studies Units 1&2 (Cont…)

Unit 1: Criminal law in action

Areas of study:

- Law in society - All societies have rules and laws that govern the behaviour of individuals and groups so that order is maintained and individual rights are protected. Students develop an understanding of the role of the law and the need for effective laws, as well as the concept that the law confers rights and responsibilities on members of society in their dealings with each other. Students investigate the difference between legal and non-legal rules through a consideration of who makes, interprets and enforces rules and to whom they apply. Students gain an understanding of the role of parliament and subordinate authorities in law-making, and the types of laws each creates.

- Criminal law - Criminal law regulates conduct in society in order to protect the community, as well as sanction those who commit crimes. Students develop an appreciation of the importance of criminal law by investigating its principles, types of crimes and their enforcement, and possible outcomes. Students consider a range of illustrative criminal cases to assist them in their understanding of different categories of crime and the related defences. Students investigate the individual’s rights and responsibilities in dealing with the police. Students discuss the purposes of sanctions, the types of sanctions that may be imposed and sentencing trends and approaches. They compare one aspect of sentencing in Victoria with that of an international jurisdiction. Throughout this area of study students apply principles of criminal law to relevant cases and issues.

- The criminal courtroom - Criminal cases are heard across a number of courts in the Victorian court hierarchy and these are subject to specific processes and procedures. Students investigate procedures that are used prior to bringing a criminal case to trial, as well as the role and jurisdiction of the courts in hearing criminal cases. The adversarial nature of criminal courts is examined, as well as a consideration of the role and operation of juries in criminal cases. Students focus on the concept of a fair trial or hearing and the rights in criminal proceedings protected by the Victorian Charter of Rights and Responsibilities. Students discuss the extent to which features of the criminal justice system contribute to the achievement of justice.

Assessment:

- Outcome 1 - Students should be able to explain the need for effective laws and describe the main sources and types of law in society.

- Outcome 2 - Students should be able to explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.

- Outcome 3 - Students should be able to describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.
1. Year 11 Subjects 2015 (Commerce)

VCE Legal Studies Units 1&2 (Cont...)

Assessment Break-Down:

Assessment tasks for this unit can be chosen from a variety of assessment tasks including and an end of semester examination and one or more of:

- structured assignment
- essay
- mock court or role-play
- folio and report
- case study
- test
- report (written, visual, oral or multimedia).
1. Year 11 Subjects 2015 (Commerce)

VCE Legal Studies Units 1&2 (Cont…)

Unit 2: Issues in Civil Law

Areas of study:

- **Civil law** - Civil law protects the rights of individuals, groups and organisations in society. Such rights establish responsibilities regarding conduct. Students gain an insight into the importance of civil law in their lives and learn to distinguish between civil and criminal law. They also examine how a situation can result in both criminal and civil action. Students develop an understanding of the process of lawmaking by judges and courts through the operation of the doctrine of precedent and through statutory interpretation. They explore torts and their related defences. Throughout this area of study students apply civil law principles to relevant cases and issues.

- **The civil law in action** - When an individual, a group or an organisation feels that their civil rights have been infringed, they may seek a resolution to the problem. Students investigate the role and operation of dispute resolution bodies and the methods employed in resolving civil disputes. For those disputes that proceed to court, students examine the purpose and operation of civil pre-trial procedures and the adversarial nature of a civil trial, and evaluate the methods of dispute resolution. Students investigate available remedies and examine their effectiveness. They consider the difficulties faced by parties when attempting to resolve disputes.

- **The law in focus** - Civil law protects a wide range of rights that exists between parties. The extent and principles of civil rights and responsibilities need to develop along with changes in society, and this creates issues for the law. Students undertake a detailed investigation of a specific area of the law.

- **A question of rights** - Individuals can make an impact on the legal system in a number of ways, one of which is the pursuit of cases through the courts. In this area of study students examine an instance where an individual or group has suffered an abuse of their rights and sought redress through the court system. Students investigate an Australian case and develop an understanding of ways in which individuals can shape the law, and examine instances of people being empowered by the legal system. Students discuss the impact of this case on the legal system and the rights of individuals.

**Assessment:**

- **Outcome 1** - Students should be able to explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.

- **Outcome 2** - Students should be able to explain and evaluate the processes for the resolution of civil disputes.

- **Outcome 3** - Students should be able to explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.

- **Outcome 4** - Students should be able to describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.
1. Year 11 Subjects 2015 (Commerce)

VCE Legal Studies Units 1&2 (Cont...)

Unit 2: Issues in Civil Law (Cont...)

Assessment Break-Down:

Assessment tasks for this unit can be chosen from a variety of assessment tasks including and an end of semester examination and one or more of:

- structured assignment
- essay
- mock court or role-play
- folio and report
- case study
- test
- report (written, visual, oral or multimedia).
2. Year 11 Subjects 2015 (English)

VCE English Units 1&2

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society.

It emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

The students will be required to read more widely in order to be able to respond to the Outcomes. They must complete all set requirements in order to gain a satisfactory pass in the courses as well as a derived study score for Units 3 and 4.
Unit 1

Areas of study:

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts. The term 'set text' refers to texts chosen by the school for the achievement of the Outcomes.

Assessment:

There are three areas of study which include:

- Reading and Responding (written analysis of text) - on completion of this unit the student should be able to identify and discuss key aspects of a set text, and to construct a response in oral or written form. The focus of Unit 1 is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written and/or oral texts.

- Creating and Presenting – on completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

- Using Language to Persuade (how language is used to persuade) - on completion of this unit the student should be able to identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Assessment Break-Down:

Assessment tasks for this unit will include the following:

- responses to text in written, oral or multimodal form; personal, imaginative, informative, instructional, argumentative or persuasive texts; role-play; an oral presentation, with or without datashow; a web page; a video with accompanying written text; a newspaper article; a feature magazine article; a radio program; discussion of the use of language and point/s of view in a persuasive text.

- an end of Semester Examination.

- at least one assessment task must be undertaken for each of the Outcomes.

- assessment tasks for Outcome 2 will include a collection of texts selected for the chosen Context.

- one assessment task in Unit 1 will be in oral form.
Unit 2:

Areas of study:

The focus of this unit is on a variety of forms of response to texts, experimentation with print and non-print forms, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings. The students may respond through essays, television, short stories, websites, media texts, and fictional writing.

Assessment:

There are three Outcomes which include:

- Reading and Responding (written analysis of text),
- Creating and Presenting (exploring the ways that particular themes or ideas are presented in texts studied to construct their own pieces of writing) and;
- Using Language to Persuade (how language is used to persuade).

Assessment Break-Down:

Assessment tasks for this unit may include some of the below:

- responses to text in written, oral or multimodal form; personal, imaginative, informative, instructional, argumentative or persuasive texts; an oral presentation, with or without data show; a video with accompanying written text; a newspaper article; discussion of the use of language and point/s of view in a persuasive text.
- an End of Semester Examination
- At least one assessment task must be undertaken for each of Outcomes 1, 2 and 3.
- Assessment tasks for Outcome 2 will include a collection of texts selected for the chosen Context.
- One assessment task in Unit 2 will be in oral form.
2. Year 11 Subjects 2015 (English)

VCE English as an Additional Language Units 1&2

Outline:

Eligibility for English as an Additional Language status at Units 1 and 2 level is a matter for school decision. At Units 3 and 4 level students need to meet the Victorian Curriculum and Assessment Authority criteria for enrolment in EAL. The relevant criteria are set out below:

Enrolment in English (EAL) is available only to students who have approved English as an Additional Language (EAL) status.

A student may be eligible for EAL status if they meet both conditions 1 and 2 as set out below:

1. (a) He/she has been a resident in Australia or New Zealand or other predominantly English speaking country for no more than seven (7) years. Note: The period of seven (7) years is to be calculated cumulatively over the student’s whole life. The calculation of time spent in Australia is made from the Date of Last Arrival plus any previous periods of time spent in Australia or any predominantly English speaking country. Time spent out of Australia during school vacations should be included as no disruption to education occurs during these periods.

or

(b) He/she is an Aboriginal student whose first language is not English.

AND

2. English has been the student’s major language of instruction for a total period of not more than seven (7) years over the period of his/her education.

Unit 1 & 2

Unit 1 and 2 courses in EAL follow the same pattern as those outlined for English (above). Across the Unit 1 and 2 sequence EAL students must read and study at least three set texts. The term ‘set text’ refers to texts chosen by the school for the achievement of Outcomes 1 and 2 in Units 1 and 2. For the achievement of Outcome 1 in each unit, EAL students must read and study at least one set text. For the achievement of Outcome 2, Unit 1, students must read and study at least one set text or its equivalent in a collection of shorter set texts. For the achievement of Outcome 2, Unit 2, students should read and study a range of shorter texts selected by the school. At least one set text in each unit should be an imaginative print text such as a novel, a play or a collection of short stories or poetry.
2. Year 11 Subjects 2015 (English)

VCE Literature Units 1&2

This Unit 1 and 2 sequence can be taken as an English option. Alternatively the study of both Literature and English can be chosen in Years 11 and 12.

The study of Literature is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced, and the experiences of life and literature the reader brings to the texts. The study of literature encourages independent and critical thinking in students’ analytical and creative response to texts.

Unit 1:

Areas of study:

This unit focuses on development and enjoyment of a wide range of literary texts. It has a distinctive focus on texts being valued for their use of language to recreate and interpret experience imaginatively. The three main areas of study are:

1. Readers and their responses - in this area of study students explore the relationship between their response and the ways texts represent human experience.
2. Ideas and concerns in texts - this area of study focuses on the ideas and concerns raised in texts and the ways in which social and cultural contexts are represented.
3. Interpreting non-print texts - this area of study focuses on making meaning from non-print texts and how they represent a point of view. Students consider how the viewer is positioned and, where appropriate, interpret the text’s use of visual images, speech or silence and sound effects.

Assessment:

There are three Outcomes:

- Text Response (a creative and critical response on the concerns and ideas of individuals and groups in society),
- Creative Response (an analysis of a fictional film), and a
- Comparative Essay (a comparison between a novel and film).

Assessment Break-Down:

Assessment tasks for this unit may include:

- an essay (comparative, interpretive, analytical or discursive); a debate; journal entries; close analysis of selected passages; an original piece of writing responding to a text(s) studied; oral or written review; a multimedia presentation; participation in an online discussion; performance and commentary.
- At least one of the assessment tasks in Unit 1 must be in written form.
- There is an End of Semester Examination.
Unit 2:

Areas of study:

This unit focuses on developing reading strategies and personal responses to literature, and to an understanding of how themes and ideas in texts relate to personal and social experiences. In this unit students deepen their understanding of their response to aspects of texts such as the style of narrative, the characters, the language and structure of the text. This unit provides an excellent grounding and progression for Units 3 and 4.

Assessment:

There are two Outcomes which allow for imagination and creating of original compositions related to the studied text and the development and skill to interpret significant passages also from the studied texts. These are:

- Outcome 1 - Students should be able to analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.
- Outcome 2 - Students should be able to produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

Assessment Break-Down:

Assessment tasks for this unit may include:

- an essay (comparative, interpretive, analytical or discursive); a debate; journal entries; close analysis of selected passages; an original piece of writing responding to a text(s) studied; oral or written review; a multimedia presentation; participation in an online discussion; performance and commentary.
- At least one of the assessment tasks in Unit 2 must be in written form.
- There is an end-of-Semester Examination.
3. Year 11 Subjects 2015 (Humanities)

VCE History: 20th Century History Units 1&2

The study of History aims to engender a love of an interest in that past, in order for students to understand our heritage and to identify forces that have helped shape our present world. The past makes a fascinating curriculum, and understanding it helps us to understand some of the issues we face in our own time and place. A wide variety of primary and secondary sources are analysed in order to develop skills in fact-finding, analysis and synthesis. Students are also encouraged to work in individual and group settings in their research and presentation.

In these VCE History units students learn not only about what happened in the past, but also about how these events have been represented, both at the time they occurred and by later historians. Thus the study of visual, oral and written records is central to all four courses.

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

The following units of History will be offered at Alphington Grammar School:

Unit 1: Twentieth Century History (1900 - 45)

Areas Of Study:

- **Crisis and Conflict (The Legacies of World War One):** The causes and consequences of WW1 will be examined in detail, as a prelude to the rise of both Communism in Russia and Fascism in Germany. This area of study permeates the other two areas, and as such is present throughout this course.

- **Social Life (The Roaring Twenties & the Great Depression):** Daily life, culture and social values all underwent profound change as a result of WW1. Life in Australia, Germany and the United States reflected these changes to varying degrees, and the people of these nations reacted differently to the challenges that arose during the 1920s, particularly in the Great Depression.

- **Cultural Expression (The Jazz Age):** "The Jazz Age" does not merely refer to music; it refers to a carefree way of life that was emerging during the 1920s and became a coping mechanism during the 1930s. Its influence may be found in music, film, art, fashion and literature of the period. Fritz Lang’s 1927 film Metropolis will be examined in detail.

Assessment:

There are three outcomes for this unit:

- **Outcome 1** - Students should be able to analyse and explain the development of a political crisis and conflict in the period 1900 to 1945.

- **Outcome 2** - Students should be able to analyse and discuss patterns of social life and the factors which influenced changes to social life in the first half of the twentieth century.

- **Outcome 3** - Students should be able to analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945.
VCE History: 20th Century History Units 1&2 (Cont...)

Unit 1: Twentieth Century History (1900 – 45 – Cont...)

Assessment Break-Down:

Assessment tasks for this unit will include some of the following:

- analytical exercises; annotated maps; short reports; essays; oral presentations; multimedia presentations; film reviews; biographical studies; tests; responses to literature.
- At least one of the assessment tasks must be presented in a written form and one must involve an analysis of visual evidence, preferably a film.
- There is an End-of-Semester Examination.

Unit 2: Twentieth Century History (since 1945)

Areas of Study:

- **Ideas and Political Power:** The end of World War II was a time of great optimism for many people; however, it did not last long. The main focus of this area will be the Cold War between the world’s two greatest “Superpowers”, the USA and USSR, which dominated world affairs right through to the 1980s. At the same time, the creation of the state of Israel raised tensions in the Middle East, tensions that continue to this day.

- **Movements of the People:** Movements of the people occur when a whole section of society concerns itself with certain views and wants to change the way others act and think. Movements such as the Civil Rights movements, anti-war movements, feminism and others challenged the way that individuals lived and the legitimacy of established authority. The Civil Rights and Feminist movements from the 1960s and 70s will be the primary focus for this area of study.

- **Issues for the Millennium:** The latter decades of the twentieth century ushered in monumental change for the international community. The collapse of communism, the globalisation of the economy, the AIDS epidemic and the growing use of terror as a form of warfare has changed the political and social landscape forever. This area of study will see students examine how the interplay between domestic, regional and international events influenced changes in social life for a community or group and the way in which these experiences have been represented. The main focus of study will centre on conflict in the Middle East.
3. Year 11 Subjects 2015 (Humanities)

VCE History: 20th Century History Units 1&2 (Cont...)

Unit 2: Twentieth Century History (since 1945 – Cont...)

Assessment:

There are three outcomes for this unit:

- **Outcome 1** - Students should be able to analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems.

- **Outcome 2** - Students should be able to evaluate the impact of a challenge(s) to established social, political and/or economic power during the second half of the twentieth century.

- **Outcome 3** - Students should be able to analyse issues faced by communities arising from political, economic and/or technological change.

**Assessment Break-Down:**

Assessment tasks for this unit will include some of the following:

- analytical exercises; annotated maps; short reports; essays; oral presentations; multimedia presentations; film reviews; biographical studies; tests; responses to literature.

- At least one of the assessment tasks must be presented in a written form and one must involve an analysis of visual evidence, preferably a film.

- There is an end-of-Year Examination.
3. Year 12 Subjects 2015 (Humanities)

VCE History: Revolutions Units 3&4

Units 3 and 4: History - Revolutions

Background:

Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution. In this course, students will study the following revolutions – one in each semester:

- The Russian Revolution
- The Chinese Revolution

Areas of Study:

The areas of study are the same each semester.

- Revolutionary ideas, leaders, movements and events – the periods of study will be:
  - Russian Revolution 1905 to October 1917 (Bloody Sunday to the Bolshevik Revolution)
  - Chinese Revolution 1898 to 1949 (100 Days Reform to the Triumph of Mao)
- Creating a new society – the periods of study will be:
  - Russian Revolution November 1917 to 1924 (Initial decrees to the death of Lenin);
  - Chinese Revolution 1949 to 1976 (Communist Revolution to the death of Mao).

Assessment:

The assessments are the same each semester.

- Outcome 1 - Students should be able to evaluate the role of ideas, leaders, movements and events in the development of the revolution.
- Outcome 2 - Students should be able to analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

Assessment Break-Down:

The following four assessment tasks must be taken over Units 3 and 4:

- research report
- analysis of visual and/or written documents
- historiographical exercise
- essay.
- Teachers get to choose the order of the assessment tasks.
3. Year 12 Subjects 2015 (Humanities)

VCE History: Revolutions Units 3&4 (Cont…)

Graded Assessment – Units 3 and 4

- Unit 3 School-Assessed Coursework: 25%
- Unit 4 School-Assessed Coursework: 25%
- Unit 3 and 4 End-of-year Examination: 50%

Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 History: Revolutions. However, it is preferable if students complete one or both of Unit 1 and 2 History OR Units 1 and 2 International Politics prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.
VCE Classical Studies

Unit 1: Mythical Worlds

This unit explores the myths of ancient Greece (predominantly) and ancient Rome. Mythic narratives were used to explain the physical world, the foundation of institutions and aspects of daily life. The deeds of Theseus, the wrath of Achilles, the epic voyages of Odysseus and Aeneas are tales that have entranced countless generations. As archaeological methods developed over time, sites such as Troy and Knossos were explored by pioneers of archaeology for evidence to explain the possible historical basis of particular myths. Myths were commonly represented in a range of forms including epic, sculpture, tragedy, vase and wall painting and mosaics. They were transmitted through festivals, religious rituals, art and architecture.

Areas of Study:

- Heroes and monsters - In this area of study, students explore myth in ancient Greece and/or ancient Rome. Myths are traditional narratives which examine ideas that were of central importance to these societies. Myth was one way in which the Greeks explained the physical world and the part that humans play in it. Thus there are myths about the way the world was created, and how it is governed by the Olympian gods under the leadership of Zeus. Myth addressed key aspects of everyday life such as rites of passage, family and gender relationships.

- Myth and archaeology - What have archaeological discoveries meant for the study of myth? Do myths have any basis in historical events? This area of study traces the search for evidence related to selected myths from the classical world. Students follow the history of archaeology in the Mediterranean Basin, from the early period of treasure hunting to the beginnings of modern archaeology in the nineteenth century, to the archaeological record that is accepted today. They learn about the development of archaeological methods in the work of pioneers such as Schliemann and Evans. They learn of the triumphs and failures of these romantic figures and the excavations at such sites as Troy, Knossos and Pompeii. They may speculate about an answer to the enduring question: Did the Trojan War really take place?

- Myths in art and literature - Myth was a common element in the artistic worlds of Greece and Rome. Students explore the ways in which myths are represented in classical works. These works may include the forms of epic, sculpture, tragedy, vase and wall painting, and mosaics. Representation varied according to historical period and form. Students also investigate the social and artistic contexts of these works. They examine ways in which myths were perpetuated in ancient Greece and Rome such as through festivals, religious rituals, art and architecture.

Assessment:

There are three outcomes for this unit:

- Outcome 1 - Students should be able to explain the nature of myth in ancient Greece.
- Outcome 2 – Students should be able to explain the relationship between myth and archaeology.
- Outcome 3 - Students should be able to recognise and discuss the representation of a Greek myth.
3. Year 11 Subjects 2015 (Humanities)

VCE Classical Studies

Unit 2: Classical Imaginations

This unit examines classical works across time. It begins with the study of classical Greek and/or Roman society through an exploration of intellectual and material culture. Classical works offer a means of exploring social and political life in classical antiquity. What does Homer reveal about the heroic code? How does Thucydides portray Athens during the Peloponnesian War? What do works of architecture such as the Parthenon reveal about the societies in which they were produced?

Areas of Study:

- Society through culture - In this area of study, students examine classical Greece and/or Rome through the exploration of a classical work or works. Societies changed from palace to polis in Greece and from agricultural to urban community in Rome. Classical writers and artists moved from mythological to historical explanations of their world. Significant changes in the urban environment, social life, political structures and religious beliefs continued to take place as each society developed.

- Classics through time - In this area of study, students explore the ways in which classical works are reference points for later ages to aspire to or react against. Elements of classical Greek and Roman culture have endured to the present day. They have exerted a powerful influence on the art, literature, philosophy and science of Western society. This legacy has been mediated by artists, writers, philosophers and scientists who throughout the centuries have emulated, adapted or rejected exemplars from classical culture. In this way, classical culture is reinterpreted in different periods. This shapes the transmission of the classical heritage with the result that classical studies itself has been reinvented in different times.

Assessment:

There are two outcomes for this unit:

- Outcome 1 - Students should be able to analyse the ways in which a classical work or classical works present aspects of classical Greek and/or Roman society.

- Outcome 2 - Students should be able to discuss the relationship between classical works and a work from a later period.

Assessment Break-Down (Units 1 & 2):

Assessment tasks for this unit will include some or all of the following:

- an essay; an annotated catalogue; a research report; a written analysis; short-answer responses; a test; a written reflection; an oral presentation; a multimedia presentation.

There is an end-of-Semester Examination.
4. **Year 11 Subjects 2015 (Information Technology)**

**VCE Information Technology Units 1&2**

VCE Information Technology focuses on the processing of data and the management of information and information systems. The rapid pace of development in information and communications technology (ICT) is having a major influence on many aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, education, entertainment and society.

While it is important that students extend their use of ICT as a learning and personal tool, the study of VCE Information Technology encompasses information systems and how people interact with information technology to create structured information and to connect with others to exchange information. It encompasses the theoretical foundations of computation and techniques for writing programs and developing solutions. It also focuses on how the needs of individuals, organisations, communities and society are met through the combination of ICT and meaningful information.

VCE Information Technology equips students with appropriate knowledge and skills to use ICT responsibly and to make informed personal and workplace choices about developments in this exciting field. Students are encouraged to orient themselves towards the future, with an awareness of the technical and societal implications of ICT.

VCE Information Technology provides pathways to further studies in IT and to careers in ICT-based areas. It also prepares students for programs that require an IT-related subject or for a range of careers that require efficient and effective use of ICT.
Areas of Study:
This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. In Areas of Study 1 and 3, students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

Assessment:
There are three Learning Outcomes to be completed in Unit One:

- Outcome 1 - Students should be able to select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.

- Outcome 2 - Students should be able to recommend a networked information system for a specific use and explain possible security threats to this networked information system.

- Outcome 3 - Students should be able to contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

Assessment Break-Down:
Assessment tasks for this unit will include some or all of the following:

- using ICT tools and techniques, produce a solution in response to an identified need

- visual presentations such as multimedia presentations

- oral presentations supported by a visual presentation

- a written report using ICT

- a test.

There is an end-of-Semester Examination.
**Areas of Study:**

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions.

**Assessments:**

There are three Learning Outcomes to be completed in Unit Two:

- **Outcome 1** - Students should be able to apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users’ needs.
- **Outcome 2** - Students should be able to design, and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.
- **Outcome 3** - Students should be able to work collaboratively and apply the problem solving methodology to create an ICT solution, taking into account client feedback.

**Assessment Break-Down:**

Assessment tasks for this unit will include some or all of the following:

- using ICT tools and techniques, produce a solution in response to an identified need
- visual presentations such as multimedia presentations
- oral presentations supported by a visual presentation
- an electronic learning journal, such as a blog, to record learning progress
- a written report using ICT
- a test.

There is an end-of-Semester Examination.
4. Year 12 Subjects 2015 (Information Technology)

VCE Information Technology Applications Units 3&4

Unit 3: IT Applications

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations.

Areas of Study:

The areas of study are:

- Online communities
- Organisations and data management

Assessment:

- Outcome 1 - Students should be able to apply stages of the problem-solving methodology to create a prototype website that meets an online community’s needs, and explain the technical requirements to support the hosting of this website.

- Outcome 2 - Students should be able to design, and develop using a relational database management system, a solution to an information problem, and discuss why and how data is acquired via websites.

Assessment Break-Down:

For Outcome 1:

- In response to a design brief and given data:
  - create a prototype website capable of supporting the information needs of an online community.
  
  And

- One of the following that justifies the selected website and explains the technical requirements of the host network:
  - a written report
  - a short-answer test.

For Outcome 2:

- In response to a design brief that includes an analysis of an information problem:
  - the design and development of a solution.
  
  And

- One of the following that discusses why and how data is acquired via websites:
  - a written report
  - a test.
4. Year 12 Subjects 2015 (Information Technology)

VCE Information Technology Applications Units 3&4 (Cont…)

Unit 4: IT Applications

In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information.

Areas of Study:

The areas of study are:

- Organisations and information needs
- Information management

Assessment:

- Outcome 1 - Students should be able to use selected software to solve an ongoing information problem, and evaluate the efficiency and effectiveness of the solution in meeting the information needs of an organisation.

- Outcome 2 - Students should be able to evaluate the effectiveness of strategies used by organisations to manage the storage, communication and disposal of data and information, and recommend improvements to current practices.

Assessment Break-Down:

For Outcome 1:

- A solution in response to a design brief, including user documentation.

  And

- A report that evaluates the extent to which the solution meets the needs of the organisation, in one of the following:

  o a written report
  o an annotated visual report.

For Outcome 2:

- One of the following:

  o a written report
  o a test
  o an annotated visual report.
4. Year 12 Subjects 2015 (Information Technology)

VCE Information Technology Applications (Cont…)

Graded Assessment (Units 3&4)

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%

Other Information

- IT Applications does NOT have a mid-year Exam, but a Practice Exam is held during the third week of the July term break. Other practice exams are also held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

Entry – Units 3 and 4

There are no entry requirements for students to get into Unit 3 IT Applications. However, it is preferable if students complete one or both of Unit 1 and 2 Information Technology prior to attempting to complete the Unit 3 and 4 progression. Students must complete Unit 3 before completing Unit 4.
5. Year 11 Subjects 2015 (Languages)

LOTE

Languages

Foreign language teaching has been a significant feature of Alphington Gramma School’s remarkable curriculum since the founding of the school. Greek was introduced in 1989 in recognition of the founding fathers but also in acknowledgment of the important role the Hellenic influence has played in the development of the Western World, in term of language, ideas and institutions, and has been taught continuously since then. The study of Chinese (Mandarin) was introduced for all secondary school students.

We believed that a strong language program enhances the educational journey and encourages our students to develop alternative perspectives and empathy. This is part of our commitment to preparing our students to aspire to excellence, make a difference and as global citizens, rise boldly to the challenges of their times.

Our student cannot rely on working and living in a world where English is the dominant language, nor the most common second language. Our language program is designed to provide a passport for our student to further language, learning and a framework to learn and enjoy other cultures which they will inevitably encounter in Australia and beyond.

Benefits of Learning a Second Language

The ability to understand and speak another language delivers lifelong benefits in both our professional and personal lives – and this is recognised as a national priority. Technology has ensured an increasingly global economy. The necessity to trade and ‘do business’ well beyond our own borders means our students need to be able to communicate effectively.

The benefits of learning languages extend far beyond participation as a global citizen. Learning languages has proven benefits including:

- Being able to learn more about one’s own language.
- Developing critical thinking skills and cognitive abilities.
- Appreciating different cultures and traditions.
- Making life-long friends.
- Participating in a range of cultural tours, exchanges and hosting opportunities.
- Enhancing career prospects in a globalised job market.
- Encouraging a deeper understanding and tolerance of cross cultural communities.
- In country scholarship opportunities.
- Fostering social and economic benefits for Australia.

Global Learning

As a school, we understand the important of preparing our students to make a difference in a world where opportunities for success require the ability to compete, connect and cooperate on a global scale.

In addition to strong language and immersion programs, we also offer students the opportunity for further cultural enrichment and intercultural education through a range of study tours and service programs either locally, nationally or internationally to China, Turkey, Gallipoli, and Greece as part of our Global Gateways Program.
5. Year 11 Subjects 2015 (Languages)

VCE Greek Units 1&2 (LO11IT – Cont…)

Areas of Study (all Units):

The areas of study for Greek comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

There are three prescribed themes:

The Individual:

- Personal Identity – opinions and values, myself
- Relationships – friends and family, the elderly
- The School Experience – future aspirations, exchange programmes

The Greek-speaking Communities

- Life-styles – Greek-Australian, Travel and Tourism
- Special Traditions – festivals, customs, celebrations
- Contemporary People and Events – famous people, the Asia Minor experience, the Olympic Games
- The Migrant Experience – post-war migration, Diaspora, migration to Australia

The Changing World

- Youth Issues – entertainment, drugs/alcohol, globalisation
- Social Issues – healthy diet, sport, environment
- World of Work – occupations/careers, the impact of technology on the nature of work.

Students will work with a variety of text types: articles, chart, e-mail/fax, formal/informal letter, play, poem, review, interview, conversation, discussion, speech, report, invitation, and recipe. They will deal with the structural aspect of language, word forms, grammatical rules and how language is used. Students will develop a range of vocabulary and idioms relevant to the prescribed topics.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.
5. Year 11 Subjects 2015 (Languages)

VCE Greek Units 1&2 (Cont…)

Unit 1

Assessment:

Unit 1 consists of 3 outcomes:

- **Outcome 1** - Students should be able to establish and maintain a spoken or written exchange related to personal areas of experience.
- **Outcome 2** - Students should be able to listen to, read and obtain information from spoken and written texts.
- **Outcome 3** - Students should be able to produce a personal response focusing on real or imaginary experience.

Assessment Break-Down:

A total of four tasks will be selected from those listed below. This list is provided as a guide only:

- **Outcome 1:**
  - informal conversation
  - OR
  - reply to personal letter/fax/email.
- **Outcome 2:**
  - listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Greek or English
  - AND
  - read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Greek or English.
- **Outcome 3:**
  - oral presentation OR a review OR an article.

There is an End-of-Semester Examination.
5. **Year 11 Subjects 2015 (Languages)**

**VCE Greek Units 1&2 (Cont...)**

**Unit 2**

*Assessment:*

Unit 2 consists of 3 outcomes:

- **Outcome 1** - Students should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

- **Outcome 2** - Students should be able to listen, read and extract and use information and ideas from spoken and written texts.

- **Outcome 3** - Students should be able to give expression to real or imaginary experience in spoken or written form.

*Assessment Break-Down:*

A total of four tasks may be selected from those listed below. The list (below) should be taken as a guide only.

- **Outcome 1:**
  - formal letter, or fax, or email OR a role-play OR an interview.

- **Outcome 2:**
  - listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type
  
  AND

  - read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

- **Outcome 3:**
  - journal entry OR personal account OR short story.

There is an End-of-Semester Examination.
5. **Year 11 Subjects 2015 (Languages)**

**VCE Chinese As A First Language Units 1 & 2**

*General:*

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

The study of Chinese develops students’ ability to understand and use a language which is spoken by about a quarter of the world’s population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

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

The aims of the study design are to develop students’:

- ability to use Chinese to communicate with others;
- understanding and appreciation of their own and other cultures;
- understanding of language as a system;
- potential to apply Chinese to work, further study, training or leisure.

*Areas of Study (all Units):*

The areas of study for Chinese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

There are three prescribed themes:

- Self and others
- Tradition and change in the Chinese-speaking communities
- Global issues
5. Year 11 Subjects 2015 (Languages)

VCE Chinese As A First Language Units 1 & 2 (Cont...)

Unit 1

Assessment:

Unit 1 consists of 3 outcomes:

- **Outcome 1** - Students should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern.
- **Outcome 2** - Students should be able to listen to, read and reorganise information and ideas from spoken and written texts.
- **Outcome 3** - Students should be able to produce a personal response to a fictional text.

Assessment Break-Down:

A total of four tasks will be selected from those listed below. This list is provided as a guide only:

- **Outcome 1**:
  - discussion
  - OR
  - personal letter/fax/email.

- **Outcome 2**:
  - listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type
  - AND
  - read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.

- **Outcome 3**:
  - oral presentation or review or article.

There is an End-of-Semester Examination.
5. Year 11 Subjects 2015 (Languages)

VCE Chinese As A First Language Units 1 & 2 (Cont...)

Unit 2

Assessment:

Unit 2 consists of 3 outcomes:

- Outcome 1 - Students should be able to participate in a spoken or written exchange focusing on the resolution of an issue.
- Outcome 2 - Students should be able to listen to, read, and extract and compare information and ideas from spoken and written texts.
- Outcome 3 - Students should be able to produce an imaginative piece in spoken or written form.

Assessment Break-Down:

A total of four tasks may be selected from those listed below. The list (below) should be taken as a guide only.

- **Outcome 1:**
  - formal letter, or fax, or email or role play

- **Outcome 2:**
  - listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Chinese
    AND
  - read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Chinese.

- **Outcome 3:**
  - journal entry OR spoken personal account OR short story.

There is an End-of-Semester Examination.
6. Year 11 Subjects 2015 (Mathematics)

Studies of Mathematics

General Information

Mathematics courses are designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. They are also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Students will engage in the following mathematical activities:

- Apply knowledge and skills.
- Model, investigate and solve problems.
- Use technology.

In General Mathematics (Units 1 and 2) and Mathematical Methods (Units 1, 2, 3 and 4) the use of the TI-Nspire CAS-CX calculator is the main mode for satisfying Learning Outcome 3 (Use of technology). As a result it is compulsory for students undertaking any of these units to purchase or retain their CAS calculator.

Parents and students are advised to note the following:

- Students intending to undertake Mathematical Methods at Year 12 (Units 3 and 4) level must undertake Mathematical Methods at Year 11 (Units 1 and 2) level.
- Students intending to undertake Specialist Mathematics at Year 12 (Units 3 and 4) level must undertake Mathematical Methods (Units 1 and 2) and General Mathematics at Year 11 level.
- The Mathematics courses at Year 12 may form pre-requisites for entry into a range of tertiary courses. It is HIGHLY RECOMMENDED THAT ADVICE IS OBTAINED FROM THE CAREERS COUNSELLOR AND YOUR TEACHER BEFORE SELECTION.

Pre-Requisites

The following pre-requisites apply for VCE Mathematics Units offered at Alphington Grammar School:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Mathematics</td>
<td>Units 1 &amp; 2</td>
<td>A unit average of at least 50% in Year 10 Mathematics (Semester One).</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Units 1 &amp; 2</td>
<td>A unit average of 65% in Year 10 Mathematics (Semester One).</td>
</tr>
</tbody>
</table>
6. **Year 11 Subjects 2015 (Mathematics)**

**General Maths Units 1&2**

As part of the tests element above, there will also be an End-of-Semester Examination each Semester.

*Important Notice:*

General Mathematics provides the opportunity for students to build on their strengths. Students attempting General Mathematics are expected to have a sound background in Algebra, Geometry/Trigonometry, Numbers and some graphs.

**Unit 1 AND Unit 2**

*Areas Of Study:*

The areas of study include: **Algebra, Geometry, Trigonometry, Arithmetic** (real numbers and matrices), **Data Analysis (Statistics)** and **Graphs of Linear and Non-linear functions**.

*Assessment:*

Both Units 1 and 2 consist of 3 outcomes:

- **Outcome 1** - Students should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
- **Outcome 2** - Students should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
- **Outcome 3** - Students should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

*Assessment Break-Down:*

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks.

- Demonstration of achievement of Outcome 1 must be based on a selection of the following tasks: Assignments, tests, summary or review notes.
- Demonstration of achievement of Outcome 2 must be based on a selection of the following tasks: Projects, short written responses, problem-solving tasks, modelling tasks (*These tasks may also have relevance to the assessment of Outcome 1.*)
- For each unit, demonstration of achievement of Outcome 3 must be based on the student's performance on a selection of tasks completed in demonstrating achievement of Outcomes 1 and 2, which incorporate the effective and appropriate use of technology in contexts related to topics in the selected material from the areas of study.
- One element of the assessment indicated above will be an End-of-Semester Examination each Semester.
6. Year 11 Subjects 2015 (Mathematics)

Maths Methods (CAS) Units 1&2

Units 1 AND Unit 2

Areas Of Study:

Units 1 and 2 are designed in particular as preparation for Mathematical Methods(CAS) Units 3 and 4. The areas of study for Units 1 and 2 are ‘Functions and Graphs’, ‘Algebra’, ‘Rates of Change and Calculus’ and ‘Probability’.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases.

The appropriate use of CAS technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit.

Assessment:

Both Units 1 and 2 consist of 3 outcomes:

- Outcome 1 – Students should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Outcome 2 – Students should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
- Outcome 3 - Students should be able to select and use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment Break-Down:

Demonstration of achievement of Outcomes 1 and 2 must be based on the student’s performance on a selection of assessment tasks.

- Demonstration of achievement of Outcome 1 must be based on a selection of the following tasks:
  - Assignments, tests, summary or review notes.
- Demonstration of achievement of Outcome 2 must be based on a selection of the following tasks:
  - Projects, short written responses, problem-solving tasks, modelling tasks.
  - These tasks may also have relevance to the assessment of Outcome 1.
- For each unit, demonstration of achievement of Outcome 3 must be based on the student’s performance on a selection of tasks completed in demonstrating achievement of Outcomes 1 and 2, which incorporate the effective and appropriate use of technology in contexts related to topics in the selected material from the areas of study.

One element of the assessment indicated above will be an End-of-Semester Examination each Semester.
VCE Music Performance

Unit 1: Music Performance

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

Areas of Study:
- Performance - This area of study focuses on knowledge and skills that students use to present musically engaging performances.
- Performance technique - This area of study focuses on the development of techniques for group and/or solo performance.
- Musicianship - This area of study focuses on aural perception, music theory and analysis.

Assessment:
Unit 1 consists of three outcomes:
- Outcome 1 - Students should be able prepare and perform a practised program of group and solo works.
- Outcome 2 - Students should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
- Outcome 3 - Students should be able to identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.
VCE Music Performance (Cont...)

Assessment Break-Down:

- Performances of three works including at least one group work and one solo work with accompaniment as appropriate. The duration of the performances will vary depending on the works selected.

- A demonstration of technical work and exercises, for example an assessment task that includes a test or other performance context.

- An explanation of how selected technical work and exercises support the student’s development as an instrumentalist and their preparation of works performed for Outcome 1. The explanation may be presented in one or more of the following formats
  - oral
  - multimedia
  - written.

- A performance of unprepared material in a test or other performance context.

- Aural, written and practical tasks, for example
  - a folio of exercises
  - or
  - a test
  - a workbook of class activities.
7. Year 11 Subjects 2015 (Performing Arts)

VCE Music Performance (Cont...)

Unit 2: Music Performance

Areas of Study:

- Performance - In this area of study students develop knowledge and skills that are required to present music performances in a group and as a soloist.
- Performance technique - This area of study focuses on continuous development of techniques for group and solo performance.
- Musicianship - In this area of study students build their knowledge and skills in music theory, aural comprehension and music analysis.
- Organisation of sound - This area of study focuses on devising original work as a composition or an improvisation, inspired by analysis of music in selected works being prepared for performance.

Assessment:

Unit 2 consists of four outcomes:

- Outcome 1 - Students should be able to prepare and perform a musically engaging program of group and solo works.
- Outcome 2 - Students should be able to demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
- Outcome 3 - Students should be able to identify, re-create, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance.
- Outcome 4 - Students should be able to devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.
VCE Music Performance (Cont…)

Assessment Break-Down:

Assessment tasks for this unit are:

- Performances of three works including at least one group work and one solo work with accompaniment as appropriate. The duration of the performances will vary depending on the works selected.

- A demonstration of technical work and exercises, for example an assessment task that includes a test or other performance context.

- An explanation of how selected technical work and exercises support the student’s development as an instrumentalist and their preparation of works performed for Outcome 1. The explanation may be presented in one or more of the following formats
  - oral
  - multimedia
  - written.

- A performance of unprepared material.

- Aural, written and practical tasks, for example
  - a folio of exercises
    - or
  - a test
  - a workbook of class activities.

- Composition and/or improvisation exercises and accompanying documentation that describes use of music language in the exercise/s. The documentation may be presented in one or more of the following formats
  - multimedia
  - written.
8. Year 11 Subjects 2015 (Physical Education)

VCE Health and Human Development

Introduction

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

The VCE Health and Human Development study approaches the concept of ‘development’ as a continuum, that begins with individual human development in Units 1 and 2 and progresses towards human development at a societal level in Unit 4. In Units 1 and 2 the study of human development is about individual change, that is a continuous lifelong process that begins at conception and continues until death. Individual human developmental changes are cumulative; development that occurs in the future is dependent upon development occurring in the past. Unit 4 takes a global perspective on health and human development and uses definitions of human development that are consistent with approaches taken by both the World Health Organization (WHO) and the United Nations (UN). In Unit 4 human development is about expanding people’s choices and enhancing capabilities (the range of things people can be and do) and their freedoms; enabling people to live full, productive and creative lives; having access to knowledge, health and a decent standard of living; and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990).

The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. This underpins the structure of the four units of 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.
8. Year 11 Subjects 2015 (Physical Education)

VCE Health and Human Development (Cont…)

Unit 1: The health and development of Australia’s Youth

Scope of Study:
Throughout the study of VCE Health and Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

The VCE Health and Human Development study approached the concept of ‘development’ as a continuum that begins with the individual human development and progresses towards human development at a societal level. At an individual level, the study of human development is about individual change, that is, a continuous lifelong process that begins at conception and continues until death. Individual human developmental changes are cumulative; development that occurs in the future is dependent upon development occurring in the past. At a society level, the study takes a global perspective on health and human development and uses definitions of human development that are consistent with approaches taken by both the World Health Organisation (WHO) and the United Nations (US). Human development at this level is about expanding people’s choices and enhancing capabilities (the range of things people can be and do) and their freedoms; enabling people to live full, productive and creative lives; having access to knowledge, health and a decent standard of living; and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Program, 1990).

The study also promoted the understanding that nutrition plays a major role in influencing both health status and individual human development.

Assessment:
Unit 1 consists of three outcomes:

- **Outcome 1** – Students should be able to describe and explain factors that affect the health and individual human development during the prenatal stage.
- **Outcome 2** – Students should be able to describe and explain the factors that affect the health and individual human development of Australia’s children.
- **Outcome 3** – Students should be able to describe and explain factors that affect the health and individual human development of Australia’s adults.

Assessment Break-Down:
The outcome for this unit can be completed in a variety of ways:

- a case study analysis; a data analysis; a visual presentation, such as concept/mind map, poster or presentation file; a multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks; an oral presentation, such as a debate or podcasts (audio or visual); a blog; a test; and a written response.
- There will be an end-of-semester Examination.
Unit 2: Individual Human Development & Health Issues

Scope of Study:

Individual human development involves a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development.

This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. The prenatal stage is characterised as the most rapid time of growth and physical development during the human lifespan. During this stage the health and development of embryo/foetus is shaped by a range of determinants, which in turn can have an impact on future health and development.

Health and development during childhood has also been identified as having a significant impact on both health and development throughout the rest of the lifespan. There are many determinants of health and development of Australia’s children however, social factors such as family and community are crucial, as children develop through their relationships with others.

The lifespan stage of adulthood represents a period of great diversity. The period of adulthood commonly spans a time frame of over sixty years. The health and individual human development of this group can vary considerably and is influenced by a range of determinants which include physical environment, biological, behavioural and social.

In this unit student identify issues that affect the health and individual human development of Australia’s mothers and babies, children and adults. Students investigate health issues in detail, analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults.

Assessment:

Unit 2 consists of three outcomes:

- Outcome 1 - Students should be able to describe and explain the factors that affect the health and individual human development during the prenatal stage.
- Outcome 2 - Students should be able to describe and explain the factors that affect the health and individual human development of Australia’s children.
- Outcome 3 - Students should be able to describe and explain the factors the health and individual human development of Australian adults.

Assessment Break-Down:

The outcome for this unit can be completed in a variety of ways:

- a case study analysis; a data analysis; a visual presentation, such as concept/mind map, poster or presentation file; a multimedia presentation, using more than two data types (for example, text, still or moving images, sound or numeric) and involving some form of interaction such as hyperlinks; an oral presentation, such as a debate or podcasts (audio or visual); a blog; a test; and a written response.
- There will be an end-of-semester Examination.
VCE Physical Education

General Information

VCE Physical Education examines the biological, physiological, psychological, 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 of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.
8. Year 11 Subjects 2015 (Physical Education)

VCE Physical Education (Cont…)

Unit 1: Bodies in Motion

Areas of Study:

- Body systems and human movement - In this area of study students examine the systems of the human body and how they translate into movement. Through practical activities they explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity. Anaerobic and aerobic pathways are introduced and linked to the types of activities that utilise each of the pathways.

- Biomechanical movement principles - In this area of study students examine biomechanical principles underpinning physical activity and sport. Through their involvement in practical activities, students investigate and analyse movements in a variety of activities to develop an understanding of how the correct application of biomechanical principles leads to improved performance.

- Detailed Study 3.1: Technological advancements from a biomechanical perspective - In this detailed study students examine changes that have been made to sporting techniques and equipment (including clothing, footwear and playing fields) and explore the biomechanical effect of the change. By researching a recent change that has occurred in the selected sport, students analyse the biomechanical effect, the result of the change, the impact of the change on performance and participation, rules and the relevant implications of the change (biomechanical, social and ethical). OR

- Detailed Study 3.2: Injury prevention and rehabilitation - This detailed study focuses on sports injury risk management strategies used to reduce the risk of injury to the participant/athlete, and the rehabilitation practices and processes an individual/athlete may use to ready them for a return to sport and physical activity. Students analyse and demonstrate a range of different strategies that may be implemented at a club, an administration, a coaching or an individual level.

Assessment:

Unit 1 consists of three outcomes:

- Outcome 1 - Students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.

- Outcome 2 - Students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.

- Outcome 3.1 – Students should be able to analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the implications of the change OR

- Outcome 3.2 – Students should be able to observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries.
8. Year 11 Subjects 2015 (Physical Education)

VCE Physical Education (Cont...)

Unit 1: Bodies in Motion (Cont...)

Assessment Break-Down:

Assessment tasks for this unit are selected from the following:

- a practical laboratory report linking key knowledge and key skills to practical activity
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation such as graphic organiser, concept/mind map, annotated poster, presentation file
- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction
- a physical simulation or model
- an oral presentation such as podcast, debate
- a written report
- a test.

There will be an end-of-semester Examination.
8. Year 11 Subjects 2015 (Physical Education)

VCE Physical Education (Cont...)

Unit 2: Sports coaching and physically active lifestyles

Areas of Study:

- Effective coaching practices - In this area of study students focus on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation. The effectiveness of a coach may be determined by their style, skills and behaviours. A coach must have an understanding of skill learning practices and interpersonal skills if they are to develop and enhance the performance of athletes. Students apply these skills by coaching a team.

- Physically active lifestyles - This area of study focuses on the range of physical activity options in the community. Health benefits of participation in regular physical activity and health consequences of physical inactivity and sedentary behaviour are explored at individual and population levels. Students explore the dimensions of the National Physical Activity Guidelines and investigate the current status of physical activity and sedentary behaviour from an Australian perspective. Students investigate factors that facilitate involvement in physical activity and consider barriers to participation for various population groups. Students create and implement a program that encourages compliance with the National Physical Activity Guidelines for a given age group.

- Detailed Study 3.1: Decision making in sport - This detailed study introduces students to an understanding of games and sport, including how they are categorised. Through a series of practical activities, and for a specific scenario, students analyse and interpret different strategies and tactics used within game situations, and approaches to coaching that develop a player’s ability to implement an appropriate strategic decision.

- Detailed Study 3.2: Promoting active living - This detailed study focuses on the promotion of physical activity in a variety of settings. Students develop an understanding of the use of recall surveys and questionnaires in the collection of data related to physical activity levels, and compare these to the National Physical Activity Guidelines. Media communication tools that are used in the promotion of programs to increase physical activity levels are explored.

Assessment:

Unit 2 consists of three outcomes:

- Outcome 1 - Students should be able to demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.

- Outcome 2 - Students should be able to collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

- Outcome 3.1 - Students should be able to explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports OR

- Outcome 3.2 - Students should be able to use a subjective method to assess physical activity levels within a given population, and implement and promote a settings-based program designed to increase physical activity levels for the selected group.
8. Year 11 Subjects 2015 (Physical Education)

VCE Physical Education (Cont…)

Unit 2: Sports coaching and physically active lifestyles (Cont…)

Assessment Break-Down:

Assessment tasks for this unit are selected from the following:

- a practical laboratory report linking key knowledge and key skills to practical activity
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction
- a physical simulation or model
- an oral presentation such as podcast, debate
- a written report
- a test.

- There will be an end-of-semester Examination.
9. Year 11 Subjects 2015 (Science)

VCE Biology

Unit 1: Unity and Diversity

In this unit students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments.

Whether life forms are unicellular or multicellular, whether they live in the depths of the ocean or in the tissues of another living thing, all are faced with the challenge of obtaining nutrients and water, a source of energy, a means of disposing of their waste products, and a means of reproducing themselves. Though there are many observable differences between living things, they have many fundamental features and biological processes in common. Students explore the diversity of organisms and look for patterns of similarities and differences. They investigate how the structure and functioning of interdependent systems in living things assist in maintaining their internal environment. They relate differences in individual structures and systems to differences in overall function.

As students consider the development of ideas and technological advances that have contributed to our knowledge and understanding of life forms and cell biology, they come to understand the dynamic nature of science. Students investigate technological applications and implications of bioscientific knowledge.

Areas of Study:

The outcomes can be completed in a variety of ways including some of those listed below:

Area of Study 1: Cells in Action

Area of Study 2: Functioning organisms

The focus is on the activities of cells. Students investigate the relationship between specialised structures of cells and the processes that maintain life. The relationship between features of organisms and how organisms meet their requirements for life is also explored. Students consider the development of ideas and technological advances that have contributed to our knowledge and understanding of cell biology, living things and the relationships between organisms.

On completion of this unit, students should be able to:

- design, conduct and report on a practical investigation related to cellular structure, organisation and processes
- describe and explain the relationship between features and requirements of functioning organisms and how these are used in classification
9. Year 11 Subjects 2015 (Science)

VCE Biology (Cont...)

Unit 1: Unity and Diversity (Cont...)

Assessment:

Unit 1 consists of two outcomes:

- Outcome 1 - Students should be able to design, conduct and report on a practical investigation related to cellular structure, organisation and processes.
- Outcome 2 - Students should be able to describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

Assessment Break-Down:

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance designated for the unit.

- For Outcome 1 a student-designed and/or adapted and/or extended practical investigation AND for Outcomes 1 and 2, at least three from the following:
  - practical activities; multimedia or web page presentation; response to a media article; oral presentation; annotated poster; data analysis; problem solving; test, multiple choice and/or short answer and/or extended response.
- There will be a mid-year examination.
Unit 2: Organisms and their Environment

The rich diversity of Australian ecosystems provides a variety of contexts for students to study the relationships between living things and their environment. Students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. Students examine how organisms in their particular habitats are part of the integrated and naturally self-sustaining systems in which energy flows and matter is cycled between the living and non-living components of the environment.

Students investigate how features possessed by organisms affect their fitness and reproductive success, in relation to their habitats. They consider how species are affected by changes in environmental conditions, whether natural or human-induced.

In this unit students investigate what changes have taken place in selected ecosystems, and how ecological principles can be applied to conserve natural ecosystems, to restore damaged ones and to ensure sustainability of the biosphere. Students investigate how technologies are being applied to monitor natural ecosystems and to manage systems developed to provide resources for humans.

Areas of Study:

Area of Study 1: Adaptations of organisms

Area of Study 2: Dynamic ecosystems

Students investigate the structural, physiological and behavioural adaptations of organisms that enable them to exploit the resources available to them. With an emphasis on Australian ecosystems, students explore the complex and finely balanced relationships that exist between organisms and the resources in their particular habitats. Issues and implications associated with human activities that affect the sustainability of ecosystems are considered.

On completion of this unit, students should be able to:

- explain and analyse the relationship between environmental factors and adaptations and distribution of living things
- design, conduct and report on a field investigation related to the interactions between living things and their environment and how ecosystems change over time
VCE Biology (Cont…)

Unit 2: Organisms and their Environment (Cont…)

Assessment:

Unit 2 consists of two outcomes:

- Outcome 1 - Students should be able to explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.
- Outcome 2 - Students should be able to design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

Assessment Break-Down:

- For Outcome 1 at least three from the following: practical activities; multimedia or web page presentation; response to a media article; oral presentation; annotated poster; data analysis; test, multiple choice and/or short answer and/or extended response.
- For Outcome 2: a written report on fieldwork (fieldwork may include a study of habitat within or outside the classroom).
- There will be an end-of-year examination.
VCE Chemistry

Unit 1: The Big Ideas in Chemistry

The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. The Periodic Table provides a unifying framework for studying the chemistry of the elements using their chemical and physical properties to locate their position. The electron configuration of an element, its tendency to form a particular bond type and its ability to behave as an oxidant or reductant can all be linked to its position in the Periodic Table.

A study of the development of our understanding about the internal structure of the atom illustrates to students the collaborative and step-by-step way in which scientific theories and models are formed. Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives. Students investigate the uses of materials and how these have changed. Examples could include improved corrosion prevention or limitation and carbon nanotubes and self-repairing materials.

Students are introduced to the development and application of ‘smart’ materials. Developing new materials has escalated with the use of synchrotron science that explores particle behaviour at an ever decreasing size. Some examples of new materials are alloys, fibres and compounds incorporating polymers, ceramics, biopolymers, films and coatings. Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

Areas of Study:

Area of Study 1: The Periodic table

Area of Study 2: Materials

The Big Ideas of Chemistry Students examine the development of atomic theory and the structure of the periodic table as a framework for the study of the chemistry of the elements and their compounds. They explore the link between the electronic configuration of an element and the type of bonding in which it participates. Bonding models are used to explain the structure and properties of metals, ionic compounds, molecular compounds and network lattice substances. Students explore the development and application of new materials, such as alloys, polymers, biopolymers, ceramics and carbon nanotubes.

On completion of this unit, students should be able to:

- explain how evidence is used to develop or refine chemical ideas and knowledge
- use models of structure and bonding to explain the properties and applications of materials
9. Year 11 Subjects 2015 (Science)

VCE Chemistry (Cont...)

Unit 1: The Big Ideas in Chemistry (Cont...)

Assessment:

Unit 1 consists of two outcomes:

- Outcome 1 - Students should be able to explain how evidence is used to develop or refine chemical ideas and knowledge.
- Outcome 2 - Students should be able to use models of structure and bonding to explain the properties and applications of materials.

Assessment Break-Down:

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance designated for the unit.

Outcomes 1 and 2

- End of topic tests; experimental investigations - selected reports prepared under test conditions; an extended experimental investigation (requiring 3 - 5 hours of laboratory work); OR a summary report including annotations of three practical activities.

Assessment will include at least one of the following:

- A response to a stimulus material in written, oral, visual, or multimedia format; an analysis of first and/or second-hand data using structural questions; a written, oral, visual, multimedia, or web page presentation of new material/s or new use/s of an existing material
- There will be a mid-year examination.
9. Year 11 Subjects 2015 (Science)

VCE Chemistry (Cont...)

Unit 2: Environmental chemistry

Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes. The atmosphere supplies life-giving gases, provides temperature that sustains life, and gives protection from harmful radiation. Algae blooms, salinity, acid rain, depletion of ozone, photochemical smog, and global warming continue to have an impact on living things and the environment. Students will investigate how chemistry is used to respond to the effects of human activities on our environment.

Typical tasks of environmental chemists include monitoring the concentration of wastes in the effluent from an industrial plant and monitoring air quality. Quantitative chemical calculations play an essential role in these tasks and students are introduced to the types of calculations used every day by analytical chemists.

The principles and applications of green chemistry – benign by design – to processes and practices are included. The goal of these processes is to achieve hazard-free, waste-free, energy efficient synthesis of non-toxic products whilst maintaining efficiency. Students are introduced to new, cleaner and more efficient chemical processes that have been designed using green chemistry principles. Students continue to use and develop the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

Areas of Study:

Environmental Chemistry Students explore the special properties of water which make it important to living things and relate the properties to chemical bonding characteristics. Practical activities involving precipitation, acid-base and redox reactions enable the investigation of chemical reactions in aqueous solution. Students investigate the concepts of solubility, concentration and pH, while dealing with problems of pollution and maintaining the quality of water. The principles of green chemistry are introduced. The interaction between living things and the gases of the atmosphere is explored. Students investigate the roles of oxygen, carbon dioxide and nitrogen through the studies of the carbon and nitrogen cycles. State, national and global issues associated with the impact of human activities on the atmosphere are explored.

On completion of this unit, students should be able to:

- write balanced equations and apply these to qualitative and quantitative investigations of chemical reactions
- explain how chemical reactions and processes occurring on the atmosphere help sustain life on earth

NOTE: At Alphington Grammar School Units 1 and 2 Chemistry are pre-requisites for Units 3 and 4 Chemistry.
9. Year 11 Subjects 2015 (Science)

VCE Chemistry (Cont…)

Unit 2: Environmental chemistry (Cont…)

Assessment:

Unit 2 consists of two outcomes:

- **Outcome 1** - Students should be able to write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.

- **Outcome 2** - Students should be able to explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

Assessment Break-Down:

Outcomes 1 and 2

- End of topic tests; experimental investigations - selected reports prepared under test conditions; an extended experimental investigation - requiring 3 - 5 hours of laboratory work

One of the following:

- A response to a stimulus material in written, oral, visual, or multimedia format; an analysis of first and/or second-hand data using structural questions; a written, oral, visual, multimedia, or web page presentation of new material/s or new use/s of an existing material

- An end-of-year examination.
9. Year 11 Subjects 2015 (Science)

VCE Physics

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe – from the minute building blocks of matter to the unimaginably broad expanses of the galaxies and beyond. The study of Physics, by increasing our understanding of the physical and social environment, has led to developments that have profoundly influenced the world. This study covers the areas that traditionally are the basis of courses at this level, with an emphasis on the foundation areas of light, matter, mechanics and electricity. A contextual approach to the study has been adopted so that students appreciate the relevance of physics to the physical, technological and social worlds.

Unit 1: Nuclear physics and Radioactivity

This unit focuses on Physics as a human endeavour. Observations and ideas about the physical world related to aspects of energy are organised and explained through the use of conceptual models. The detailed studies provide opportunities to explore the application of energy concepts and models in nuclear energy, sustainable energy sources, flight, space and medical contexts.

Students undertake regular experimental work in the laboratory starting with simple observations and measurements. A quantitative investigation involving the collection and analysis of sufficient data points for at least one independent variable will be undertaken. The investigation should be at least partly student designed.

The use of simple mathematical modelling, including calculations, is introduced to organise first-hand and second-hand data in order to make predictions and link concepts. Students begin to solve qualitative and quantitative problems in familiar contexts. Computer and/or graphics calculator programs are used to collect and analyse first-hand and second-hand data and to present investigation findings.

Unit 1 consists of two prescribed areas of study: Nuclear physics and radioactivity; and Electricity; and a third area of study to be chosen from one of six detailed studies: Astronomy, Astrophysics, Energy from the nucleus, Investigations: Flight, Investigations: Sustainable energy sources, and Medical physics.

In this unit, students make and test predictions, identify discrete and continuous variables, select relevant independent variables and recognise controlled variables. They apply a given method for a simple investigation to control variables and collect relevant data. Students record raw qualitative and quantitative data and present processed data, including correct use of units, symbols and formulas, appropriately. They use suitable materials, apparatus and measurement procedures to ensure reliability in the data. When drawing relevant conclusions from their investigations, students recognise sources of uncertainty and error. When completing independent and collaborative investigations, they identify alternative interpretations of data and results. They use appropriate sources to identify and assess risks to themselves, other living things and the environment of Physics related principles and procedures, and they use this knowledge to apply safe, ethical and responsible practices.
9. Year 11 Subjects 2015 (Science)

VCE Physics (Cont...)

Unit 1: Nuclear physics and Radioactivity (Cont...)

Areas of Study:

This unit consists of three areas of study:

- **Area of Study 1: Nuclear and radioactivity physics** - The particle model of matter and ideas about energy transfers and transformations are relevant to the study of nuclear and radioactivity physics. Students’ understanding of the particle model of matter, developed in earlier years, is extended to include subatomic particles. Ideas of energy transfer and transformations are applied to energy changes associated with nuclear phenomena and radioactivity and their applications. Students develop an ability to contribute to informed debate on the use of nuclear and radioactive technological applications in society. Students will use the particle and energy changes models of nuclear and radioactivity physics in the contexts of environmental radiation and the production and use of radioisotopes in industry. On completion of this unit the student should be able to describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community.

- **Area of Study 2: Electricity** - Students develop circuit models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current and time on humans. Mathematical models are applied and critically assessed during experimental investigation of DC circuits. Students will use electrical circuits in the contexts of simple battery operated DC devices, household electricity, and car electrical systems. On completion of this unit the student should be able to apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems; and describe the safe and effective use of electricity by individuals and the community.

- **Area of Study 3: Detailed Study** - Six detailed studies are available for selection in Unit 1. Only one detailed study is to be selected from:
  - Astronomy; Astrophysics; Energy from the nucleus; Investigations: Flight; Investigations: Sustainable energy sources; Medical physics.
  - The selected detailed study requires approximately 12 hours of class time.

- Note: The detailed study chosen in Unit 1 must be a different detailed study from that chosen in Unit 2.
9. Year 11 Subjects 2015 (Science)

VCE Physics (Cont...)

Assessment:

Unit 1 consists of two outcomes:

- **Outcome 1** - Students should be able to explain and model relevant physics ideas to describe the sources and uses of nuclear reactions and radioactivity and their effects on living things, the environment and in industry.

- **Outcome 2** - Students should be able to investigate and apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems, and describe the safe and effective use of electricity by individuals and the community.

Assessment Break-Down:

For this unit, students must complete the following:

- A practical investigation (student designed or adapted) AND

- a selection from the following:
  - an annotated folio of practical activities; a data analysis; a multimedia or web page presentation; a response to a media article; a summary report of selected practical investigations including maintenance of a logbook; a written report; a test (short answer and extended response).
Unit 2: Physics

This unit focuses on the application of models to more complex phenomena – motion and light – developed within contexts that are familiar to students and relevant to their experiences. Newtonian ideas of motion are extended to include a range of movements and more abstract ideas, while the wave and particle models of light provide a framework for exploring light phenomena in real world applications. The detailed studies provide opportunities to explore motion and/or light in nuclear, sustainable energy, flight, space and medical contexts.

Students continue to undertake extensive and regular experimental work in the laboratory. They design and undertake more complex investigations involving at least one independent, continuous variable, and take increasing responsibility for the design of investigations. The use of simple mathematical modelling, including calculations, to organise first-hand and second-hand data, to make predictions and to link concepts is further developed and applied to more extensive data. Students begin to analyse and solve quantitative and qualitative problems in familiar contexts. Computer and graphics calculator programs are used to collect and analyse first-hand and second-hand data, and to present investigation findings.

Unit 2 consists of two prescribed areas of study: Motion and Wave-like properties of light; and a third area of study to be chosen from one of six detailed studies: Astronomy, Astrophysics, Energy from the nucleus, Investigations: Flight, Investigations: Sustainable energy sources and Medical physics.

The detailed study chosen in Unit 2 must be a different detailed study from that chosen in Unit 1.

In this unit, students identify a problem or research question and formulate a prediction or hypothesis, select at least one relevant independent continuous variable and recognise controlled variables. They adapt or extend given methods, or at least partly design their own methods, for the control of variables and the systematic collection and recording of sufficient relevant data for simple investigations.

Students record raw qualitative and quantitative data and present processed data, including correct use of units, symbols and formulas, appropriately. They select and use appropriate materials, apparatus and measurement procedures to ensure reliability in the data. When drawing relevant conclusions from their investigations, students take into account sources of error and uncertainty. They evaluate limitations of, and weaknesses and errors in, techniques and equipment. Alternative interpretations of data and results are identified. Students identify and apply safe and responsible practices when completing independent and collaborative investigations. They use appropriate information sources to assess risk.
9. Year 11 Subjects 2015 (Science)

VCE Physics (Cont...)

Unit 2: Physics (Cont...)

Areas of Study:

This unit consists of three areas of study:

- **Motion** - Students learn about the models used to explain movement from the early theories of Aristotle and the work of Galileo and Newton. These theories are developed through the examination of aspects of movement including transport, games and sport. All models are developed within contexts that are familiar and relevant to students. Ideas about energy transfers and transformations continue to be used. Mathematical models are critically applied during experimental investigation of examples of movement. Students will use the Newtonian model of movement in the contexts of the historical development of the physics of motion, transport, and games and sports. On completion of this unit the student should be able to describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.

- **Wave-like properties of light** - A wave model is applied to light phenomena. Students will use the wave-like properties of light in the contexts of seeing with the unaided eye, extending visual and communication capabilities, and the use of optical instruments. On completion of this unit the student should be able to describe a wave model of energy transfer and apply it to light phenomena.

- **A Detailed study** - Six detailed studies are available for selection in Unit 2. The detailed study chosen in Unit 2 must be a different detailed study from that chosen in Unit 1. One detailed study is to be selected from:
  - Astronomy; Astrophysics; Energy from the nucleus; Investigations: Flight; Investigations: Sustainable energy sources; Medical physics.
  - The selected detailed study requires approximately 12 hours of class time.

Assessment:

Unit 2 consists of two outcomes:

- **Outcome 1** - Students should be able to investigate, analyse and mathematically model motion of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.

- **Outcome 2** - Students should be able to describe and explain the wave model of light, compare it with the particle model of light and apply it to observed light phenomena in practical investigations.
9. Year 11 Subjects 2015 (Science)

VCE Physics (Cont…)

Assessment Break-Down:

For this unit, students must complete the following:

- A practical investigation (student designed, adapted or extended) AND
- a selection from the following:
  - an annotated folio of practical activities; a data analysis; a multimedia or web page presentation; a response to a media article; a summary report of selected practical investigations including maintenance of a logbook; a written report; a test (short answer and extended response).

*(NOTE: At Alphington Grammar School Units 1 and 2 Physics are pre-requisites for Units 3 and 4 Physics)*
VCE Psychology

Introduction:

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

The science of psychology has produced rapid expansion in knowledge, particularly in the fields of neuroscience and cognition. This growth has been fuelled by the emergence of new interdisciplinary approaches, advances in imaging technologies and a broader public interest in applications of psychology. As a result, new ethical frameworks have been required for neuroscientific and psychological research, clinical practice and commercial applications.

In the VCE study of psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour. The study assists students to further develop effective language skills for communication, and numeracy skills for research, data analysis and other applications. In addition, students develop a range of broader skills including those of problem solving, critical evaluation and the application of processes of scientific inquiry.

The study of psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings. These include academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.
Unit 1 – Introduction to Psychology

In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.

Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

The research methodologies and ethical principles considered in this unit are:

- experimental research: construction of hypotheses; identification of independent, dependent and extraneous variables
- sampling procedures in selection of participants: random sampling; stratified sampling
- techniques of qualitative and quantitative data collection: case studies; observational studies; surveys; questionnaires; interviews; rating scales; longitudinal, cross-sectional, twin and adoption studies
- statistics: calculation of percentages; construction of tables, bar charts, histograms, pie charts, line graphs and frequency polygons; generalisation of findings to other populations (external validity)
- ethical principles and professional conduct: the role of the experimenter; protection and security of participants' rights; confidentiality; voluntary participation; withdrawal rights; informed consent procedures; use of deception in research; debriefing; use of animals in research; role of ethics committees.
9. Year 11 Subjects 2015 (Science)

VCE Psychology (Cont...)

Unit 1 – Introduction to Psychology (Cont...)

Areas of Study:

This unit consists of two areas of study:

- **What is psychology** – In this area of study students analyse the contribution that classic and contemporary theories have made to the development of psychology. They are introduced to the scope of psychology – its specialised fields of study and its application in a variety of contexts and settings. Students investigate aspects of visual perception to consider how psychologists approach the study of the mind and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

- **Lifespan Psychology** - This area of study focuses on changes in the interaction between biological, cognitive and socio-cultural influences and learned behaviours that contribute to an individual’s psychological development and mental wellbeing at different stages. Students consider how classic and contemporary studies contribute to our understanding of changes that take place across an individual’s lifespan. They draw upon one of these theories to research one lifespan stage. They use the major perspectives in contemporary psychology to explain cognition and behaviours associated with particular stages of development, taking into account heredity and environmental influences.

On completion of this unit students should be able to:

- explain how the field of psychology provides scientific explanations of behaviour
- identify characteristics of pro-social and anti-social behaviour and evaluate the factors that influence them
- outline the key developmental stages in perception, cognition and understanding of self and describe the main developmental theories in this area

Assessment:

Unit 1 consists of two separate outcomes:

- **Outcome 1** - Students should be able to describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.
- **Outcome 2** - Students should be able to describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.
9. Year 11 Subjects 2015 (Science)

VCE Psychology (Cont…)

Unit 1 – Introduction to Psychology (Cont…)

Assessment Break-Down:

For this unit, students will complete assessments that can include the following:

- research investigation; annotated folio of practical activities; media response; oral presentation using two or more data types, for example still or moving images, written text, sound; visual presentation, for example concept map, graphic organiser, poster; test; essay; debate; data analysis; evaluation of research.

- There will be an end-of-semester Examination.
A person’s attitudes and behaviours affect the way they view themselves and the way they relate to others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure and responses to group behaviour.

Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by both classic and contemporary theories.

In this unit students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

The research methodologies and ethical principles considered in this unit are:

- experimental research: operational independent and dependent variables; identification of extraneous and potential confounding variables; identification of control and experimental groups; reporting conventions
- sampling procedures in selection and allocation of participants: random sampling; stratified sampling; random-stratified sampling; random allocation of participants to groups
- techniques of qualitative and quantitative data collection: observational studies; self-reports; surveys; questionnaires; interviews; rating scales; standardised and non-standardised tests
- statistics: measures of central tendency including mean, median and mode; spread of scores including standard deviation and variance; frequency distributions showing bimodal, normal and skew (positive and negative) distributions; scatter plots and correlation; reliability including test-retest, inter-rater, parallel forms and internal consistency; validity including content, criterion-related, construct and external
- ethical principles and professional conduct: the role of the experimenter; protection and security of participants’ rights; confidentiality; voluntary participation; withdrawal rights; informed consent procedures; use of deception in research; debriefing; use of animals in research; role of ethics committees.
9. Year 11 Subjects 2015 (Science)

VCE Psychology (Cont...)

Unit 2 – Self and Others (Cont...)

Areas of Study:

- **Interpersonal and group behaviour** - It is generally accepted that a key factor in the psychological wellbeing of individuals depends on the extent to which the need for affiliation is met – a sense of belonging and connectedness whether it be to family, a group, a school or workplace, or a wider community. Without this, individuals may experience alienation and isolation expressed in anti-social behaviours such as aggression and bullying. Understanding the interplay of factors that shape the behaviour of individuals and groups can help explain the cause and dynamics of prejudice, stereotyping and discrimination, and can contribute to changes in attitudes and behaviour. This insight can be extended towards understanding different patterns of behaviours sometimes evident in different cultures.

- **Intelligence and Personality** - In this area of study, students explore scientific ways of describing, measuring and classifying intelligence and personality. They analyse classic and contemporary theories of intelligence and personality, including the influence of genetic and environmental factors. They compare the research methods used in the development of these theories.

On completion students should be able to:

- explain the roles of the neurons and associated chemicals and describe the functions of the central nervous system
- analyse the strengths and limitations in scientific approaches to defining 'normality' and in the application of psychological assessment
- describe attitude formation and factors that affect prejudice

Assessment:

Unit 2 consists of two separate outcomes:

- Outcome 1 - Students should be able to explain how attitudes are formed and changed, and discuss the factors that affect the behaviour of individuals and groups.
- Outcome 2 - Students should be able to compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

Assessment Break-Down:

For this unit, students will complete assessments that can include the following:

- research investigation; annotated folio of practical activities; media response; oral presentation using two or more data types, for example still or moving images, written text, sound; visual presentation, for example concept map, graphic organiser, poster; test; essay; debate; data analysis; evaluation of research.
- There will be an end-of-semester Examination.
10. Year 11 Subjects 2015 (Visual Arts)

VCE Art

Introduction

This study encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through personal and independent investigation and experimentation. It emphasises the progressive development of personal concepts and the refinement of skills. The presentation of artworks may be in the form of exploratory visual solutions and/or through more finished artworks.

The study also equips students to respond to art in an informed and articulate manner through a study of how art relates to the society for which it was created and different expressions of artistic identity. Students also develop and refine personal points of view about the meanings and messages of artworks.

Structure

The study is made up of four units over two years. Details of each Unit of Study are provided on the following pages.
VCE Art

Unit 1

Areas of Study:

This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity. In this unit, students will study at least three artists and at least one artwork from each of the selected artists.

Students apply the Formal Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and artmaking. In their practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

Assessment:

Unit 1 consists of two separate outcomes:

- Outcome 1 - Students should be able to analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework.
- Outcome 2 – Students should be able to present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes.

Assessment Break-Down:

For Outcome 1:

- an extended written response; short-answer responses supported by visual references; an annotated visual report; a multimedia presentation.

For Outcome 2:

- a developmental folio of visual responses to a selection of set tasks.
- There will be an end-of-Semester Examination.
Unit 2

Areas of Study:

In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions and social movements. They can reinforce a social group's sense of its own power and importance or they can challenge social attitudes and assumptions. Students begin to see the importance of an artwork's cultural context and analyse the varying social functions that art can serve. Students use the Formal Framework and the Cultural Framework to examine the different ways that artists interpret and present social issues.

Students identify ways in which art expresses and reflects culture. They explore how art is manifested across cultures and examine how art is influenced by time, place, beliefs and traditions. They use the Formal Framework and the Cultural Framework to examine the meanings and messages of selected artworks. Students study at least one artwork from at least four artists. In their practical work, students continue to explore techniques and develop personal and creative responses in their artmaking. They explore the effects on their own artwork of cultural contexts and social attitudes to art.

Assessment:

Unit 2 consists of two separate outcomes:

- Outcome 1 - Students should be able to analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework.
- Outcome 2 - Students should be able to demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.

Assessment Break-Down:

For Outcome 1:

- an extended written response; short-answer responses supported by visual references; an annotated visual report; a multimedia presentation.

For Outcome 2:

- A folio of visual responses including at least one finished artwork.
- There will be an end-of-Semester Examination.
VCE Media

Introduction

VCE Media provides students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

The media have a significant impact on people’s lives. They influence the way people spend their time, help shape the way they perceive themselves and others, and play a crucial role in the creation of personal, social, cultural and national identity. The media entertain, educate, inform and provide channels of communication. This takes place within the broader context of industrial organization, political and market structures, professional practices, creative processes, traditional and contemporary technologies, statutory regulation and the need to attract and maintain audiences.

All these considerations determine the nature of media products. Media products are representations of social, personal and cultural reality. The media represent the world in a way that is different from direct experience. These representations have been constructed through a process of selection, using codes and conventions for particular purpose and audience. From this perspective, media products can be examined as the expression of creative ideas, specific symbolic languages and the ways in which the media comment on culture and values, reflecting and challenging the society in which they were created.

The study of media includes:

- Forms of media, such as:
  - audio visual media (film, television, radio, video, photography)
  - print-based media (newspapers, magazines and related publications)
  - digital media technologies (the Internet, computer games and interactive multimedia)

- Media and cross media processes and developments such as advertising, news and current affairs production, popular music, popular culture, cyber culture and virtual worlds, convergence and hybridisation, the methods in which information is disseminated and forms of retrieval technologies

- The media and its interrelationship with society and culture.

The study of Media is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings, as well as providing valuable knowledge and skills for participation in contemporary society.
10. Year 11 Subjects 2015 (Visual Arts)

VCE Media

Unit 1: Representation and Technologies of Representation

Areas of Study:

The majority of time students develop practical and analytical skills in a study of the production of media pieces. The theory part of this unit enables students to develop an understanding of the relationship between the media, technology and the representations present in media forms.

The areas of study are:

- Representation
- Technologies of Representation
- New Media

The students will complete one photography folio (this may be in both black and white and digital colour), one video production piece, an essay and a major practical piece of their choice.

Assessment:

Unit 1 consists of three separate outcomes:

- Outcome 1 - Students should be able to describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
- Outcome 2 - Students should be able to produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.
- Outcome 3 - Students should be able to discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

Assessment Break-Down:

The Outcomes for this unit will be presented in some of the forms below:

- radio or audio sequences; audiovisual or video sequences; photographs; print layouts; multimedia sequences or presentations (including website and data show presentations); posters; tests; written responses; oral reports.
- At least one of the assessment tasks in Unit 1 must be in written form.
- There will be an end-of-Semester Examination.
10. Year 11 Subjects 2015 (Visual Arts)

VCE Media

Unit 2: Representation and Technologies of Representation

Areas of Study:

This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

The areas of study are:

- Media Production
- Media Industry Production
- Australian Media Organisations

The students will complete activities like a music video clip or a photomontage/photojournalism piece. They will also undertake a major practical piece of their choice and complete a back up book documenting their practical work. There is also a short written piece on different media outlets and how they operate.

Assessment:

Unit 1 consists of three separate outcomes:

- Outcome 1 - Students should be able to explain the media production process and demonstrate specialist production skills within collaborative media productions.
- Outcome 2 - Students should be able to discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the media industry.
- Outcome 3 - Students should be able to describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.

Assessment Break-Down:

The Outcomes for this unit will be presented in some of the forms below:

- radio or audio sequences; audiovisual or video sequences; photographs; print layouts; multimedia sequences or presentations (including website and data show presentations); posters; tests; written responses; oral reports.
- At least one of the assessment tasks in Unit 2 must be in written form.
- There will be an end-of-Semester Examination.
10. Year 11 Subjects 2015 (Visual Arts)

VCE Studio Arts

Unit 1: Artistic Inspiration and Techniques

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking.

Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Areas of Study:

The areas of study are:

- Developing Art Ideas - This area of study focuses on the development of individual ideas and the identification of sources of inspiration to be used as starting points for making art. Students explore artmaking practices that use a variety of methods to communicate and develop ideas.

- Materials and Techniques - Students explore a range of materials and techniques. They develop skills and learn to safely manipulate particular characteristics and properties of materials. They investigate the way various visual effects and aesthetic qualities can be achieved. Students convey individual ideas through the use of different materials and techniques. To consolidate the knowledge gained, students undertake a process of reflection and evaluation in written and visual forms of the work produced.

- Interpretation of art ideas and use of materials and techniques - The work of artists from different times and cultures is studied in order to gain a broader understanding of how artworks are conceived and produced. Students begin to compare and contrast the way artists have used similar and different materials and techniques and interpreted ideas and sources of inspiration in producing artworks. Students research a range of resources to support the identification and discussion of materials and techniques appropriate to artists’ work, becoming familiar with art language and with some of the terminology used in art analysis.

Assessment:

Unit 1 consists of three separate outcomes:

- Outcome 1 - Students should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.

- Outcome 2 - Students should be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.

- Outcome 3 - Students should be able to discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.
VCE Studio Arts (Cont...)

Unit 1: Artistic Inspiration and Techniques (Cont...)

Assessment Break-Down:

The assessment task for Outcomes 1 and 2 is:

- a selection of exploratory work showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques.

Assessment tasks for Outcome 3 are:

- an extended response;
- short-answer responses.

Assessment tasks for Outcome 3 should include visual material.
Unit 2: Design Exploration and Concepts

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

Areas of Study:

The areas of study are:

- Design Exploration – In developing an individual design process, students learn to explore ideas and sources of inspiration. Students respond to stimulus to generate ideas related to context and items; for example, the environment, personal experiences and human emotion. They experiment with materials and techniques, practise skills and use art elements including line, tone, shape, colour, texture and other elements such as sound and light, to produce particular aesthetic qualities. Students learn to generate a range of directions, and analyse and evaluate these before the production of artworks.

- Ideas and Styles in Artworks – This area of study focuses on an analysis of artworks. Artworks by artists and/or groups of artists from different times and cultures are analysed in order to understand how art elements and principles are used to communicate artists’ ideas, and create aesthetic qualities and identifiable styles. These art elements include line, tone, shape, colour, texture and may include other elements such as sound and light. Visual principles may include repetition, scale and space. The use of signs, symbols and images for their implied meaning are also identified and discussed. In analysing artworks, students further develop appropriate art terminology and skills in researching and using a variety of references.

Assessment:

Unit 2 consists of two separate outcomes:

- Outcome 1 - Students should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.

- Outcome 2 – Students should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.
VCE Studio Arts (Cont...)

Unit 2: Design Exploration and Concepts (Cont...)

Assessment Break-Down:

The assessment task for Outcome 1 is:

- a folio including design explorations and artworks.

Assessment tasks for Outcome 2 are:

- an extended response;
- short-answer responses.

Assessment tasks for Outcome 2 should include visual material