Alphington Grammar School

YEAR 11

VCE HANDBOOK

2019
Introduction

A VCE program includes a number of different VCE studies (or subjects). These units that can be completed over the two years (a unit represents one semester or half a year of work). Units 1 and 2 are typically taken in Year 11, while Units 3 and 4 are usually completed in Year 12.

What is the VCE?
The VCE (Victorian Certificate of Education) is a course undertaken in order to complete secondary education in Victoria. It is conducted under the guidance of the VCAA (Victorian Curriculum and Assessment Authority). It is the basis for attaining an ATAR (Australian National tertiary Admissions Rank) for tertiary selection.

What must I include in my VCE program?

In order to obtain the VCE certificate, students must satisfactorily complete (attain “S” outcomes) in at least:

- 3 English units (a unit is half a year’s study of a subject)
- 3 Sequences of units 3 and 4
- At least 7 further units
- A minimum of 16 units in total

What are the attendance requirements for the VCE?

All VCE units require 50 hours of class time. You need to attend sufficient class time to complete work.

How is the VCE assessed?

In Unit 1 and 2 VCE studies, students are assessed on their coursework and are awarded ‘satisfactory completion’ if they meet the requirements of each unit. In Unit 3 and 4 studies, students undertake formal graded assessments, including school-based coursework and at least one examination (written, oral or performance exams according to the study), which are set and marked by VCAA. A student can still graduate with the VCE without undertaking graded assessments for the calculation of a study score, as long as this student has met the requirements for satisfactory completion in each study.

A study score shows how well you have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of 38 or more indicates that you are in the top 15%.

Students are encouraged to seek advice regarding their choice of subjects from Heads of House, Heads of Faculty and subject teachers who are available to assist in the planning of each individual program. The Head of Secondary School and Director of Teaching and Learning are also available for consultation.

Points to consider:

- Many students are unsure about which subjects to choose. The most important thing is to pick subjects that you’re interested in and capable of doing. Never choose a subject just because it scales well.
- Think about your interests and career aspirations.
- Talk to your family, friends and teachers about your plans and get feedback from people you may know who work in your area of interest.
- Explore the web and printed material for information on career choices, pathways and courses.
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VCE Accounting Units 1&2 (Commerce)

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)
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)
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
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 (Commerce)

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.
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.

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

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)
VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Small Business Management

Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Area of study 1: Introducing business

In this area of study, students examine the characteristics of a range of businesses and their internal and external environments, and develop an understanding of the nature of business in Australia. Business ethics and socially responsible management are also important considerations for businesses and will have an impact on the various stakeholders of all businesses.

Area of study 2: Small business decision-making, planning and evaluation

There are many decisions to be made and considerable planning to be undertaken prior to the commencement or purchase of a small business. Students also examine the ongoing decisions and planning that must occur throughout the life of the business. Evaluation of the performance of a business is vital; students examine the performance of a business using a range of measures including key performance indicators.

Area of study 3:

In this area of study, students examine the essential, ongoing activities which sustain an ethical and a socially responsible small business and promote its successful growth. To manage a small business, knowledge and skills should be developed in areas including introductory accounting, management of staff, effective use of information and communications technology and introduction to legal requirements. Students examine one or more of these topics.

Assessment:

There are three Outcomes for this Unit

- **Outcome 1** - Students should be able to explain a set of generic business characteristics and apply them to a range of businesses.
- **Outcome 2** - Students should be able to apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business.
- **Outcome 3** - Students should be able to discuss one or more of the day-to-day operations associated with an ethical and a socially responsible small business, and apply the operation/s to a business situation.
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

**Area of study 1: Communication in business**

This area of study introduces students to the concept of communication in business, with an emphasis on its importance and methods. Communication and its relationship to business objectives and business strategy are considered. Students learn to evaluate the appropriateness of methods of communication used in different business-related situations.

**Area of study 2: Managing the marketing function**

This area of study involves an examination of the planning used by management to position its products and services in the marketplace. Students learn the essential characteristics of effective marketing and apply selected market research methods to the business environment. Also, issues in marketing will be analysed, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.

**Area of study 3: Managing the public relations function**

This area of study involves an examination of the role management plays in creating and maintaining the image of the business. The public relations function can be considered as an application of fundamental communication methods. Students use relevant performance indicators to analyse the performance of the management of public relations within a business. Also, issues in public relations will be analysed, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.
Assessment:

There are three Outcomes for this Unit

- **Outcome 1** - Students should be able to explain, apply and justify a range of effective communication methods used in business-related situations.
- **Outcome 2** - Students should be able to analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations.
- **Outcome 3** - Students should be able to apply public relations strategies to business related situations and analyse their effectiveness

Assessment Break-Down:

The award of satisfactory completion for Unit 1 and 2 is based on whether the student has demonstrated the set of outcomes specified for the unit. Assessment tasks for units 1&2 are chosen from the following:

- Case study analysis
- Business research (print and online)
- Development of a marketing and/or public relations plan
- Interview and report on contact with business
- Business simulation exercise
- Essay
- Test
- Computer applications and simulations
- Business survey and analysis
- Analytical exercises
- Media analysis
- Report (written, visual, oral)
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

**Area of Study 1**

**Reading and creating texts**
In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. The texts set as the focus of this area of study should have literary merit and be worthy of close study. These texts may be fiction or non-fiction and presented in written, spoken or multimodal forms.

Students consider the similarities and differences between texts, developing awareness that some features are specific to texts, while others are similar across texts. Students are encouraged to draw on prior knowledge and supplementary material to broaden and deepen their understanding of texts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Students develop the ability to respond to texts in written and spoken and/or multimodal forms. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. They use planning and drafting to test and clarify their ideas, and editing for clear and coherent expression. They include textual evidence appropriately and craft their writing for convincing and effective presentation.

In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style. They practise the skills of revision, editing and refining for accuracy and stylistic effect.

**Outcome 1**
On completion of this unit the student should be able to produce analytical and creative responses to texts. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

**Area of Study 2**

**Analysing and presenting argument**
In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Students consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the intended audience. Students consider how authors craft texts to support and extend the impact of an argument.

In considering the presentation of arguments in oral form, students also learn about the conventions of oral communication for persuasive purposes. Students consider the persuasive impact of tone, diction and audience engagement in the presentation of a viewpoint. They practise their listening and speaking skills through discussion and debate, developing their own arguments and critiquing the arguments of others.
Suitable texts may be drawn from a variety of sources and may be written, spoken or multimodal. Appropriate texts could include editorials, letters to the editor, opinion and comment pieces, reviews, speeches or transcripts of speeches, advertisements, essays, radio or television excerpts, cartoons and other forms of print and digital media.

Students practise written analysis of the presentation of argument and the use of language to position the intended audience. They craft and present reasoned, structured and supported arguments and experiment with the use of language to position audiences. In developing an argument or analysis, they draft, revise and edit to clarify and critique their thinking, and for technical accuracy, coherence, persuasive effect and quality of evidence.

**Outcome 2**

On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

**Assessment**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes for satisfactory completion of the unit.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment tasks for Outcome 1 must include at least one analytical and one creative response to set texts. One assessment task, but no more than one task, in Unit 1 must be in oral or multimodal form.
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

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

**Area of Study 1**

**Reading and comparing texts**

In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader’s understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

The texts set as the focus of this area of study should have literary merit, be worthy of close study and facilitate comparative study.

Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives. They develop an understanding of the choices available to writers and creators of texts, and the ways in which comparing texts can offer an enriched understanding of ideas, issues or themes. They use the features of written analysis and textual evidence soundly and appropriately, dealing in detail with the ideas encountered in the texts. They draft, revise, edit and refine for technical accuracy, and for clear, coherent and effective presentation of the insights gained through comparison.

**Outcome 1**

On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

**Area of Study 2**

**Analysing and presenting argument**

In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience.

Students practise developing and presenting reasoned points of view on issues of contemporary social relevance. In constructing arguments students focus on the logical development of their own ideas, and select evidence and language to support their arguments.

In addition to developing critical analysis of the use of language and the presentation of argument in texts, students practise presenting arguments and points of view in writing. They draft, revise and edit their writing to clarify and critique their thinking, and for precision and coherence in argument and quality of evidence. They craft for persuasion using a range of language features intended to position an audience to share the point of view expressed. They use the features of texts appropriately and include accurate referencing and acknowledgment.
Outcome 2

On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. For this unit students are required to demonstrate two outcomes. Assessments tasks for Outcomes 1 and 2 must be in written form.
VCE English as an Additional Language Units 1&2 (English - EAL)

For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision.
Where both Units 1 and 2 are undertaken, EAL students must read and study at least three set texts.

Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Areas of study:

There are 2 areas of study in Unit 1:
Area of Study 1: Reading and creating texts
Area of Study 2: Analysing and presenting argument

Assessment:

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

OUTCOME 1:
On completion of this unit the student should be able to produce at least one analytical and one creative response to set texts.

OUTCOME 2:
On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.
For EAL students at least one text provided for the assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.

Assessment Break-Down:

Suitable tasks for assessment in Unit 1 are:

Outcome 1:

- An analytical response to a set text
- A creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text

Outcome 2:

- An analysis of the use of argument and persuasive language in text/s
- A text intended to position an audience.
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

**Areas of study:**

There are 2 areas of study in Unit 2:
Area of study 1: Reading and comparing texts
Area of study 2: Analysing and presenting argument

**Assessment:**

**OUTCOME 1:**

On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

**OUTCOME 2:**

On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text that presents a point of view.

**Assessment Break-Down:**

Suitable tasks for assessment in this unit are:

**Outcome 1:**

A comparative analytical response to set texts

**Outcome 2:**

A persuasive text that presents an argument or viewpoint
  - An analysis of the use of argument and persuasive language in text/s.

Assessment tasks for Outcomes 1 and 2 must be in written form.

For EAL students at least one text provided for assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.
Bridging English as an Additional Language (EAL) is the study of English language in a range of socio-cultural contexts and for a range of purposes, including further education and the workplace. Students develop their language skills and confidence, assisting them to communicate effectively in academic and everyday language using spoken and written Standard Australian English. Students are able to participate effectively in Australian life.

Bridging EAL focuses on language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and progress from informal use of language to more formal, academic and technical language use.

This study enables students to:

- Develop their understanding of how language, structural features, and sentence structure are used to make meaning for a range of purposes, audiences and socio-cultural contexts
- Develop their language skills in speaking, listening, reading, viewing and writing Standard Australian English
- Communicate ideas, feelings, observations, information and understanding appropriately across a range of curriculum areas
- Develop competence across a range of increasingly challenging English language texts, in order to construct a variety of responses, including creative, personal, factual, persuasive and critical
- Strengthen and extend their understanding and use of metalanguage to explain the structural and language choices made by authors and themselves for different contexts and audiences

The study is made up of two units at Units 1 and 2 level. There is no Units 3 and 4 sequence in this study.
Unit 1:
In this unit, students build their understanding of how spoken and written Standard Australian English is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for everyday and academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts.

Areas of study:
There are 2 areas of study in Unit 1:
Area of study 1: English for everyday and academic purposes
Area of study 2: English for self-expression

Assessment:
All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Outcome 1:
On completion of this unit the student should be able to engage with and understand everyday and accessible academic texts, and produce their own everyday and academic texts making appropriate decisions in response to purpose, audience and context.

Outcome 2:
On completion of this unit the student should be able to understand texts for self-expression and produce texts for self-expression, making appropriate decisions in response to purpose, audience and context.

Assessment Break-Down:
Assessment tasks for this unit should allow students to demonstrate the key knowledge and key skills across each language mode of speaking, listening, reading, viewing and writing. Assessment tasks for this unit may be selected from the following:

- Role-plays
- Presentations
- Interviews
- Group work and discussion
- Short-answer or multiple-choice questions
- Journal entries
- Personal letters
- Blogs
- Mails
- Letters to the editor
- Essays
- Reports
- Scripts
- Biographies and/or autobiographies
- Factual articles
- Comprehension and analysis activities
- Advertisements
Unit 2:

In this unit the elective areas of study enable students to extend their understanding of how English is constructed and used to communicate in a variety of contexts and for a range of purposes.

Two of the following areas of study must be selected for study in Unit 2:

- Area of Study 1: English for academic purposes
- Area of Study 2: English literature
- Area of Study 3: English in the media
- Area of Study 4: English for the workplace

At Alphington Grammar the two Areas of Study will be: English for academic purposes and English in the media.

Assessment:

Area of Study 1: English for academic purposes

In this area of study, students consolidate and extend their understanding of how English is used for academic purposes. They read and discuss a variety of more challenging texts commonly used in studies other than English. Students identify variations in language and discuss the meaning and different functions of vocabulary, symbols and abbreviations. They learn that language in academic discourse may be subject specific for defining or conveying subject content, giving instructions, or outlining processes, as well as non-subject specific, for example to provide background information.

OUTCOME 1:

On completion of this unit the student should be able to understand a variety of written, spoken and multimodal academic texts, identifying key information useful for their learning purposes, and produce written or spoken texts for specific academic purposes.

Area of Study 3: English in the media

In this area of study students engage with and understand spoken, written, visual, and multimodal media texts and develop understanding of how these texts reflect cultural contexts and seek to position audiences. In considering the choices made by authors to position their intended audiences, students identify and discuss cues such as headings, sub-headings, photographs, graphs, cartoons and types of language used. They progress from understanding literal to inferred meaning in texts, and learn the appropriate metalanguage to explain how authors of media texts make choices to position audiences.

OUTCOME 3:

On completion of this unit the student should be able to explain how a variety of media texts position audiences, and produce texts that attempt to position audiences.

Assessment Break-Down:

For this unit students are required to demonstrate four outcomes. As a set these outcomes encompass the areas of study in the unit.

Assessment tasks for this unit should allow students to demonstrate the key knowledge and key skills across each language mode of speaking, listening, reading, viewing and writing.
Assessment tasks for this unit may be selected from the following:

- Role-plays
- Presentations and speeches
- Interviews
- Debates
- Group work and discussion
- Short-answer or multiple-choice questions
- Journal entries
- Personal or business letters
- Résumés
- Job applications
- Blogs
- Emails
- Letters to the editor
- Editorials
- Opinion pieces
- Reviews
- Essays
- Text responses
- Reports
- Scripts
- Biographies and/or autobiographies
- Factual articles
- Comprehension and analysis activities
- Advertisements
VCE Literature Units 1&2 (English)

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: Approaches to Literature
In this unit, students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

- **AOS1: Reading practices**: In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning.

- **AOS 2: Ideas and concerns in texts**: In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society.

Assessment:

There are two Outcomes:

- Multimedia presentation (an examination of the effects language, structure and stylistic choices have on the meaning of a text)

- Written text response essay (an exploration of the social and cultural values presented in texts)

Assessment break-down:

Ongoing 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 studied text; oral or written review; a multimedia presentation; participation in an online discussion; performance and commentary.

- At least one piece of assessment in Unit 1 must be in written form.

- There will be an End of Semester Examination.
Areas of study: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them.

- **AOS 1: The text, the reader and their contexts**: In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture.

- **AOS 2: Exploring connections between texts**: In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context.

Assessment:

There are two Outcomes:

- Written text response essay (students will be required to reflect on the ideas and concerns of individuals and groups from the studied text)

- Written comparative essay (students will compare texts considering the dialogic nature of texts and how they influence each other)

Assessment break-down:

Ongoing 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 studied text; oral or written review; a multimedia presentation; participation in an online discussion; performance and commentary.

- At least one piece of assessment in Unit 1 must be in written form.

- There will be an End of Semester Examination.
VCE Philosophy Units 1&2 (Humanities)

VCE Philosophy contains a broad introduction to philosophy, exploring themes and debates within metaphysics, epistemology and value theory as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates human nature through the mind/body debate and questions regarding personal identity, leading to an examination of the good life.

Prescribed primary texts by significant philosophers are used to develop a critical appreciation of key questions and contemporary debates. While western analytical philosophy informs most of the study, there are opportunities to draw in perspectives from other traditions of thought. Where religious concepts and traditions of thought are discussed, they are considered from a philosophical rather than theological point of view.

Unit 1: Existence, knowledge and reasoning
Unit 2: Questions of value
Unit 3: Minds, bodies and persons
Unit 4: The good life

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit.

Each outcome is described in terms of key knowledge and key skills.

LEVELS OF ACHIEVEMENT - Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.
VCE Philosophy Units 1&2 (Humanities)

Unit 1

Existence, knowledge and reasoning

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

AREA OF STUDY 1
Metaphysics

Metaphysics is the study of the basic structures and categories of what exists, or of reality. It is the attempt to work out a logical account of everything that we know or believe about existence, including all our scientific knowledge. This area of study introduces students to metaphysical problems through a study of questions associated with selected themes.

Metaphysical themes

Students study at least two themes, with a range of questions for study are to be selected from the list under each theme. Appropriate questions outside the list can also be included for study. For at least one of the themes selected, students must study one or more primary text/s from the thinkers listed. In 2016, the following text/s are:

On the material mind:
Questions that may be explored in this theme include:

- What is the mind? What are thoughts? What is consciousness?
- What ontological commitments are made by dualism, materialism, and idealism, respectively?
- In materialist philosophies of mind, what is meant by the following labels: behaviourism, identity theory, functionalism, the computational theory of mind, eliminativism, anomalous monism, realistic monism?
- Can reasons be causes?
- Does experience add anything to propositional knowledge?
- If we knew everything there was to know about the physics and physiology of colour, would we know everything there is to know about colour?
- What must the physical universe be like for it to include experiences such as pain?
- What kinds of things are propositional attitudes such as beliefs and desires, especially given they cannot be located in any specific part of the brain?
- Are mindless but animate human bodies conceivable? If so, are they therefore metaphysically possible?
- Might computers have minds?

Thinkers: Rene Descartes, George Berkeley, David Armstrong, David Chalmers, Daniel Dennett, Donald Davidson, Frank Jackson, Thomas Nagel
VCE Philosophy Units 1&2 (Humanities)

Unit 1

On time:
Questions that may be explored in this theme include:

- What is time?
- Does it make sense to speak of time having a beginning or an end?
- Can there be a coherent time-travel story?
- What paradoxes arise when considering the possibility of time travel?
- On what basis could time travel be physically possible?
- What would have to be the nature of time for time travel to be possible?

Thinkers: Aristotle, Augustine, Friedrich Nietzsche, Martin Heidegger, David Lewis, J.J.C. Smart, J.L. Borges, Albert Einstein, Paul Davies

AREA OF STUDY 2

Epistemology

The word epistemology derives from two Ancient Greek words: episteme meaning ‘knowledge’ and logos meaning ‘what is said about something’. In the ancient world, episteme was contrasted with doxa meaning ‘belief’, or something falling short of genuine knowledge. This ancient contrast points to one of the basic problems in epistemology: the difference between belief/opinion, and the certainty associated with knowledge.

This area of study introduces students to basic epistemological problems through a study of questions associated with selected themes. Students also consider philosophical problems in contemporary debates, including the implications of accepting particular views about knowledge; for example, what are the implications for the authority of science from a position that knowledge, belief and truth are relative to different cultures? Does considering this implication lead to a revision of the initial position?

Students study:

Epistemological themes

Students study Theme 1 ‘On knowledge’ and at least one other theme. A range of questions to study are to be selected from the list under each theme. Appropriate questions outside the list can also be included for study. For at least one of the themes selected, students must study one or more primary text/s from the thinkers listed.

On knowledge:
Questions that may be explored in this theme include:

- Is justified true belief the same as knowledge?
- Is certainty necessary for knowledge?
- What is the difference between knowledge and belief?
- If one of your firmly held beliefs is challenged, should you go about justifying or modifying it, and, if so, how?
- What are the sources of our knowledge in areas such as history, the law, forensics, evolutionary biology and the media? How reliable are they?

Thinkers: Plato, Rene Descartes, Edmund L. Gettier
VCE Philosophy Units 1&2 (Humanities)

Unit 1

On objectivity:

Questions that may be explored in this theme include:

- Are knowledge, belief and truth relative to different individuals or cultures?
- Is truth subjective?
- Is objective truth possible or attainable by humans?
- Does mathematics offer a way to obtain truth?
- Does science offer objective truths?
- What is the role of emotion in knowledge?
- What is the status of knowledge from different sources such as mythology, religion, the arts, sciences or mathematics? How should we compare such knowledge?

Thinkers: William James, Richard Rorty, Hilary Putnam, Simon Blackburn, Antonio Damasio, Nussbaum

Assessment tasks for this unit are selected from the following:

- Essay
- Written analysis
- Short-answer responses
- Test
- Written reflection
- Written exercises
- Presentations (oral, multimedia)
- Dialogue (oral, written)
VCE Philosophy Units 1&2 (Humanities)

Unit 2

Ethics and moral philosophy

What should I do? What is right? On what basis can we choose between different courses of action? These are ongoing fundamental questions. In this area of study students are introduced to key debates in moral philosophy that stretch back thousands of years. The laws of our society reflect a position that murder and theft are wrong, but a philosopher is interested in the justifications for these convictions. Is morality a matter of personal prejudice or can we give good reasons for holding particular moral beliefs? Are there fundamental moral beliefs which should be universally binding, or are they preferences that develop in response to particular cultural contexts?

In this area of study students are concerned with discovering if there are basic principles and underlying ideas of morality and assessing ethical viewpoints and arguments according to standards of logic and consistency. Philosophical methods may be used to address everyday dilemmas, as well as issues debated in the media and important moral challenges of our times.

Ethics and moral philosophy themes

Students study at least two themes. A range of questions for study are to be selected from the list under each theme. Appropriate questions outside the list can also be included for study. For at least one of the themes selected, students must study one or more primary text/s from the thinkers listed.

Students will study:

On the foundations of morality
Questions that may be explored in this theme include:

- Where does morality come from?
- Is morality subjective or objective?
- What is the ‘is-ought gap’ and can it be bridged?
- What is the relationship between religious belief and morality?
- What is the relationship between nature and morality?
- Is it possible to speak of moral progress?
- What is nihilism?
- Do moral principles exist? Are they universal or relative to particular situations?

Thinkers: J.L. Mackie, Bernard Williams, Peter Strawson, Simon Blackburn

On right and wrong
Questions that may be explored in this theme include:

- What are the major theories philosophers have offered about what makes an action morally right?
- Does the motive or character of the person performing an action matter to the morality of that action?
- Are acts right or wrong to the extent that they maximise pleasures or minimise suffering? What are the relative merits of various versions of utilitarianism, such as positive, negative, preference, act, rule, ideal or hedonistic?
- Are there certain acts which should be considered right or wrong in themselves independently of their consequences? Why and to what extent?
- Is religious authority a legitimate source of moral principles (for example, principles derived from the Ten Commandments, the Eightfold Path, the Golden Mean)?

Thinkers: Immanuel Kant, John Stuart Mill, Bernard Williams, Charles Taylor, Michael Sandel, J.J.C. Smart
VCE Philosophy Units 1&2 (Humanities)

Unit 2

Outcome 1

On completion of this unit the student should be able to analyse problems in ethics and moral theory and related contemporary debates, evaluate viewpoints and arguments in response to these problems, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates.

AREA OF STUDY 2

In addition to discussing ethical and moral value, philosophers consider a range of other types of values, including social, political and aesthetic value.

Often philosophers concern themselves with questions regarding the foundations of particular forms of value. They consider whether these various forms of value are grounded in the nature of things or whether they are human creations. If they are human creations, they consider whether these forms of value might yet appeal to commonly held or universal standards. How these questions are approached may depend upon the type of value considered.

At other times, philosophers set aside these foundational questions and consider particular questions relating to social, political or aesthetic value. Is democracy the only justifiable form of government? What are the obstacles to freedom? How are conflicts between rights to be resolved? What is the point of art?

This area of study provides students with an introduction to some of these questions and the ways in which philosophers have addressed them. Students explore how philosophical methods can be brought to bear on a range of questions regarding value.

Value theory themes

Students study at least two of the following four themes. A range of questions for study are to be selected from the list under each theme. Appropriate questions outside the list can also be included for study. For at least one of the themes selected, students must study one or more primary text/s from the thinkers listed.

Students will study:

On liberty and anarchy
Questions that may be explored in this theme include:

- Is democracy the only justifiable form of polity?
- Is freedom a fundamental human right?
- What are the threats to freedom in the modern world and to what extent should freedom be protected?
- What is the social contract?
- What is the relationship between free markets and free societies?
- What is the distinction between positive and negative liberty?

Thinkers: John Locke, Jean Jacques Rousseau, John Stuart Mill, Robert Nozick, Adam Smith, Isaiah Berlin
VCE Philosophy Units 1&2 (Humanities)

Unit 2

On aesthetic value - Questions that may be explored in this theme include:

- What is art?
- What is beauty? Is beauty necessary or even desirable in art?
- What defines the aesthetic? (for example, exploration of such concepts as ‘taste’, ‘aesthetic properties’, ‘aesthetic experience’, ‘aesthetic appreciation’, and their relationship)
- To what extent does art transcend everyday moral categories?
- What is the purpose and value of art?
- Is there a legitimate distinction between ‘high’ and ‘low’ art?
- Is there an interesting distinction to be made between art and craft?
- Can an aesthetic judgment be wrong? Are some aesthetic judgments better or worse than others?

Thinkers: Plato, David Hume, Immanuel Kant, R.G. Collingwood, Arthur Danto, George Dickie

On the interpretation of artworks - Questions that may be explored in this theme include:

- What is the relationship between art and philosophy?
- What is the relationship between the meaning of a work and the intentions of its artist?
- What is the relationship between the meaning of an artwork and its context?
- What is the intentionalist fallacy? To what extent is it a fallacy?
- To what extent is a society justified in censoring art?
- How important is originality in the arts? Should we condemn forgeries or even honest copies?
- In what sense can we speak of meaning in non-representational art (for example, music)?
- What is a metaphor? Can we say that a metaphor is ‘true’?
- What is the relationship between a work of art and what it represents?

Thinkers: W.K. Wimsatt and Monroe C. Beardsley, Arthur Danto, Susan Sontag, Nelson Goodman, Jacques Derrida, Donald Davidson

Outcome 2

On completion of this unit the student should be able to analyse selected problems in value theory, evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates.

AREA OF STUDY 3

Techniques of reasoning

In this area of study students develop their abilities to analyse philosophical arguments, apply techniques of logic, construct and manipulate chains of reasoning, identify and describe reasoning errors, including common fallacies, and analyse and develop analogies in response to philosophical problems.

Outcome 3

On completion of this unit the student should be able to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in value theory.

Assessment tasks for this unit are selected from the following:

- Essay
- Written analysis
- Short-answer responses
- Test
- Written reflection
- Written exercises
- Presentations (oral, multimedia)
- Dialogue (oral, written)
VCE Australian and Global Politics Units 1 & 2 (Humanities)

VCE Australian and Global Politics offer students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Unit 1: The National Citizen

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship.

Area Of Study 1: Power, Politics And Democracy

What is politics? In what ways do individuals and groups gain and exercise political power? What are the most significant features of the way politics is practised in Australia? What opportunities exist for younger Australians to participate in the Australian political system?

This area of study focuses on the nature and purpose of politics in Australia. Students are introduced to politics in its broad sense as the exercise of power as defined by the ability to make decisions and exert influence over individuals and groups.

Area Of Study 2: Exercising And Challenging Power

Why do individuals get involved in politics? Do political leaders have similar characteristics and share similar aims? What are the major political ideologies? What are the ideas and aims of the most significant political movements in Australia?

In this area of study students consider how and why people, both as individual citizens and in groups, become involved in politics. Students examine the motivations for political involvement and active citizenship. They analyse the factors that drive individuals to seek political power and influence, and the characteristics of political activists, politicians and leaders.

Assessment

Assessment tasks for this unit are selected from the following:

- An analysis of visual materials, for example cartoons, websites, posters, films, plays, artwork
- An audio visual presentation
- An oral presentation
- A written research report
- A web-based presentation
- A case study
- A debate
- An essay
- A test
- An interactive presentation
- A campaign
- Role-plays, for example meetings, conferences, interviews.
Unit 2: The global citizen
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’.

Area of Study 1: Global Threads
Students investigate the nature of global threads, which take many forms.

Political threads are illustrated by the increased role of international non-government organisations (NGOs) and the prominence of global political movements, such as Make Poverty History. Social threads – the way we communicate, network and travel – have been transformed by Facebook and Twitter, and the growth in aviation.

Economic threads have changed the way in which commerce, trade and investment occur as seen through the rise of e-buy and online shopping, and have facilitated the growing impact and power of transnational corporations (TNCs) in shaping global trading patterns and political agendas.

They examine the impact of global threads on human rights, culture and the global environment.

Area of Study 2: Global Cooperation And Conflict
In this area of study students investigate and reflect on the concept of an ‘international community’. This term suggests a common humanity and a shared vision of goals, beyond cultural, social, political and ethnic divides, through which global actors work to achieve common aims. The international community is composed of citizens, their states, international organisations, NGOs and TNCs. Students question the extent to which this notion of an international community is cohesive, and whether it can effectively manage cooperation, conflict and instability.

To develop knowledge and understanding of the effectiveness of the international community students investigate at least TWO examples of contemporary global cooperation and at least TWO examples of contemporary global conflict.

Assessment
Assessment tasks for this unit are selected from the following:

- An analysis of visual materials, for example cartoons, websites, posters, films, plays, artwork
- An audio visual presentation
- An oral presentation
- A written research report
- A web-based presentation
- A case study
- A debate
- An essay
- A test
- An interactive presentation
- A campaign
- Role-plays, for example meetings, conferences, interviews.

Satisfactory Completion
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 performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit.
VCE History: 20th Century History Units 1&2 (Humanities)

The study of History enables students to:

- Develop an understanding of the nature of history as a discipline and to engage in historical inquiry
- Ask questions about the past, analyse primary and secondary sources, and construct historical arguments based on evidence
- Use historical thinking concepts such as significance, evidence, continuity and change, and causation
- Explore a range of people, places, ideas and periods to develop a broad understanding of the past
- Engage with debates between historians in an informed, critical and effective manner
- Recognise that the way in which we understand the past informs decision-making in the present
- Appreciate that the world in which we live has not always been as it is now, and that it will continue to change in the future.

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

Unit 1: Twentieth Century History 1918–1939 Units 1&2

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

Area of Study 1: Ideology and conflict

- What impact did the treaties which concluded World War One have on nations and people?
- What were the dominant ideologies of the period?
- What impact did the post-war treaties, the development of ideologies and the economic crisis have on the events leading to World War Two?

Area of Study 2: Social and cultural change

- What continuity and what change is evident between the 1920s and 1930s in social and cultural life?
- How did ideologies affect the daily lives of people?
- How did cultural life both reflect and challenge the prevailing political, economic and social circumstances?

Assessment:

There are two outcomes for this unit.

- Outcome 1 - Students should be able to explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
- Outcome 2 - student should be able to explain patterns of social life and cultural change in one or more contexts, and analyses the factors which influenced changes to social life and culture, in the inter-war years.
VCE History: 20th Century History Units 1&2 (Humanities)
Unit 2: Twentieth Century History (1945 – 2000)

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

Area of Study 1: Competing ideologies

- What were the causes of the Cold War?
- What were the key characteristics of the ideologies of communism in the USSR and democracy and capitalism in the USA?
- What was the impact of the Cold War on nations and people?
- What led to the end of the Cold War?

Area of Study 2: Challenge and change

- What were the significant causes of challenge to and change in existing political and social orders in the second half of the twentieth century?
- How did the actions and ideas of popular movements and individuals contribute to change?
- What impacts did challenge and change have on nations and people?

Assessment:

There are two outcomes for this unit:

- Outcome 1 - Student should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.
- Outcome 2 - Students should be able to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

Assessment Break-Down:

The award of satisfactory completion for Unit 1 and 2 is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment tasks over Units 1 and 2 include the following:

- A historical inquiry
- An analysis of primary sources
- An analysis of historical interpretations
- An essay
VCE History: Revolutions Units 3&4 (Humanities)
Units 3 and 4: History - Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. Students will study the following two revolutions:

- The Russian Revolution of October 1917
- The Chinese Revolution of 1949

Area of Study 1: Unit 3 and Unit 4

Causes of revolution

- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

Area of Study 2: Unit 3 and Unit 4

Consequences of revolution

- How did the consequences of revolution shape the new order?
- How did the new regime consolidate its power?
- How did the revolution affect the experiences of those who lived through it?
- To what extent was society changed and revolutionary ideas achieved?

Assessment:

School based assessment:
Each of the following four assessment tasks must be completed over Units 3 and 4:

- A historical inquiry
- An analysis of primary sources
- An evaluation of historical interpretations
- An essay

Contribution to final assessment School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score. School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Resources
TBA (New texts are yet to be released)
VCE Computing 1&2 (IT Studies)
Unit 1

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs.

Areas of study:

There are three areas of study:

- Data and graphic solutions
- Networks
- Collaboration and communication

Assessment:

Outcome 1

The student should be able to acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation.

Outcome 2

The student should be able to design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users.

Outcome 3

On completion of this unit the student should be able to design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team’s point of view on the issue.

Assessment Break-Down:

Suitable tasks for assessment in this unit may be selected from the following:

- using digital systems and techniques to create a solution in response to a need
- visual presentations
- oral presentations
- written reports
VCE Computing 1&2 (IT Studies)

Unit 2

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

Areas of study:

There are three areas of study:

- Programming
- Data analysis and visualisation
- Data management

Assessment:

Outcome 1

The student should be able to design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.

Outcome 2

The student should be able to apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user’s needs.

Outcome 3

The student should be able to apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

Assessment Break-Down:

Assessment tasks for this unit are as follows:

- using digital systems and techniques to create a solution in response to a need or opportunity
- visual presentations
- oral presentations
- written reports

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For these unit students are required to demonstrate achievement of three outcomes in each unit. As a set these outcomes encompass all areas of study.

Other Information

Computing has a mid-year exam and end of year exam (internal), held during the end of each semester. It is important that students take every opportunity to ready themselves for these examinations.

Entry – Units 3 and 4

There are no prerequisites required prior to attempting to complete the Unit 1 and 2 progression. However students completing the Year 10 Digital Technologies and Design would have a distinct advantage. It is also advisable that students undertake Computing Units 1 and 2 before attempting Informatics or Software Development Unit 3 and 4.
In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language.

**Areas of study:**
There are two areas of study:
- Programming practice
- Analysis and design

**Assessment:**

**Outcome 1**
The student should be able to interpret designs and apply a range of functions and techniques using a programming language to develop working modules.

**Outcome 2**
The student should be able to analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.

**Assessment Break-Down:**

Assessment tasks for this unit are as follows:
- In response to teacher-provided designs, create working program modules to meet specific needs.
- An analysis that defines the requirements, constraints and scope of a solution in the form of a software requirements specification
- A folio of two to three alternative design ideas and the detailed design specifications of the preferred design
- A project plan (Gantt chart) indicating times, resources and tasks
VCE Software Development Units 3&4 (IT Studies)

Unit 4

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

Areas of study:
There are two areas of study:
- Software solutions
- Interactions and impact

Assessment:

Outcome 1
The student should be able to apply stages of the problem-solving methodology to create a solution using a programming language that fulfils identified requirements and assess the effectiveness of the project plan in monitoring progress.

Outcome 2
The student should be able to analyse and explain the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its source data.

Assessment Break-Down:

Assessment tasks for this unit are as follows:
- In response to a case study, a written report OR an annotated visual report.
- A software solution that meets the software requirements specification and the results of the useability test
- An assessment of the extent to which the project plan (Gantt chart) assisted in monitoring project progress in one of the following: A written report OR an annotated visual plan

Graded Assessment – Units 3 and 4

- Unit 3 School-Assessed Coursework: 10%
- Unit 4 School-Assessed Coursework: 10%
- School Assessed Task: 30%
- End-of-year Examination for Units 3 and 4: 50%

Other Information

Software Development has a mid-year exam (internal), along with further Practice Exams held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination.

The end-of-year examination is made up of the following components:
The 2-hour examination at the end of the year contributes 50% of the student’s score for the subject. All outcomes and the key knowledge and skills that underpin the outcome in Units 3 and 4 are examinable.
- Section A: 20 Multiple Choice Questions.
- Section B: 70 marks of Short Answer Questions

Entry – Units 3 and 4

There are no prerequisites required prior to attempting to complete the Unit 3 and 4 progression. However students completing Unit 1 and 2 would have a distinct advantage. Students must complete Unit 3 before completing Unit 4.
In Informatics Units 3 and 4, students focus on data, information, and information systems. In Unit 3, students consider data and how it is acquired, managed, manipulated, and interpreted to meet a range of needs.

Areas of study:

There are two areas of study:

- Organisations and data management (examine how relational database management systems (RDBMS) store and manipulate data)
- Data analytics: drawing conclusions

Assessment:

Outcome 1

The student should be able to design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.

Outcome 2

The student should be able to use a range of appropriate techniques and processes to acquire, prepare, manipulate, and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.

Assessment Break-Down:

Assessment tasks for this unit are as follows:

- A relational database management system solution
- A description of the online transaction requirements of an organisation and its data protection techniques
- A short report that sets out a statement of a student-generated hypothesis, the conclusion that has been drawn, and an outline of the findings supporting the conclusion
- A collection of data sets, and information derived from them, that allows a conclusion to be drawn about the hypothesis
- A project plan (Gantt charts) indicating times, resources, and tasks
In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

Areas of study:
There are two areas of study:
- Data analytics: presenting the findings
- Information management

Assessment:
Outcome 1
The student should be able to design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.
Outcome 2
The student should be able to compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

Assessment Break-Down:
Assessment tasks for this unit are as follows:
- A folio of two or three alternative design ideas and the detailed design specifications of the preferred design
- A multimodal online solution that communicates the confirmation or refutation of a hypothesis as detailed in Unit 3
- A written report OR an annotated visual plan which evaluates and assesses the effectiveness of the solution and project plan

Graded Assessment – Units 3 and 4
- Unit 3 School-Assessed Coursework: 10%
- Unit 4 School-Assessed Coursework: 10%
- School Assessed Task: 30%
- End-of-year Examination for Units 3 and 4: 50%

Other Information
Informatics has a mid-year exam (internal), along with further Practice Exams held during Semester Two. It is important that students take every opportunity to ready themselves for the final examination. The end-of-year examination is made up of the following components:
- The 2-hour examination at the end of the year contributes 50% of the student’s score for the subject.
- All outcomes and the key knowledge and skills that underpin the outcome in Units 3 and 4 are examinable.
- Section A: 20 Multiple Choice Questions.
- Section B: 70 marks of Short Answer Questions

Entry – Units 3 and 4
There are no prerequisites required prior to attempting to complete the Unit 3 and 4 progression. However students completing Unit 1 and 2 would have a distinct advantage. Students must complete Unit 3 before completing Unit 4.
VCE Greek Units 1&2 (Languages)
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 – e.g. opinions and values, myself
- Relationships – e.g. friends and family, the elderly
- The School Experience – e.g. future aspirations, exchange programmes

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

**The Changing World**
- Youth Issues – e.g. entertainment, drugs/alcohol, globalisation
- Social Issues – e.g. healthy diet, sport, environment
- World of Work – e.g. 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.
VCE Greek Units 1&2 (Languages)

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.
VCE Greek Units 1&2 (Languages)

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.
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 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
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.
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
- 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.
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 Specialist Mathematics (Units 1 and 2) 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>Foundation Mathematics</td>
<td>Units 1 &amp; 2</td>
<td>To complete Year 10 General Mathematics stream</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>Units 1 &amp; 2</td>
<td>A unit average of at least 50% in Year 10 Mathematics (Semester Two)</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Units 1 &amp; 2</td>
<td>A unit average of 65% in Year 10 Mathematics (Semester Two)</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>Units 1 &amp; 2</td>
<td>A unit average of 80% in Year 10 Mathematics (Semester Two)</td>
</tr>
</tbody>
</table>
Units 1 & 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

Areas of study:
There are four areas of study:

- ‘Space, shape and design’: In this area of study students cover the geometric properties of lines and curves, and shapes and objects, and their graphical and diagrammatic representations with attention to scale and drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.
- ‘Patterns and number’: In this area of study students cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.
- ‘Data’: In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries.
- ‘Measurement’: In this area of study students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy.

All four areas of study are to be completed over the two units. The content should be developed using contexts present in students’ other studies, work and personal or other familiar situations.

Outcomes:

For each unit the student is required to demonstrate achievement of all three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit. For each of Unit 1 and Unit 2, the outcomes apply to the content from the areas of study selected for that unit.

Outcome 1
On completion of this unit the student should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts.

Outcome 2
On completion of this unit the student should be able to apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate their results.

Outcome 3
On completion of this unit the student should be able to select and use technology to solve problems in practical contexts.
Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Assessment tasks must include components to be completed with and without the use of technology as applicable to the outcomes.

Demonstration of achievement of Outcomes 1 and 2 should be based on the student’s performance on a selection of the following assessment tasks:

- Investigations and projects; for example, a report on an application of mathematics such as costing of a birthday party, budgeting for a holiday, a survey of types of television programs or design of a car park
- Assignments, summary or review notes of mathematics that students have encountered in their work or study; for example, a written or a multimedia or an oral presentation of wages calculations, materials estimation for a task, personal budgeting
- Tests of mathematical skills developed across application contexts.

Demonstration of achievement of Outcome 3 should be based on the student’s performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.
VCE General Mathematics Units 1&2 (Mathematics)

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.

Units 1 & 2

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 levels.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

Areas of study:

The six (6) areas of study for General Mathematics Unit 1 and Unit 2 are:

- **‘Algebra and structure’**: In this area of study students cover representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.
- **‘Arithmetic and number’**: In this area of study students cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy.
- **‘Discrete mathematics’**: In this area of study students cover matrices, graphs and networks, and number patterns and recursion, and their use to model practical situations and solve a range of related problems.
- **‘Geometry, measurement and trigonometry’**: In this area of study students cover shape, measurement and trigonometry and their application to formulating and solving two- and three-dimensional problems involving length, angle, area and surface area, volume and capacity, and similarity and the application of linear scale factors to measurement.
- **‘Graphs of linear and non-linear relations’**: In this area study students cover continuous models involving linear and non-linear relations and their graphs, linear inequalities and programming, and variation.
- **‘Statistics’**: In this area of study students cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.
VCE General Mathematics Units 1&2 (Mathematics)

Assessment:

For each unit the student is required to demonstrate achievement of all three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit. For each of Unit 1 and Unit 2, the outcomes apply to the content from the areas of study selected for that unit.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of each unit the student should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

Outcome 3

On completion of this unit the student should be able to select and use numerical, graphical, symbolic and statistical functionalities of 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:

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment tasks must include components to be completed with and without the use of technology as applicable to the outcomes.

Demonstration of achievement of Outcome 1 should be based on the student’s performance on a selection of the following assessment tasks:

- assignments
- tests
- summary or review notes

Demonstration of achievement of Outcome 2 should be based on the student’s performance on a selection of the following assessment tasks:

- modelling tasks
- problem-solving tasks
- mathematical investigations

Demonstration of achievement of Outcome 3 should be based on the student’s performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.
Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

Areas of study:
The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are:

- ‘Functions and graphs’, In this area of study students cover the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry.
- ‘Algebra’: This area of study supports students’ work in the ‘Functions and graphs’, ‘Calculus’ and ‘Probability and statistics’ areas of study, and content is to be distributed between Units 1 and 2. In Unit 1 the focus is on the algebra of polynomial functions of low degree and transformations of the plane.
- ‘Calculus’: In this area of study students cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.
- ‘Probability and statistics’: In this area of study students cover the concepts of event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, venn diagrams, karnaugh maps, tables and tree diagrams. This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of ‘Algebra’, which extends across Units 1 and 2.

In Unit 2, students focus on the study of simple transcendental functions and the calculus of simple algebraic functions:

- ‘Functions and graphs’: In this area of study students cover graphical representation of functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry.
- ‘Algebra’: In this area of study students cover graphical representation of functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry.
- ‘Calculus’: In this area of study students cover first principles approach to differentiation, differentiation and anti-differentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs.
- ‘Probability and statistics’: In this area of study students cover introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events.
Assessment:

For each unit the student is required to demonstrate achievement of all three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit. For each of Unit 1 and Unit 2, the outcomes apply to the content from the areas of study selected for that unit.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to select and use numerical, graphical, symbolic and statistical functionalities of 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:

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment tasks must include components to be completed with and without the use of technology as applicable to the outcomes.

Demonstration of achievement of Outcome 1 should be based on the student’s performance on a selection of the following assessment tasks:

- assignments
- tests
- summary or review notes

Demonstration of achievement of Outcome 2 should be based on the student’s performance on a selection of the following assessment tasks:

- modelling tasks
- problem-solving tasks
- mathematical investigations

Demonstration of achievement of Outcome 3 should be based on the student’s performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.
Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

Areas of study:
The six (6) areas of study for Units 1 and 2 of Specialist Mathematics are:

- ‘Algebra and structure’, which includes the topics of Logic and Algebra, Transformations, Trigonometry and Matrices;
- ‘Arithmetic and number’, which includes the topics of Number systems and recursion and Principles of counting;
- ‘Discrete mathematics’, which includes the topic of Graph theory;
- ‘Geometry, measurement and trigonometry’, which includes the topics of Geometry in the plane and Proof, and Vectors in the plane;
- ‘Graphs of linear and non-linear relations’, which includes the topics of Kinematics and other non-linear graphs; and
- ‘Statistics’, which includes the topics of Simulation, Sampling and distributions.

The topics within these six areas of study above are classified as either prescribed topics or other topics, which together combine to form the whole of units 1 & 2.

Outcomes:

For each unit the student is required to demonstrate achievement of all three outcomes. As a set these outcomes encompass all of the selected areas of study for each unit. For each of Unit 1 and Unit 2, the outcomes as a set apply to the content from the areas of study and topics selected for that unit.

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.
Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Assessment tasks must include components to be completed with and without the use of technology as applicable to the outcomes.

Demonstration of achievement of Outcome 1 should be based on the student’s performance on a selection of the following assessment tasks:

- assignments
- tests
- summary or review notes

Demonstration of achievement of Outcome 2 should be based on the student’s performance on a selection of the following assessment tasks:

- modelling tasks
- problem-solving tasks
- mathematical investigations

Demonstration of achievement of Outcome 3 should be based on the student’s performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.
VCE Music Performance Units 1&2 (Performing Arts)

Unit 1

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They 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.

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
VCE Music Performance Units 1&2 (Performing Arts)

Unit 2

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.

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 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
- 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
VCE Health and Human Development Units 1&2 (Physical Education)
Unit 1: The Health and Development of Australia’s Youth

Area 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 continued 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 National (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 National 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
Area 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 Units 1&2 (Physical Education)

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.

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/data analysis
- A critically reflective folio/diary of participation in practical activities
- A visual presentation such as graphic organiser, concept 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 and there will be an end-of-semester Examination
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.

**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/data analysis
- A critically reflective folio/diary of participation in practical activities
- A visual presentation such as graphic organiser, concept 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 and there will be an end-of-semester Examination
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs.

Areas of study:

There are three areas of study:

- How do organisms function?
- How do living systems sustain life?
- Practical investigation

Assessment:

- Outcome 1 - the student should be able to investigate and explain how cellular structures and systems function to sustain life.
- Outcome 2 - the student should be able explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
- Outcome 3 - the student should be able to design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

Assessment Break-Down:

Assessment tasks for this unit are as follows:

For Outcomes 1 and 2

- A report of a fieldwork activity
- Annotations of a practical work folio of activities or investigations
- A bioinformatics exercise
- Media response
- Data analysis
- Problem solving involving biological concepts, skills and/or issues
- A reflective learning journal/blog related to selected activities or in response to an issue
- A test comprising multiple choice and/or short answer and/or extended response

For Outcome 3

- A report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.
VCE Biology Units 1&2 (Science)

Unit 2

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle.

Areas of study:

There are three areas of study:

- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

Assessment:

- Outcome 1 - the student should be able to compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
- Outcome 2 - the student should be able to apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
- Outcome 3 - the student should be able to investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

Assessment Break-Down:

Assessment tasks for this unit are as follows:

For Outcomes 1 and 2

- A report of a fieldwork activity
- Annotations of a practical work folio of activities or investigations
- A bioinformatics exercise
- Media response
- Data analysis
- Problem solving involving biological concepts, skills and/or issues
- A reflective learning journal/blog related to selected activities or in response to an issue
- A test comprising multiple choice and/or short answer and/or extended response

For Outcome 3

- A report of an investigation into genetics and/or reproductive science using an appropriate format, for example, digital presentation, oral communication or written report

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For these unit students are required to demonstrate achievement of three outcomes in each unit. As a set these outcomes encompass all areas of study.

Other Information

Biology has a mid-year exam and end of year exam (internal), held during the end of each semester. It is important that students take every opportunity to ready themselves for these examinations.

Entry – Units 3 and 4

There are no prerequisites required prior to attempting to complete the Unit 1 and 2 progression. However students completing the Year 10 Biology elective would have a distinct advantage. It is also advisable that students undertake Biology Units 1 and 2 before attempting Unit 3 and 4.
VCE Chemistry Units 1&2 (Science)

Unit 1

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Areas of study:

There are three areas of study:

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research Investigation

Assessment:

- Outcome 1 - On completion of this unit the student should be able to relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
- Outcome 2 - On completion of this unit the student should be able to investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
- Outcome 3 - On completion of this unit the student should be able to investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

Assessment Break-Down:

For Outcomes 1 and 2

- Annotations of a practical work folio of activities or investigations
- A report of a practical activity or investigation
- A modelling activity
- Media response
- Problem-solving involving chemical concepts, skills and/or issues
- A reflective learning journal/blog related to selected activities or in response to an issue
- Data analysis
- A test comprising multiple choice and/or short answer and/or extended response

For Outcome 3

- a report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2, using an appropriate format, for example digital presentation, oral communication or written report. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.
Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Areas of study:
There are three areas of study:
- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

Assessment:
- Outcome 1 - On completion of this unit the student should be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
- Outcome 2 - On completion of this unit the student should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases
- Outcome 3 - On completion of this unit the student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

Assessment Break-Down:

For Outcomes 1 and 2
- Annotations of a practical work folio of activities or investigations
- A report of a practical activity or investigation
- A modelling activity
- Media response
- Problem solving involving chemical concepts, skills and/or issues
- A reflective learning journal/blog related to selected activities or in response to an issue
- Data analysis
- A test comprising multiple choice and/or short answer and/or extended response

For Outcome 3
- A report of a student-designed quantitative laboratory investigation using an appropriate format, for example digital presentation, oral communication, scientific poster or written report.
- Problem solving involving chemical concepts, skills and/or issues
- A reflective learning journal/blog related to selected activities or in response to an issue
- Data analysis
- A test comprising multiple choice and/or short answer and/or extended response

For Outcome 3
- A report of a student-designed quantitative laboratory investigation using an appropriate format, for example digital presentation, oral communication, scientific poster or written report.
Unit 1: What ideas explain the physical world?

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world.

Areas of study:

There are three (3) areas of study in Unit 1:

- **How can thermal effects be explained?**
  Key knowledge: Thermodynamics principles, Thermodynamics and Climate Science, and Issues related to thermodynamics

- **How do electric circuits work?**
  Key knowledge: Concepts used to model electricity, Circuit electricity, Using electricity and Electrical safety

- **What is matter and how is it formed?**
  Key knowledge: *Origin of atoms, Particles in the nucleus, and Energy from the atom.*

Outcomes:

- **Outcome 1:** On completion of this unit the student should be able to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.

- **Outcome 2:** On completion of this unit the student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

- **Outcome 3:** In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

Areas of study:

There are three (3) areas of study in Unit 2:

How can motion be described and explained?
In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. Motion is analysed using concepts of energy, including energy transfers and transformations, and mathematical models are applied during experimental investigations of motion. Students model how the mass of finite objects can be considered to be at a point called the centre of mass. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

Options:

Students choose **one** of the following twelve (12) available options:

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

Practical investigation

The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question. The student designs and undertakes an investigation involving two independent variables one of which should be a continuous variable. A practical logbook must be maintained by the student for recording, authentication and assessment purposes.

Outcomes:

- **Outcome 1**: On completion of this unit the student should be able to investigate, analyse and mathematically model the motion of particles and bodies.
- **Outcome 2**: Relates to the completion of the chosen option. In order to achieve this outcome the student will draw on key knowledge outlined below and apply the key science skills relevant to the chosen option
- **Outcome 3**: On completion of this unit the student should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.
Assessment

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the area of study.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For each unit students are required to demonstrate achievement of three outcomes. As a set, these outcomes encompass all areas of study.

Suitable tasks for assessment are selected from the following:

UNIT 1

For Outcomes 1, 2 & 3:
• An annotated folio of practical activities
• Data analysis
• Design, building, testing and evaluation of a device
• An explanation of the operation of a device
• A proposed solution to a scientific or technological problem
• A report of a selected physics phenomenon
• A modelling activity
• A media response
• A summary report of selected practical investigations
• A reflective learning journal/blog related to selected activities or in response to an issue
• A test comprising multiple choice and/or short answer and/or extended response

UNIT 2

For Outcomes 1 & 2: as above;

For Outcome 3 only:
• A report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

Please note

In order to undertake Physics Units 3 & 4, it is advisable that students undertake at least Unit 2 Physics.
Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Areas of study:

There are three areas of study:

- How does the brain function?
- What influences psychological development?
- Student-directed research investigation

Assessment:

- Outcome 1 - On completion of this unit the student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
- Outcome 2 – On completion of this unit the student should be able to identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development.
- Outcome 3 – On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Assessment Break-Down:

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate key knowledge and key skills in the outcomes. The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe. All assessment at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.
VCE Psychology Units 1&2 (Science)

Unit 1: How are behaviour and mental processes shaped?

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study in the unit.

Suitable tasks for assessment may be selected from the following:

For Outcomes 1 and 2

- A report of a practical activity involving the collection of primary data
- A research investigation involving the collection of secondary data
- A brain structure modelling activity
- A logbook of practical activities
- Analysis of data/results including generalisations/conclusions
- Media analysis/response
- Problem solving involving psychological concepts, skills and/or issues
- A test comprising multiple choice and/or short answer and/or extended response
- A reflective learning journal/blog related to selected activities or in response to an issue

For Outcome 3

- Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand
- Practical work is a central component of learning and assessment. As a guide, between 3½ and 5 hours of class time should be devoted to student practical work and investigations for each of Areas of Study 1 and 2.

For Area of Study 3, between 6 and 8 hours of class time should be devoted to undertaking the investigation and communicating findings.
VCE Psychology Units 1&2 (Science)

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

A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

There are three areas of study:

- What influences a person’s perception of the world?
- How are people influenced to behave in particular ways?
- Student-directed practical investigation

Assessment Break-Down:
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate key knowledge and key skills in the outcomes. The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe. All assessment at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Suitable tasks for assessment for these outcomes may be selected from the following:

For Outcomes 1 and 2

- A report of a practical activity involving the collection of primary data
- A research investigation involving the collection of secondary data
- A logbook of practical activities
- Analysis of data/results including generalisations/conclusions
- Media analysis/response
- Problem solving involving psychological concepts, skills and/or issues
- A test comprising multiple choice and/or short answer and/or extended response
- A reflective learning journal/blog related to selected activities or in response to an issue

For Outcome 3

- A report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.
- Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Practical work is a central component of learning and assessment. As a guide, between 3½ and 5 hours of class time should be devoted to student practical work and investigations for each of Areas of Study 1 and 2.

For Area of Study 3, between 6 and 8 hours of class time should be devoted to undertaking the investigation and communicating findings.
VCE Art Units 1&2 (Visual Arts)

Unit 1

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.

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 art making. 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.
VCE Art Units 1&2 (Visual Arts)

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 art making. 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 Units 1&2 (Visual Arts)

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 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)

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.

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; audio visual 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.
VCE Media Units 1&2 (Visual Arts)
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 backup 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; audio visual 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.
VCE Studio Arts Units 1&2 (Visual 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 art making.

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 art making 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.

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.
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.

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