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Genazzano FCJ College VCE Program

At Genazzano FCJ College, students undertake more than the minimum requirements to broaden their VCE program and subsequent career and tertiary course options. Furthermore, undertaking six Unit 3 and 4 sequences can help students in gaining a higher Australian Tertiary Admissions Rank (ATAR). We encourage students to select a full VCE program so they can achieve their full potential.

Usually at Genazzano, students select a total of twenty-three semester length units of study. This involves one VCE Religion Education Unit in Year 10, and at Year 11 two VCE English units, at least one VCE Religion Education Unit and ten other units of study. At Year 12 it involves both English Units 3 and 4 and the 4 sequences of Unit 3 and 4 studies, plus one VCE Religious Education Unit. However, some students may elect to undertake a Unit 1 and 2 study in Year 10 and a Unit 3 and 4 sequence in Year 11, enabling a sixth Unit 3 and 4 sequence at Year 12 or a University Enhancement study at Year 12. Some students may undertake VET studies in their program.

Grounds for undertaking less than five VCE Unit 3 and 4, VCE VET sequences at Year 12 would exist only if students had experienced earlier learning difficulties. Such a request would necessitate counselling and may include an interview with the Principal.

VCE Studies Offered at Genazzano in 2020

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<tr>
<td>VET Study (External)</td>
<td>VET Study (External)</td>
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**Accelerated Studies**

VCE students may apply to study at an accelerated level. For Year 10 students the accelerated level is to access a Unit 1 and 2 VCE sequence and for Year 11 students the accelerated level is to access a Unit 3 and 4 VCE sequence, while for Year 12 students an accelerated study may be one of the University Enhancement Subjects. For each year level, students need to apply to study at an accelerated level and each application will be considered on its merit. An application for accelerated studies is likely to be successful for those students who can:
- Demonstrate a sound background of study and achievement in that area of study
- Provide evidence of very good overall academic results. To accelerate in Year 11 2020, a B average across all studies or a minimum Grade Point Average (G.P.A) of 65% calculated using a student’s English, Mathematics, ECOS and Science grades from their Year 10 Semester One 2019 Common Task results will be considered. Alternatively, successful completion of the corresponding Unit One and Two course of study in Year 10 will be required.
- Support their application with evidence of sound study and time-management practices

Acceptance of enrolment in any of these programs is subject to consultation with the relevant Curriculum Leader and Deputy Principal – Learning and Teaching. Students will be notified in writing as to whether their application to study at this level has been endorsed. Please note that whether or not a Unit 3 and 4 study runs will be dependent upon student choice, and subjects with insufficient numbers will not run regardless of whether the subject has been endorsed as an accelerated unit.

Factors to Consider in Choosing Studies
In choosing all studies, students should consider:

- Studies that they like doing and those in which they have an interest
- Studies in which they achieve high grades
- Studies that are pre-requisite studies for their chosen and anticipated tertiary courses
- Studies that complement one another
- Studies they will approach confidently and with a balanced and positive attitude.

This handbook provides information about pathways in Years 11 and 12 studies and advice on the criteria for the selection of studies. The Study Selection process is organised by the Deputy Principal – Learning and Teaching. Students will complete subject selections using Web Preferences online. This handbook provides subject details to assist with the selecting of courses to study.

While students entering Year 11 are asked to inform the College of the studies they are planning to undertake in Year 12, these choices can be renegotiated and are only an indication of the intended program.

As far as possible, staff at Genazzano will arrange a student’s course of study according to her wishes, provided that the rules governing choice of studies for satisfactory completion of VCE are observed. In certain circumstances, it may be necessary for the College to negotiate a study other than that which has been chosen, if the number of students electing to undertake a particular study is too small, or if too many students apply for a study where there can only be one class, or, if the selection of subjects can not be timetabled.

Every effort will be made to meet a student’s choice of studies. The College timetable for 2020 will be constructed on the basis of student choices submitted by Friday 9 August 2019. Ultimately, availability of courses will be dependent upon a number of factors, including:

- The number of students selecting a course of study (sufficient numbers are required for subjects to be timetabled)
- Staffing availability
- Timetabling constraints

It is therefore important for students to carefully consider choices before submission; however, the final study program is ultimately at the ability and discretion of the College to offer the individualised program.

Above all, it is imperative that in making study selections, all students discuss their options with their parents/guardians and seek advice from their various homeroom teachers, teachers and other staff available to assist them at school. While it is possible to change Courses of Study at the beginning of 2020, it can be very disruptive and often timetable gridlines will not match easily and specific requests are not possible.
## Unit 1 and 2 and Unit 3 and 4 Studies Available to Year 11 Students in 2020

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<tr>
<th>VCE UNITS 1 and 2</th>
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<td>Physical Education Theory Units 1 &amp; 2</td>
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<td>Art Units 1 &amp; 2</td>
<td>Physics Units 1 &amp; 2</td>
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<td>Biology Units 1 &amp; 2</td>
<td>Psychology Units 1 &amp; 2</td>
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<tr>
<td>Business Management Units 1 &amp; 2</td>
<td>Religion and Society – Ethics and Morality Unit 2</td>
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<td>Chemistry Units 1 &amp; 2</td>
<td>Specialist Mathematics Units 1 &amp; 2</td>
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<td>Chinese Units 1 &amp; 2</td>
<td>Studio Arts Units 1 &amp; 2</td>
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<tr>
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<td>Computing Units 1 &amp; 2</td>
<td>Visual Communication Design Units 1 &amp; 2</td>
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<tr>
<td>Design and Technology: Textiles Units 3 &amp; 4</td>
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<td>English Units 1 &amp; 2</td>
<td>VCE UNITS 3 and 4</td>
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<td>English as an Additional Language Units 1 &amp; 2</td>
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<td>Mathematical Method Units 1 &amp; 2</td>
<td>Religion and Society Units 3 &amp; 4</td>
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<tr>
<td>Media Units 1 &amp; 2</td>
<td>Text and Traditions Units 3 &amp; 4</td>
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</table>
Sources of Curriculum Information
The following key personnel may be a possible source of curriculum information to help you in making a decision:

- Deputy Principal: Learning and Teaching
- VCE Coordinator
- Team Leaders
- Curriculum Leader:
  - Religious Education
  - English
  - Mathematics
  - Science
  - Digital Technologies
  - Humanities
  - Languages
  - Health Sciences
  - Creative Arts
  - Music
  - Drama and Theatre Studies
  - Learning Enhancement
  - Careers Advisor

Useful websites to visit for further information are:

- [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) - Victorian Curriculum and Assessment Authority (general information about the VCE)
- [www.vtac.edu.au](http://www.vtac.edu.au) - The Victorian Tertiary Admissions Centre (VTAC)

Entry to VCE studies
Students may enter studies at Units 1, 2 or 3. In some studies, students are advised that they should complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake some preparation. Units 1 and 2 may be done separately or as a sequence. Units 3 and 4 of all studies must be done as a sequence. Unit 3 must be undertaken before a student enters Unit 4 of that study.

If you are unsure about which particular combination of Units is most desirable for a course of study, please discuss the options with personnel at the College.

For more information, please consult the Genazzzano VCE Handbook.
Selection of Studies

In selecting studies, students should consider the following:

- Choice should depend upon your areas of interest and strengths
- The requirements of satisfactory completion of the VCE and the award of the certificate
- The requirements of a well-balanced education and qualifications necessary for a particular career choice
- Subjects that complement each other
- The choice should take into account a realistic assessment of your abilities
- It is important to consider how well you have coped with a study, or a related one in the past and check your motivation to continue
- It is a good idea to leave options open to allow for the widest possible career and tertiary course choices – by specialising too early it may narrow subject and course choices – it is your responsibility to check with individual institutions, particularly their ATAR and prerequisite subjects, and to discuss these with the careers advisor before making decisions with long term consequences – every assistance is available to help you make a rewarding and informed decision
- Talk to your Subject Teachers, Homeroom Teacher, Deputy Principal, Deputy Principal: Learning and Teaching, and Careers Advisor and seriously consider their comments and suggestions
- Discuss options and the proposed program thoroughly with your parent/guardian
- Attend tertiary open days, the careers’ information sessions at school and other events as they arise
- Consider your career aspirations – investigate the prerequisites and recommended studies
- Attend the Subject Selection and Careers Expo in Term 3

VET Studies in the VCE

Approved Vocational Education and Training programs have been fully integrated into the VCE. Students may wish to undertake VET studies in their VCE program. Whilst not a Registered Training Organisation (RTO), Genazzano FCJ College is a member of the Inner Melbourne VET Cluster. The Cluster collaborates with a range of schools, employers, industry and TAFE Colleges to enable a small number of students from individual schools to join a program, providing them with access to a range of Vocational Education and Training programs. Our students are able to gain access to the following VET programs offered by the Cluster:

- Certificate II in Agriculture
- Certificate II in Automotive Technology Studies
- Certificate II in Hospitality
- Certificate III in Financial Services
- Certificate III in Office Administration
- Certificate III in Information Technology
- Certificate II in Multimedia
- Certificate III in Music Industry (Performance)
- Certificate III in Music Industry (Technical Production)
- Certificate II in Community Recreation
- Certificate II in Furnishings
- Certificate II in Clothing Design and Production
- Certificate II in Engineering Studies
- Certificate III in Community Services
- Certificate III in Concept Development for Clothing Products

Although Genazzano works closely with the Inner Melbourne Cluster, there are other providers of VET courses. If students wish to access such courses, the College is willing to facilitate such access after discussion. Please contact our Careers Advisor or our VCE Coordinator if you have any enquiries.
Enhanced recognition of vocational education and training within the VCE provides students who successfully complete a VCE/VET program to gain national qualifications within the National Training Framework. All VCE/VET programs provide recognition within the VCE. VET programs can contribute directly to the ATAR score or as a 5th or 6th subject. Study scores are available for the following VCE/VET programs:

- Business Administration
- Community Services
- Dance
- Electro Technology
- Engineering
- Equine Industry
- Financial Services
- Furnishing
- Hospitality (Operations)
- Information Technology
- Laboratory Skills
- Multimedia
- Music Industry
- Sport and Recreation

The limit on the number of VET units contributing to the satisfactory completion of the VCE no longer applies.

Students should be aware of the following information if considering undertaking a VET Study:

- Students usually take a VET study in association with the full VCE or Year 10 program (as appropriate – it should be noted, however, that student requirements in this regard will be assessed on an individual basis).
- Students may have to miss one class on the relevant day of the VET class – every effort is made to ensure that it will be a different subject each week in the ten-day cycle and that the overall timetable accommodates VET studies as far as possible.
- Students will be expected to negotiate with the teacher whose class they have missed. Students must remain current with their regular school program.
- Student performance in VET and the regular program will be reviewed during Semester 1 – failure to meet the demands of either program may result in a review of VET enrolment.
- Parents should note that VET studies are subject to additional fees – these fees are charged by the Vocational Institution to the College and then passed on to the family and the fee amount is dependent upon the level of Commonwealth Grant that the relevant study receives.
- Fees can range from $300 to $1000 on average per year – additional costs relating to uniform, protective gear or materials may also be charged.
- This fee will be added to tuition accounts early in the school year and must be paid by the due date.
- Students withdrawing from the program must do so prior to the start of the school year to avoid being charged the full fee.
- Every effort will be made by Genazzano staff members to support students who enrol in a VET study.

**Extension Studies**

The Extension Studies Program provides students with the challenge of undertaking a first year university study as part of their Year 12 program and having that subject recognised by the VCAA and contribute towards their final ATAR. University extension studies provide another option to accelerating in VCE studies or undertaking a larger than usual number of Unit 3 and 4 studies. The program is endorsed by the VCAA (Victorian Curriculum Assessment Authority) as an approved extension studies program. Extension studies are available in Accounting, History, Politics, Chemistry, Biology, Physics, Mathematics, Philosophy, Languages, Computer Technology, Music, Psychology, Art History, Economics, English Literature and Geography.
If you are a student who:

- Is undertaking a full-time VCE program
- Has demonstrated a high level of ability in a particular subject, and
- Thrives on a high work load, then enhancement subjects may be an option for you

VTAC advises that where a student undertakes an approved extension study it may contribute towards the ATAR aggregate in lieu of a sixth VCE study, that is, you must have done five VCE Unit 3 and 4 studies for your enhancement study to contribute towards your ATAR. There will be a ‘grading’ of the ATAR increment for any result of a pass or above. Students will have an increment of 4 points, 5 points or 5.5 points according to their level of achievement.

Students need to make application to the relevant University to gain entry to these courses and the application needs to be endorsed by the Principal. Details about information sessions and orientation sessions will be published in the newsletter throughout the year.

Usually, students enrolling in University studies will have demonstrated outstanding achievement and have a VCE study score of 41 or more in the preparatory study.

Where students have not had the opportunity to complete the preparatory Units 3 and 4 sequence prior to enrolment in a university study, the student must:

- Be judged overall as an excellent student
- Be judged as having demonstrated exceptional achievement in at least units 1 and 2 of the preparatory VCE study
- Realistically be evaluated as likely to achieve a VCE study score of 41 in the preparatory study
- Undertake the designated preparatory Units 3 and 4 concurrently with their university study

Study Selection into VCE

The choice of a Victorian Certificate of Education (VCE) program of studies at Year 10 for the remaining two years of secondary education means that students have to make some important decisions about themselves and their future. Having been provided with a comprehensive curriculum in Years 7 to 10, which involved a range of core and elective studies, students entering VCE begin in earnest a process of refining their options for their final years of schooling, tertiary study, careers and future pathways.

The following information is designed to provide details about a range of matters, particularly studies offered in VCE at Genazzano FCJ College. It is meant to provide information to help students, together with their parents and staff, discern their interests and make appropriate choices in selecting a VCE program. It is a time for students to construct an academic program from the range of courses available at the College and beyond.

A great deal of work is done with students at the College to assist in preparing them for VCE and beyond. There are a range of sources of information and activities that assist students with decision making.

Semester reports and parent teacher interviews provide details on academic progress. The Work Experience program, career interest activities, vocational tests and follow up interview(s) with the Careers Advisor and the chance to undertake a Course Scan, all provide opportunities for students to reflect on individual strengths and aptitudes and consider possible career pathways. This, along with information evenings, complements the work being done at school.
VCAA Requirements for Satisfactory Completion of the VCE

The VCE is a single certificate course of study usually taken over the two years of Year 11 and Year 12.

To fulfil the minimum requirements of the VCE, students must satisfactorily complete sixteen units of study, including:

- Three units from the English group
- Three sequences of Units 3 and 4 studies, other than English, and including VCE VET Units 3 and 4 sequences

VCE VET units may only contribute the maximum available units towards satisfactory completion of the VCE where no undue overlap or duplication exists between a VCE VET program and VCE studies. Where significant duplication has been identified, students will be able to undertake both the VCE VET program and VCE units or other VCE VET programs. Therefore, a reduced number of VCE VET units will contribute towards satisfactory completion of the VCE.

English Requirement – The English Group

The minimum English requirement is three units from the English group, including a Unit 3 and 4 sequence. English units may be selected from Bridging English as an Additional Language Units 1 and 2, English Units 1 to 4, English as an Additional Language (EAL) Units 3 and 4, English Language Units 1 to 4, and Literature Units 1 to 4.

Undertaking two Unit 3 & 4 studies in Year 11

Some students may request to undertake two Unit 3 & 4 studies in Year 11 as part of their request for an Accelerated Program. As a general rule, the College does not endorse this approach as a way of students accelerating their studies. We do, however, recognise that some students are more than capable of taking on the extra workload and need the challenge that comes with taking on two Unit 3 and 4 studies whilst in Year 11. This would involve taking on the two Unit 3 and 4 studies as part of the student’s entire load. Students taking on two Unit 3 and 4 studies in Year 11 will not be granted permission to reduce their program.

The reasons why the College discourages students from undertaking two Unit 3 and 4 studies in Year 11 are as follows:

- The dramatic rise in workload this approach causes
- The possibility that the student may not be developmentally ready to deal with the complexity of concepts and issues associated with dealing with one Year 12 study, let alone two
- The limitation on study options this may cause
- The fact that a year’s maturity and growth in skills and experience will place that student in a better position to do well if they undertake that study when in Year 12
- Students are expected to undertake five Unit 3 and 4 sequences in Year 12 – completing seven Unit 3 and 4 studies means that an entire study will not count towards their ATAR score
- There is no research to show that students perform better if they undertake two Unit 3 and 4 studies in Year 11 and four Unit 3 and 4 studies in Year 12
- Being developmentally ready to take on an accelerated study should be the paramount consideration in choosing a program – not how many Unit 3 and 4 studies can be completed as quickly as possible

The only exception to this rule is when a student may take on a Unit 3 and 4 study from the Religious Education studies on offer as well as one other Unit 3 and 4 study from the general elective choices. The College provides this opportunity to students to enable them to pursue Religious Education pathways commenced in Year 10. The College also provides this chance to our students as it is incumbent upon us as a Catholic school to provide opportunities to our students for rigorous examination, contemplation and study of religious-based studies. Students who take up this option will not have to complete the Religion and Society Unit 2 – Ethics and Morality but will have time dedicated to this subject for independent work.
Of course, there are some students for whom the challenge of taking on two Unit 3 and 4 studies is appropriate to their skill development, maturity and overall academic ability. Our experience has shown, however, that there are very few students who fall into this category and we would still express our reservations about encouraging students to approach study selection in this manner.

We look forward to providing you with assistance in this important decision-making phase of your final years of schooling.

Ms Lorna Beegan
Deputy Principal: Learning and Teaching
Religious Education – Year 11 and 12

Rationale
Teachers of VCE Religious Education at Genazzano FCJ College accept the challenge articulated by the Second Vatican Council that the Church has the “duty in every age of examining the signs of the times and interpreting them in the light of the Gospel, so that she can offer in a manner appropriate to each generation, replies to the perennial human questions on the meaning of life and the life to come, and how they are related” (Gaudium et Spes, 4). In addition, teachers recognise that, in a particular way, the students in their charge in VCE are coming to the end of their Catholic secondary schooling, and are engaging with complex life questions. Religious Education at VCE offers students the opportunity to explore these life questions in light of the Catholic faith tradition.

Studies at VCE level engage students in the academic study of units from the following VCE Study Designs: Texts and Traditions, Religion and Society and Philosophy.

Year 11 Religious Education
Year 11 students will be offered a choice of five VCE units from which they are to choose one. This will be studied for the whole school year.

The VCE units are:

- Religion and Society Unit 2: Ethics and Morality
- Texts and Traditions Unit 2: Texts in Society
- Religion and Society Units 3 and 4: The Search for Meaning and Religion, Challenge and Change
- Texts and Traditions Units 3 and 4: Texts in the Early Tradition and Texts and their Teachings
- Philosophy Units 3 and 4: Minds, Bodies and Persons and The Good Life

Year 12 Religious Education
Year 12 students will be offered a choice of three VCE units and one school based unit from which they are to choose one. This will be studied for the whole school year.

The VCE units are:

- School based Religious Education
- Religion and Society Units 3 and 4: The Search for Meaning and Religion, Challenge and Change
- Texts and Traditions Units 3 and 4: Texts in the Early Tradition and Texts and their Teachings
- Philosophy Units 3 and 4: Minds, Bodies and Persons and The Good Life
Description of the Year 11 and 12 Units

Religion and Society Unit 2 – Religion and Ethics
(Year 11 only – completed over the year)

Rationale
The core beliefs, values and ideas of a religious tradition can play an important role in maintaining and shaping culture. Religious beliefs about the nature and the purpose of human life provide the ultimate frame of reference for understanding the world and for guiding daily personal and communal action.

Aims
The studies referred to in the above rationale are designed to:

- Investigate the values by which we judge human behaviour, reflecting on the meaning of right and wrong, good and bad, when applied to human decisions and actions
- Understand the interplay between collective and individual dimensions of decision making, and the effects these have on society
- Analyse the contribution made by religious traditions to debate about important religious, cultural, social and ethical issues, and
- Apply the process of ethical decision making to several contemporary ethical issues.

Areas of Study
- Ethical decision making and moral judgement
- Religion and ethics
- Ethical issues in society

Outcome 1
On completion of this unit, the student should be able to explain the variety of influences on ethical decision making and moral judgement in societies where multiple world views co-exist.

Outcome 2
On completion of this unit, the student should be able to explain how ethical perspectives and moral judgements are formed within at least two religious traditions, in societies in which multiple world views co-exist.

Outcome 3
On completion of this unit, the student should be able to explain two or more debates on ethical views in societies in which multiple world view co-exist.

Assessment
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.
Texts and Traditions Unit 2 – Texts in Society
(Year 11 only - completed over the Year)

Rationale
In this unit, texts are studied as a means of investigating themes such as justice, racism and gender roles. Therefore, the texts selected for study should be potential sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political institutions.

Areas of study
- Sacred texts in the past
- Sacred texts today
- Comparing religious traditions

Outcome 1
On completion of this unit, the student should be able to understand the origin and development of selected texts that express a tradition’s relationship to society.

Outcome 2
On completion of this unit, the student should be able to understand the type of authority that a tradition attributes to its sacred texts, and how these texts affect the tradition’s understanding of its relationship to society and the effects of the sacred text upon society today.

Outcome 3
On completion of this unit, the student should be able to discuss the similarities and differences between the ways sacred texts of two or more religious traditions view a particular social issue.

Assessment
Assessment tasks in Units 1 and 2 will be graded from A+ to E, depending upon the standard of work. Other class work may be taken into consideration in awarding grades.
Texts and Traditions Unit 3 – Texts and the Early Tradition
(Years 11 and 12 – Semester 1)

This unit explores the beginnings of Christianity and the Christian Scriptures. It examines the manner in which the Christian Scriptures are presented and the teachings contained within them. It investigates the influence of Hebrew Scriptures and Jewish religious belief and practice as significant to the foundation and formation of the tradition.

It also explores the significant people, places and events recorded in the Christian Scriptures. The skills of biblical analysis and interpretation are explored and refined through exegetical practice.

Areas of study
- The background of the Tradition
- Thematic and literary aspects of the set texts
- Interpreting texts

<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 3</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong> Identify and explain socio-cultural and</td>
<td>A short answer</td>
<td>30</td>
</tr>
<tr>
<td>historical contexts that influenced early development</td>
<td>test or a short</td>
<td></td>
</tr>
<tr>
<td>of the religious tradition.</td>
<td>report</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong> Discuss major themes of the set text,</td>
<td>An essay or a</td>
<td>30</td>
</tr>
<tr>
<td>and analyse literary structure and other aspects</td>
<td>report</td>
<td></td>
</tr>
<tr>
<td>related to the writing of the set text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 3</strong> Apply exegetical methods to develop an</td>
<td>Exegetical exercise</td>
<td>40</td>
</tr>
<tr>
<td>interpretation of some of the passages for special</td>
<td></td>
<td></td>
</tr>
<tr>
<td>study, and discuss the nature of exegetical method.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Marks = 100

*School-assessed coursework for Unit 3 will contribute to 25% of the final assessment.

Texts and Traditions Unit 4 – Texts and Their Teachings
(Years 11 and 12 Semester 2)

This unit continues the exegetical study of the Christian Scriptures begun in Unit 3. It also examines the way in which the themes contained in the Christian Scriptures have been interpreted in the Christian tradition.

Areas of study
- Interpreting texts
- Religious ideas, beliefs and themes

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

Assessment of levels of achievement in Units 3 and 4 will be determined by school-assessed coursework and an end of year examination.

End of year examination
Contribution to final assessment
Units 3 and 4 coursework contributes to 25% respectively to the final assessment. The examination contributes to 50% of the final assessment.
<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 4</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply exegetical methods to develop an interpretation of all the passages for special study.</td>
<td>Exegetical tasks</td>
<td>60</td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss a significant religious idea, belief or social theme in the set text, and analyse and evaluate how related passages from the set text have been interpreted within the tradition at a later stage in the light of the particular idea, belief or theme.</td>
<td>• Essay • Extended responses • Report • Short answer questions</td>
<td>40</td>
</tr>
</tbody>
</table>

Total Marks = 100

*School-assessed coursework for Unit 4 will contribute to 25% of the final assessment

**Religion and Society Units 3 and 4**

**(Years 11 and 12 completed over the Year)**

**Rationale**

The beliefs, values and ideas of religious traditions can play an important part in maintaining and shaping culture. Religious beliefs about the nature of existence and the purpose of human life provide an ultimate frame of reference for understanding the world and for guiding daily personal and communal action.

This study of Religion and Society is designed for all students interested in the great questions of life. It also seeks to develop understanding and respect for the perceptions of the participants in religious traditions. Therefore, it values and promotes open inquiry without bias towards any one tradition while drawing on the personal and collective experience of the students.

**Aims**

This study is designed to enable students to:

- Understand the interplay between collective and individual dimensions of religious experience and the ways in which these interact with society
- Reflect on the capacity of a religious tradition to provide ways of making meaning of significant life experiences for individuals and groups
- Analyse the contribution made by religions to debate about important religious, cultural, social and ethical issues
- Demonstrate the dynamic process of interaction between society in general and religions as each shapes, and is shaped by the other
Religion and Society Unit 3 – The Search for Meaning
(Years 11 and 12 Semester 1)
This unit focuses on core religious beliefs and the ways in which they create meaning for religious communities and individuals. These beliefs refer to views about ultimate reality held by individuals, groups, organisations and whole societies. Religious beliefs may be communicated and expressed through the following aspects: formal statements of belief, myths and other stories, sacred texts and other religious writings, rituals, symbols, social structures, oral or written codes of behaviour, religious experience and spirituality. Reference may be made to one or more traditions.

This tradition/s should be chosen from one or more of the following religious traditions:

- Buddhism, Christianity, Hinduism, Islam and Judaism

Areas of study

- Responding to the search for meaning
- Expressing meaning
- Significant life experience and religious beliefs and faith

Religion and Society Unit 4 – Religion, Challenge and Change
(Years 11 and 12 Semester 2)
Religious traditions change and develop over time. They respond to the needs of their membership, and to changes in society, while seeking to maintain their integrity, convictions and credibility. Religious traditions themselves can provide the impetus for social change, or they may respond to external challenges.

This unit focuses on internal and external developments which challenge significant beliefs of the selected tradition/s and which may produce enduring historical or social consequences for the tradition/s or for their social milieu. Students explore historical profiles of religious traditions, and analyse decisive occasions of religious challenge and response. They also consider the implications of religious belief for action on behalf of social justice and for assessment of new problems arising from social and technological change.

Areas of study

- Challenge and response
- Interaction of religion and society

Assessment

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

Assessment of levels of achievement in Units 3 and 4 will be determined by school-assessed coursework and an end of year examination.

End of year examination

Contribution to final assessment

Units 3 and 4 coursework contributes to 25% respectively to the final assessment. The examination contributes to 50% of the final assessment.
Philosophy Units 3 and 4
(Years 11 and 12 completed over the year)

Rationale
Philosophy provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. This course introduces students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophers and philosophical ideas at different stages in history. Parallel to the discipline of Religious Education, philosophy grapples with some of the most profound questions, such as: What is the nature of reality? Is it possible to attain absolute certainty about anything? Are right and wrong simply matters of culture? Is it rational to have religious beliefs?

Doing philosophy is about developing the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments. Philosophy is intellectually challenging.

Importantly, philosophy demands independent thinking, and develops independent reasoning skills which are highly transferable. Studies in philosophy complement courses across the VCE, interrogating underlying premises and connections between related fields. The key knowledge and skills fostered by philosophy also provide excellent preparation for any future career, whether in science or law, business or the arts. Experts in any field will inevitably confront philosophical questions. VCE Philosophy is a challenging and stimulating study which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigor, and equips students with the rational discernment to analyse and contribute to a range of twenty-first century debates.

Aims
This study is designed to enable students to:

- Understand the nature of philosophy and its methodologies
- Formulate philosophical questions
- Understand significant philosophical ideas, viewpoints and arguments, and their historical contexts
- Analyse philosophical arguments and how they are constructed
- Offer justified critical responses to central philosophical questions, and to the viewpoints and arguments of philosophers
- Understand the relationship between responses to philosophical questions and contemporary issues
- Express ideas and argue with clarity, precision and logic

Philosophy Unit 3 – Minds, Bodies and Persons
(Semester 1)
This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates. It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning.

Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

Areas of study
- Minds and bodies
- Personal identity
**Philosophy Unit 4 – The Good Life**  
*(Semester 2)*

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates.

**Areas of study**
- Conceptions of the good life
- Living the good life in the twenty-first century

**Contribution to Final Assessment**
Assessment of levels of achievement in Units 3 and 4 will be determined by school-assessed coursework and an end of year examination.
### OUTCOMES – UNIT 4

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
</table>
| **Outcome 1**  
Analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life. | The student’s performance on each outcome is assessed by:  
- At least one essay  
- Short-answer responses  
- Test  
- Written analysis  
- Written exercises  
- Written reflection  
- Dialogue (oral, written)  
- Presentation (oral, multimedia) | 50 |
| **Outcome 2**  
Discuss contemporary debates related to the good life and the interplay between social and technological developments and conceptions of the good life. | The student’s performance on each outcome is assessed by:  
- At least one essay  
- Short-answer responses  
- Test  
- Written analysis  
- Written exercises  
- Written reflection  
- Dialogue (oral, written)  
- Presentation (oral, multimedia) | 50 |

Total Marks = 100

*School-assessed coursework for Unit 4 will contribute to 25% of the final assessment
Year 12 GenUnit Religious Education
(Year 12 only school-based)
A personal, school-based course is offered at Year 12, and this is based on an exploration of self-understanding, commitment, the quest for meaning and related topics. This is a mandatory requirement for those students in Year 12 who are not undertaking the above 3/4 units. In addition, Year 12 students participate in a retreat experience and Year 11 students participate in a three-day Companionship Program.

Aims
These studies referred to in the above rationale are designed to:

- Enable students to understand the Scriptures and the traditions of the Church as a measure against which to evaluate modern social and personal experiences
- Enable students to explore the diversity of religious and cultural traditions
- Assist students to critically analyse what constitutes the ‘good life’ and how to articulate a coherent position for the belief in God and the promotion of a life of faith and belief
- Recognise the students’ own concerns about themselves, their world and their Church
- Prepare students to continue to live their faith in a pluralistic environment
- Share a range of prayerful and liturgical experiences
- Enable students to develop an awareness of the role of the Church in society, especially in the area of Social Justice
- Support Students in their own personal development of faith, and
- Enable students to appreciate and articulate their own sense of mission as seeded from the charism of the FCJ and Ignatian traditions

Topics
1. Spiritual conversations
2. Action for the common good
3. Dignity of all people is a multi-faith multicultural society
4. Jesus and what it means for today’s world
5. Sexuality in the 21st century

Coursework
A journal will be submitted which contains the course material presented in class, written responses to assigned exercises and reflections on issues discussed. Group discussions in the topics under view are an essential aspect of the course.

Assessment
The journal will be submitted on a number of occasions and the student’s work is graded S (satisfactory) or N (unsatisfactory). Assessment for the Journal will be in both Semester 1 and Semester 2.

Students will also submit a reflective report on a set theme in Semester 1, which will be graded A+ to E.

Contact
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Curriculum Leader: Religious and Faith Education Years 7 to 12
Ph: 8862 1014
Email: mary.fahey@genazzano.vic.edu.au
The Arts

Art

Rationale
VCE Art introduces the role of art, in all forms of media, in contemporary and historical cultures and societies. Students build an understanding of how artists, through their practice and the artworks they produce, communicate their experiences, ideas, values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. VCE Art challenges students to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Students develop skills in research, analysis, art history and criticism to interpret and debate the ideas and issues that are raised in artworks and, in response; they form and support personal points of view. Through exploration and experimentation, students develop skills in creative, critical, reflective and analytical thinking to explore, develop and refine visual artworks in a range of art forms, and to develop an awareness of appropriate health and safety practices.

VCE Art equips students with practical and theoretical skills that enable them to follow pathways into tertiary art education or further training in a broad spectrum of art related careers. VCE Art also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art making.

Aims
Through the study of Art, students will be able to:

- Understand how artworks reflect the values, beliefs and traditions of their own and other cultures
- Analyse, interpret and respond to artworks, ideas and concepts using the support of the analytical frameworks
- Critically evaluate ideas and issues used by historical and contemporary artists from different cultures, and examine and consider the different viewpoints expressed in commentaries made by others
- Develop personal ideas and expression through investigation and experimentation in art making
- Employ practical skills in art making and develop conceptual understanding to inform their artistic practice and aesthetic awareness
- Develop confidence to make informed opinions on ideas about the role of art in society

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

Unit 1 - Artworks, Experience and Meaning

Areas of study
This unit has two areas of study:

- Artworks and meaning
- Art-making and meaning

Area of study 1: Artworks and meaning
In this area of study, students are introduced to the Structural and the Personal Framework to support the interpretation of the meanings and messages of artworks, both as intended by the artist and as interpreted by the viewer. Students learn that the analysis of an artwork using the Structural Framework can enhance their understanding and interpretation. They gain an understanding that art may reflect the artist's interests, experiences and thinking through applying the Personal Framework to read possible meanings of artworks. They also develop an understanding that the interpretation of the meanings and messages of art may be a personal response by the artist and/or the viewer, and that viewpoints can be substantiated using a range of sources. Students study at least three artists and at least one artwork from each artist to examine both historical and contemporary artworks.
The artists may be selected from a range of societies and cultures including artworks by Aboriginal artists.

**Area of study 2: Art-making and meaning**

In this area of study, students are encouraged to develop and apply skills while exploring areas of individual interest to create artworks. Students undertake a range of experiences that offer different ways of working and develop an understanding about how to use the art process. They build confidence through the exploration of techniques, materials and processes. Students create and develop a range of visual responses using imagination and observation in a selection of tasks. They investigate the artistic practices of selected artists or styles as inspiration for the development of their own visual responses.

Students engage in creative and technical processes with a range of materials and art forms and use a visual diary to document their reflections, exploration of ideas, and experimentation with materials and techniques. They reflect on their own art making and examine how they have developed their visual language. They use the Structural Framework and the Personal Framework to analyse and evaluate their visual responses.

**Outcomes**

These areas of study aim to achieve Outcomes 1 and 2 listed below.

**Outcome 1**

**Art and meaning**

On completion of this unit, the student should be able to analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework.

**Outcome 2**

**Art-making and meaning**

On completion of this unit, the student should be able to use the art process to create visual responses that demonstrate their personal interests and ideas.

**Assessment**

Students will have demonstrated the achievement of the two outcomes specified for the unit. Assessment tasks for Outcome 1 may include any combination of the following options:

- An extended written response
- Short-answer responses supported by visual references
- An annotated visual report
- A presentation using digital technologies
- An oral presentation

The assessment task for Outcome 2 is:

- A range of visual responses to a selection of set tasks and documented evidence of the art process

**Unit 2 - Artworks and Contemporary Culture**

**Areas of study**

This unit has two areas of study:

- Contemporary artworks and culture
- Art-making and contemporary culture

**Area of study 1: Contemporary artworks and culture**

In this area of study, students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it was created. Particular emphasis is placed on the influence of contemporary materials, techniques, ideas and approaches to making and presenting artworks. Students explore and investigate the ways in which the world has changed and continues to change over time, the factors that influence these changes and their impact on artistic practice. Students focus their research on selected theme/s to
compare artworks, artists and their artistic practice. From the range of artists studied, two of the artworks must be based on a common theme.

Students must:

- Apply the Cultural Framework and the Contemporary Framework in their analysis and interpretation of artworks of at least four artists
- Study at least two artworks produced from 1990 onwards.

**Area of study 2: Art-making and contemporary culture**

In this area of study, students explore areas of personal interest related to culture and contemporary practices. They use the art process and experiment with visual language to develop, present and document their ideas. Observations, imagination, ideas and concepts inspired by cultural or contemporary sources, such as the artists and artworks being studied in Area of Study 1, may be starting points to experiment with techniques, materials, processes and art forms. Students use all the Analytical Frameworks as appropriate to analyse visual qualities, concepts and meaning in their artworks and to document their artistic practice in a visual diary. They reflect on their own art making, and identify and discuss how they have used the art process and developed their visual language.

Students examine and discuss their artistic practice and reflect on how cultural and contemporary aspects are evidenced in their artworks.

**Outcomes**

**Outcome 1**

Contemporary artworks and culture

On completion of this unit, the student should be able to discuss and compare artworks from different cultures and times using the Cultural Framework and the Contemporary Framework.

**Outcome 2**

Art-making and contemporary culture

On completion of this unit, the student should be able to use the art process to produce at least one finished artwork that explores social and/or personal ideas or issues.

**Assessment**

Assessment tasks for Outcome 1 are selected from:

- An extended written response;
- Short-answer responses supported by visual references;
- An annotated visual report;
- A presentation using digital technologies
- An oral presentation

The assessment task for Outcome 2 is:

- A range of visual responses including at least one finished artwork
- Documentation of the art process using visual language and the analytical frameworks

**Unit 3 - Artworks, Ideas and Values**

**Areas of study**

This unit has both a theoretical and practical area of study:

- Interpreting Art
- Investigation and interpretation through art making
**Area of study 1: Interpreting art**

In this area of study, students respond to and critically interpret the meanings and messages of artworks. They develop, examine and analyse their own and others’ opinions and use evidence to support different points of view. Students undertake research to support their analysis and critique. Using appropriate terminology, they compare artworks produced before 1990 with artworks produced since 1990. When selecting artworks for study, it is recognised that the Analytical Frameworks can be applied to all artworks in varying degrees. Students demonstrate depth of analysis by drawing on specific aspects of the frameworks to support their interpretations of artworks.

Students must undertake:

- The study of at least one artist, their artistic practice and artworks produced before 1990, and at least one artist, their artistic practice and artworks produced since 1990
- A comparison of the artists with detailed analysis of at least two artworks by each artist
- The application of relevant aspects of the analytical frameworks across each of the selected artworks to interpret the meanings and messages

**Area of study 2: Investigation and interpretation through art making**

In this area of study, students use the art process to develop their own art responses inspired by ideas, concepts and observations. They apply imagination and creativity as they explore and develop visual language through the investigation and experimentation of materials, techniques, processes and art forms. Students engage in ongoing exploration, experimentation, reflection, analysis and evaluation as they progressively develop and refine their ideas. They document and analyse their thinking and working practices throughout the art process, using the language and context of selected and identified Analytical Frameworks to guide their reflection. They use appropriate technical skill to produce a body of work with at least one finished artwork at the end of Unit 3. Students employ appropriate health, safety and sustainable practices in the development of their practical work.

**Outcomes**

**Outcome 1**

Interpreting art

On completion of this unit, the student should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.

**Outcome 2**

Investigation and interpretation through art making

On completion of this unit, the student should be able to use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.

**Assessment**

<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 3</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
</table>
| **Outcome 1** Use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks. | **School-assessed task** Any one or a combination of the following tasks:  
- A written report  
- An extended response  
- Short responses  
- Structured questions | **30**  
**School-assessed coursework will contribute 10% of the final study score** |
**Outcome 2**
Explore personal ideas and concepts through a conceptual and practical investigation including at least one finished artwork, using selected Analytical Frameworks to reflect upon and annotate their work.

**Practical assessment**
Folio / Body of work

Together with Outcome 2 of Unit 4, this Unit comprises 50% of the study score.

*This Outcome is assessed in Semester 2 and is subject to external review*

*School-assessed coursework for Unit 3 will contribute to 10% of the final assessment.*

**Unit 4 – Artworks, Ideas and Viewpoints**
In Unit 4, students choose an art idea and issue to explore and select the artwork/s of at least one artist not studied in Unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues. They support their points of view and informed opinions about art ideas and issues with evidence.

In relation to the practical area of the course, students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice. They focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work accompanied by documentation of artistic practice using appropriate aspects of the Analytical.

**Areas of study**
- Discussing and debating art
- Realisation and resolution

**Area of study 1: Discussing and debating art**
In this area of study, students discuss and debate art issues such as the varying interpretations of the role of art in society. They research, analyse and interpret artworks relevant to their discussion. They use a range of resources and commentaries to examine and debate opinions and arguments, and refer to artists and artworks to support their points of view. They use relevant aspects of the Analytical Frameworks to provide structure for their analysis.

**Area of study 2: Realisation and resolution**
In this area of study, students continue to develop the body of work begun in Unit 3 by using the art process and work toward resolved ideas and concepts leading to at least one finished artwork, in addition to the work that was completed for Unit 3. They reflect on personal concepts and ideas as they progressively develop and refine their artworks. Students continue to use the Analytical Frameworks to document their artistic practice, reflecting on exploration, experimentation, further development, refinement and resolution of a body of work.

**Outcomes**

**Outcome 1**
Discussing and debating art
On completion of this unit, the student should be able to examine and analyse an art idea and its related issues to inform their viewpoint.

**Outcome 2**
Realisation and resolution
On completion of this unit, the student should be able to apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.

**Assessment**
The student’s level of achievement in Unit 4 will be determined by school-assessed coursework, a school-assessed task and an end-of-year examination.
## Unit 4

### OUTCOMES – UNIT 4

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong> Examine an art idea and issue and use selected artist/s, artwork/s, and viewpoints to inform and support their opinions on the idea and issue</td>
<td><strong>30</strong> School-assessed coursework for Unit 4 contributes 10% of the study score</td>
</tr>
<tr>
<td>Any one or a combination of the following tasks:</td>
<td></td>
</tr>
<tr>
<td>- A written report</td>
<td></td>
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<tr>
<td>- An extended response</td>
<td></td>
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<tr>
<td>- Short responses</td>
<td></td>
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<tr>
<td>- Structured questions</td>
<td></td>
</tr>
<tr>
<td>- A presentation using digital technologies</td>
<td></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 4 will contribute to 10% of the final assessment.

### Units 3 and 4

### OUTCOMES – UNIT 3

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 2</strong> Use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.</td>
<td><strong>This task contributes 50% of the study score</strong></td>
</tr>
<tr>
<td>A body of work that presents explorations within selected art forms and that clearly demonstrates the development of the student’s thinking and working practices. The progressive realisation and resolution of the body of work reflects personal concepts, ideas, directions, explorations, aesthetic qualities and technical skills, and includes at least two finished artworks that resolve the student’s intentions.</td>
<td>Subject to external review</td>
</tr>
</tbody>
</table>

### OUTCOMES – UNIT 4

| ASSESSMENT TASKS                                                                 | MARKS ALLOCATED*                                                                                     |
| **Outcome 2** Apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making. |                                                                                                       |

### End-of-year examination

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority. Students will answer a series of questions based on Outcome 1 in Unit 3 and Outcome 1 in Unit 4. The examination will contribute 30% to the study score.
Areas for practical work in VCE Art

- Painting in oil, acrylic and watercolour
- Drawing in a variety of media including coloured pencil, charcoal, progress, mixed media, caran d’ache, oil pastel
- Collage
- Computer generated digitised images
- Mixed media using photography
- Digital photography and photo-manipulation on the computer
- Ceramics including mixed media
- Sculpture in mixed media
- Textiles including wall pieces and constructions
- Print-making including etching and aquatint, lino block printing, screen printing using photographic and other techniques, chine colle, woodblock, and engraving, collographs
- Experimental pieces using combinations of all of the above
- Mosaics

Suggested strategies for successful completion

Students should:

- Maintain a workbook in which they record their progress in the studio forms selected
- Attend life drawing classes in order to develop their drawing skills
- Attend open studio after school in order to make use of the facilities available
- Attend art exhibitions and workshops in their own time
- Collect interesting articles from magazines and newspapers in order to be aware of current developments in Art
- Develop skills in independent learning
- Work cooperatively with others
- Maintain the equipment and materials use in the studios in good order
- Plan and organise time efficiently
- Work closely with teachers
Product Design and Technology – Textiles

Unit 1 – Product re-design and Sustainability
Students investigate existing products, and propose and make modifications to improve their function, aesthetics and sustainability. To achieve this, students sequence a folio of work, formulating a Design Brief, using a range of communication methods to convey ideas and organize a production work plan prior to manufacture. Students embark upon production and at its conclusion, evaluate outcomes achieved.

Unit focus
This unit focuses on redesigning an existing product/design, its production and evaluation. The design and production work students complete will need to have three points of difference to an existing design/product. The unit provides a structured approach through the design process, and focuses learning through examples of design practice used by a designer, and analysis and evaluation of a product. Students develop an understanding of ‘intellectual property’ and sustainability issues related to product design.

Area of study 1: Product re-design for improvement
This area of study, will include:

- Methods used by a designer to define a design need or problem
- Techniques and strategies designers use to solve problems and meet the needs of designing for sustainability
- The purpose, components and structure of a design brief
- Method used by a designer to determine design factors used in specifications
- Use of evaluation criteria
- Method used by a designer to develop ideas
- Material testing
- Drawing techniques including visualisations, presentation and working drawings
- Conventions and standards used in product design
- Methods of generating, analysing and evaluating ideas to modify an existing design

Area of study 2: Producing and evaluating a redesigned product or prototype
This area of study, will include:

- Safe and efficient use of production machinery (sewing machines and overlockers)
- Processes applicable to particular production processes (modifying a commercial pattern, correct pattern layout, pattern markers)
- Product production timeline
- Hazard identification risk assessment and risk control
- Safe and correct use and care of tools, equipment and machines
- Techniques used to manage and record progress through production processes
- Evaluation of re-designed product

Assessment
Satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

Demonstration of achievement of Outcomes 1 and 2 must be based on the student’s performance on a selection of assessment tasks. Assessment tasks for this unit are:

- Design folios
- Production plans
- Production tasks
- Research tasks
- Practical demonstrations
Unit 2 – Collaborative Design

Unit focus
In this unit, students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe. In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Area of study 1: Designing within a team
Students work both individually and as members of a small design team to address a problem, need or opportunity and consider the associated human-centred design factors. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen style or movement.

Area of study 2: Producing and evaluating a collaboratively designed product
The students will manufacture a collaboratively designed product/s. They will have set tasks to complete both individually and as part of the group. The group will evaluate the product/s upon completion.

Assessment
Satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

Demonstration of achievement of Outcomes 1 and 2 must be based on the student’s performance on a selection of assessment tasks. Assessment tasks for this unit are:

- Design folios
- Production plans
- Production tasks
- Research tasks
- Commentaries

Note: In addition to the assessment tasks, students will be required to sit an end of semester examination.

Unit 3 – Applying the Product Design Process

Prerequisites
There are no prerequisites for this unit but previous experience in Product Design and Technology Units 1 and 2, or related Art and Design subjects is advised.

Unit focus
In this unit, students will:

- Investigate a client or end-user’s needs
- Prepare a design brief
- Devise evaluation criteria
- Carry out research

Note: In addition to the assessment tasks, students will be required to sit an end of semester examination.
• Propose a series of design options
• Justify the choice of a preferred design option, develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4

This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings. An industrial setting provides a marked contrast to that of a one-off situation in a small cottage industry or a school setting.

**Area of study 1: The designer, client and/or end-user in product development**

Students examine the Product design process and develop skills in writing a design brief, which is vital for the development of a viable solution. They focus on the role of the designer and the relationship between a designer, client and/or end-user/s of an intended product. They consider methods used to establish a client’s and/or an end-user’s needs and requirements for the development of a solution to a design problem or to meet a need. Using problem-based design scenarios provided by the teacher, students identify appropriate Product design factors and write a design brief. In the design brief, students outline the context and express the needs and requirements as constraints and considerations. They annotate this design brief and develop evaluation criteria, they identify research needs to learn how design ideas are informed by research.

**Area of study 2: Product development in industry**

Students focus on the factors, processes and systems that influence the design and development of products within industrial settings. Students explore specific cases and the reasons why design and innovation is integral to value adding to products. In these case studies, they also examine how companies react to market demands and technological developments. Students look at the role of market research in determining consumer needs in relation to sustainability. They also examine market research and the Five Ps (people, product, place, promotion and price) of marketing in relation to the product development process. Students investigate the use of computer-aided design and manufacture and emerging technologies used in industry. They develop an understanding of a range of issues relating to marketing, innovation, designing, research and development, obsolescence and sustainability in an industrial manufacturing context.

**Area of study 3: Designing for others**

Students focus on working as a designer and applying the Product design process to meet the needs and requirements of a client and/or an end-user. Students identify specific needs of the client and/or an end-user by referring to the Product design factors and conducting research. Students prepare a design brief that governs their work for both this area of study, and Areas of Study 2 and 3 in Unit 4. They examine appropriate techniques for recording and communicating data, information, visualisation of ideas, design options and working drawings and obtaining client and/or end-user feedback. They appropriately acknowledge resources and IP of others. Students use creative and critical design thinking techniques throughout the Product design process. Students develop evaluation criteria for the design options and a decision matrix to assign a numerical weighting to each of the evaluation criteria according to their degree of importance. The decision matrix is applied to each design option, to determine the preferred option. It is supported with a written statement to reflect decision making. Following justification of the preferred option, students develop working drawings using appropriate technical language and conventions. Students also develop four-part evaluation criteria for the finished product and evaluation criteria for the design, planning and production activities.

Production planning includes: material testing or trailing, selection and procurement; selection of appropriate production processes, including some which are complex, their sequence and a timeline; risk assessment; and development of product specifications and identification of quality measures. After commencing production, students document their progress and explain and justify production modifications.

**Assessment**

The Victorian Curriculum Assessment authority (VCAA) will supervise the assessment of all students undertaking Units 3 and 4. In Product Design and Technology, the student’s level of achievement will be determined by School-assessed tasks, school-assessed coursework and an end-of-year examination.
Unit 4 – Product Development, Evaluation and Presentation

Prerequisites
Product Design and Technology Unit 3

Unit focus
Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. They make judgments about possible improvements and promote their work by highlighting the product’s features to the client and/or end user.

Comparisons with similar products help to judge the success of a product in relation to a range of design factors and fundamentals. In this unit, students use comparative analysis and evaluation methods to make judgments about product design and development.

Area of study 1: Product analysis and comparison
Students examine design factors that influence the success or otherwise of commercially available products. Products are analysed and evaluated in terms of the product design factors. Students develop an understanding of what people value and how they make judgments about products, using qualitative and quantitative methods, and consider the impacts and consequences of product design success and failure. Students examine types of comparative tests used to determine how well similar products fulfil their purpose. For the purposes of this area of study, commercially produced products should be used.

Area of study 2: Product manufacture
Students focus on the skills, production techniques and processes employed to make a product to suit the needs of a client and/or an end user. Students continue to implement their production plan, apply skills and processes including risk management in the safe use of materials, tools, equipment and machines, and complete the product to specified standards of quality. They monitor and record their progress and make modifications if necessary in consultation with the client and/or end user.

Area study 3: Product evaluation
Students use evaluation criteria, carry out checks and tests, and gain client and/or end user feedback to determine how well their product meets the needs and requirements outlined in the design brief developed in Unit 3. The effectiveness of planning and efficiency of the production processes are also evaluated. Students consider how their findings can be used to inform the design process for future projects. Students highlight features of the product they have designed and made in a presentation for their client and/or an end user. Through the inclusion of a care label, they advise on methods of caring for the product to prolong its life and maintain its appearance and function.

Assessment
The Victorian Curriculum Assessment authority (VCAA) will supervise the assessment of all students undertaking Units 3 and 4. The student's level of achievement for Unit 4 will be determined by school-assessed coursework, a school-assessed task and an end of year examination.
Media

Media Unit 1 – Media Forms, Representations and Australian Stories

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products, analysing how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. They gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. Students develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. They develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Areas of study

- Area of study 1 – Media representations
- Area of study 2 – Media forms in production
- Area of study 3 – Australian stories

Outcomes

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

Outcome 1
Explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

Outcome 2
Use the media production process to design, produce and evaluate media representations for specific audiences in a range of media forms.

Outcome 3
Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Assessment

- Demonstration of achievement of Outcomes 1, 2 and 3 are based on the student’s performance on a selection of assessment tasks, which could include, radio or audio sequences, audio visual or video sequences, photographs, print layouts, sequences or presentations using digital technologies, posters, written responses, oral reports.
- Examination

Media Unit 2 – Narrative across Media Forms

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.
Areas of study
- Area of study 1 – Narrative, style and genre
- Area of study 2 – Narratives in production
- Area of study 3 – Media and change

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

Outcome 1
Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

Outcome 2
Apply the media production process to create, develop and construct narratives.

Outcome 3
Discuss the in sequence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment
- Demonstration of achievement of Outcomes 1, 2 and 3 are based on the student’s performance on a selection of assessment tasks, which could include, radio or audio sequences, audio visual or video sequences, photographs, print layouts, sequences or presentations using digital technologies, posters, written responses or oral reports.
- Examination

Media Unit 3 – Media Narratives and Pre-production
In this unit, students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Areas of study
- Area of study 1 – Narrative and Ideology
- Area of study 2 – Media Production Development
- Area of study 3 – Media Production Development

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

Outcome 1
Analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
Outcome 2
Research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.

Outcome 3
Develop and document a media production design in a selected media form for a specified audience.

Assessment
- Demonstration of satisfactory completion of Outcome 1 is based on the student’s performance on at least one of the following: a written report, an assay, short responses, structured questions, an annotated visual report, an oral report or a presentation using digital technologies.
- A research portfolio and accompanying documentation examining aspects of the selected media form.
- Production exercises with accompanying documentation that demonstrate a range of skills in the use of media technologies and production processes relevant to the student selected media form.
- Examination

Media Unit 4 – Media Production and Issues in the Media
In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They are their media production in response to feedback and through personal reaction, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Areas of study
- Area of study 1 – Media production
- Area of study 2 – Agency and control in and of the media

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

Outcome 1
Produce, refine and resolve a media product designed in Unit 3.

Outcome 2
Discuss issues of agency and control in the relationship between the media and its audience.

Assessment
- The student’s performance on Outcome 2 is assessed using one or more of the following: a written report, an essay, short responses, structured questions, an annotated visual report or an oral report.
- Achievement in Outcome 1 is based on the student’s performance on a media product developed from the media production design produced in Unit 3.
- Examination

School-assessed coursework
- School-assessed Coursework for Unit 3 will contribute 10% to the study score.
- School-assessed Coursework for Unit 4 will contribute 10% to the study score.
- External Assessment
- A research portfolio and accompanying documentation examining aspects of the selected media form.
- Production exercises with accompanying documentation that demonstrate a range of skills in the use of media technologies and production processes relevant to the student selected media form.
- A media production design plan based on the selected media form identified in Unit 3, Outcome 2.
- A media product developed from the media production design produced in Unit 3.
The School-assessed Task for Units 3 and 4 will contribute 40% to the study score.

Exam
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 40%.

Studio Arts
The Studio Arts course is printmaking, photography and mixed media based.

Rationale
VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists’ perceptions, beliefs and actions and their relationship with the viewer. The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities. VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. VCE Studio Arts broadens students’ understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

Aims
This study enables students to:

- Express themselves creatively through art making and come to understand how to support and sustain their art practice
- Develop an individual studio process, and practise and refine specialised skills appropriate to particular art forms and media selected for art making
- Analyse and draw inspiration from the ways in which artists apply studio processes in the production of their individual artworks
- Develop an understanding of historical and cultural contexts in the production and analysis of artworks
- Develop and apply skills in visual analysis, including the use of appropriate terminology in relation to their own artwork and artists studied

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

Unit 1 - Studio inspiration and techniques

Areas of study
This unit has three areas of study:

- Researching and recording ideas
- Studio practice
- Interpreting art ideas and use of materials and techniques

Area of study 1: Researching and recording ideas
In this area of study, students focus on researching and recording art ideas that are documented in a selected form. They begin to develop an understanding of studio practice. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques. Their exploratory and
developmental work is progressively documented in a visual diary, which identifies and organises written and visual materials. In their exploration, students may include diverse sources of inspiration, artistic influences, and reflections on personal experiences, observations, ideas and issues. Students research sources of inspiration as starting points, including the exploration of ideas, art forms, materials, techniques, aesthetic qualities and subject matter. Through a range of explorations they begin to understand and develop their visual language. Students progress their studio practice through reflection and the development of their visual language, documented in a visual diary.

**Area of study 2: Studio practice**

In this area of study, students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork. 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 created in artworks. Students further develop their understanding of visual language. They explore subject matter to convey individual ideas through the use of materials and techniques in a range of art forms. To consolidate the knowledge gained, students undertake a process of reflection and evaluation in written and visual form that is progressively recorded in a visual diary.

**Area of study 3: Interpreting art ideas and use of materials and techniques**

In this area of study, students focus on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks. The work of artists from different times and cultures is studied to gain a broader understanding of how artworks are conceived, produced and exhibited. Students discuss the way artists have used 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. Through the analysis of art elements and art principles, students become familiar with the terminology used to interpret artworks. Students are encouraged to use visual material when presenting their approach.

**Outcomes**

These areas of study aim to achieve Outcomes 1, 2 and 3 listed below.

**Outcome 1**

**Researching and recording ideas**

On completion of this unit, the student should be able to identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.

**Outcome 2**

**Studio practice**

On completion of this unit, the student should be able to produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.

**Outcome 3**

**Interpreting art ideas and use of materials and techniques**

On completion of this unit, the student should be able to discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

**Assessment**

Students will have demonstrated the achievement of the three outcomes specified for the unit.

Suitable tasks for assessment may be selected from the following:
Outcomes 1 and 2
- An outline of a proposed investigation of studio practice using visual language
- A selection of exploratory work and a visual diary, showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques
- A presentation of at least one finished artwork

Outcome 3
At least one of:
- An extended response
- Short-answer responses
- A presentation using digital technologies
- An oral presentation

Unit 2 – Studio Exploration and Concepts

Areas of study
This unit has two areas of study:

- Exploration of studio practice and development of artworks
- Ideas and styles in artworks

Area of study 1: Exploration of studio practice and development of artworks
In this area of study, students focus on developing artworks through an individual studio process based on visual research and inquiry. In developing an individual studio process, students learn to explore ideas, sources of inspiration, materials and techniques in a selected art form, which is documented in an individual exploration proposal. Students respond to stimulus to generate ideas related to their context. They experiment with materials and techniques and apply them to a selected art form. They may use art elements and art principles to create particular aesthetic qualities relevant to their ideas and subject matter. Students learn to generate a range of potential directions in the studio process around which an artwork can be developed. Students analyse and evaluate these in a visual diary before the production of the artwork.

Area of study 2: Ideas and styles in artworks
In this area of study, students focus on the analysis of historical and contemporary artworks. Artworks by at least two artists and/or groups of artists from different times and cultures are analysed to understand how art elements and art principles are used to communicate artists’ ideas, and to create aesthetic qualities and identifiable styles. Students develop an understanding of the use of other artists’ works in the making of new artworks, which may include the ideas and issues associated with appropriation such as copyright and artists’ moral rights. In analysing at least two artworks by each artist, students further develop appropriate art terminology and skills in researching and using a variety of references that may include visits to art galleries and museums, online resources, books, catalogues and periodicals.

Students are encouraged to use visual material when presenting their approach.

Outcomes

Outcome 1: Exploration of studio practice and development of artworks
On completion of this unit, the student should be able to develop an individual exploration proposal to form the basis of a studio process and from this produce and document a variety of potential directions in a visual diary for at least one artwork.

Outcome 2: Ideas and styles in artworks
On completion of this unit, the student should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.
Assessment

Suitable tasks for assessment will be selected from the following:

**Outcome 1**
- Undertaking an exploration proposal
- Undertaking studio process
- Producing at least one artwork

**Outcome 2**
- An extended response
- Short-answer responses
- A presentation using digital technologies
- An oral presentation

Unit 3 – Studio Practices and Processes

**Areas of study**

This unit has three areas of study:

- Exploration proposal
- Studio process
- Artists and studio practices

**Area of study 1: Exploration proposal**

In this area of study, students focus on the development of an exploration proposal that creates a framework for the individual studio process. The exploration proposal is written before the start of the studio process; however, this proposal may be expanded upon during the early stages of the studio process. The exploration proposal is developed on an individual basis and sets out the student’s creative responses to formulating the content and parameters of the studio process. The exploration proposal addresses the focus and subject matter to be developed, ideas to be explored and the art forms through which the studio process will be developed. It also includes the sources of inspiration, conceptual possibilities, use of art elements and art principles and aesthetic qualities to be investigated. Students identify the materials and techniques to be explored and developed in the planning of the studio process.

The exploration proposal supports the development of art making in Unit 4 and remains a reference point for the reflection and analysis of the development of artworks throughout the studio process.

**Area of study 2: Studio process**

In this area of study, students progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal. Throughout the individual studio process, students keep a visual diary and investigate the focus, subject matter, sources of inspiration and art form/s through the exploration and development of ideas, materials, techniques, art elements, art principles and demonstration of aesthetic qualities.

Students progressively present a range of potential directions. From this range they select at least two potential directions that will be used to generate artworks in Unit 4. Students make selections based on the potential directions that most effectively communicate concepts, ideas and aesthetics, and which provide the scope to demonstrate the refinement of techniques and the application of materials appropriate to the communication of ideas. Reflection, analysis and evaluation of experimental and developmental work are documented in written and visual annotations, providing clarification of ideas and working processes.

**Area of study 3: Artists and studio practices**

In this area of study, students focus on professional studio practices in relation to particular art forms. Students investigate the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks. Students are required to study at least two artists and two artworks by each artist.
They consider the artists’ use of materials, techniques and processes, and the use of art elements and art principles to demonstrate aesthetic qualities and styles in artworks. Students compare the selected artists and artworks in different historical and cultural contexts. The artworks studied may have been made in the same historical period but in different cultural contexts. Students undertake research and apply appropriate terminology to studio practice and art making.

Outcomes

**Outcome 1: Exploration proposal**
On completion of this unit, the student should be able to prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.

**Outcome 2: Studio process**
On completion of this unit, the student should be able to progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.

**Outcome 3: Artists and studio practices**
On completion of this unit, the student should be able to examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Assessment

<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 3</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong> Prepare an exploration proposal that formulates the content of an individual studio process, including a plan</td>
<td><strong>School-assessed task</strong> Written exploration proposal including visual references</td>
<td>Outcomes 1 and 2 combined contribute to 30% of the final study score</td>
</tr>
<tr>
<td><strong>Outcome 2</strong> Present an individual studio process recorded in written and visual form that produces a range of potential directions, reflecting the ideas set out in the exploration proposal</td>
<td>Folio/body of work including visual explorations and written annotations – workbook/visual diary</td>
<td></td>
</tr>
</tbody>
</table>
| **Outcome 3** Examine the practice of at least 2 artists, with reference to 2 artworks by each artist, referencing the different historical and cultural context of each artwork | **Theoretical assessment - school-assessed coursework** Any combination of the following:  
- Structured questions  
- Annotated visual report  
- Essay  
- Digital presentation  
- Short responses  
- Oral presentation | 30  
School-assessed coursework for Unit 3 contributes 5% of the final study score |

Unit 4 – Studio Practice and Art Industry Contexts

In this unit, students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists’ involvement in the art
industry. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

Areas of study
- Production and presentation of artworks
- Evaluation
- Art industry contexts

Area of study 1: Production and presentation of artworks
In this area of study, students focus on the refinement and presentation of artworks developed from the selected potential directions identified in the individual studio process in Unit 3. The development and refinement of artworks is informed by the evaluation of potential directions. In this area of study, the presentation of artworks demonstrates relationships between the artworks that are interpreted through the aesthetics, themes, conceptual possibilities and/or materials and techniques discussed in the exploration proposal. Students present no fewer than two artworks.

Area of study 2: Evaluation
In this area of study, students reflect on the selection of potential directions that form the basis, development and presentation of artworks. Students provide visual and written documentation of the selected potential directions that are the basis for the development of the artworks in Unit 4. The documentation identifies any development, refinement and production of artworks. When the artworks have been completed, students examine and reflect on the communication of ideas, the use of materials and techniques, the demonstration of aesthetic qualities and the relationships that have been formed through the presentation of artworks.

Area of study 3: Art industry contexts
In this area of study, students focus on the analysis of artworks and the requirements and conditions of the environments where artworks are displayed. Students examine a variety of art exhibitions, gallery types and review the methods and considerations involved in the preparation, presentation and conservation of artworks spaces. They study the roles of a range of gallery professionals and staff.

Outcomes
Outcome 1: Production and presentation of artworks
On completion of this unit, the student should be able to present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student’s ideas expressed in the exploration proposal.

Outcome 2: Evaluation
On completion of this unit, the student should be able to provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.

Outcome 3: Art industry contexts
On completion of this unit, the student should be able to compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.
**Assessment**

<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 4</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td><strong>School-assessed task</strong></td>
<td></td>
</tr>
<tr>
<td>Present at least two finished artworks based on selected potential directions developed through the studio process that realise the students ideas expressed in the exploration proposal.</td>
<td>At least two final artworks</td>
<td>Outcomes 1 and 2 combined contribute to 30% of the final study score</td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td><strong>Workbook/journal</strong></td>
<td></td>
</tr>
<tr>
<td>Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions in a cohesive relationship</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
<td><strong>Theoretical assessment - school-assessed coursework</strong></td>
<td></td>
</tr>
<tr>
<td>Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in two different exhibitions.</td>
<td>Assessment tasks may include a combination of the following: Structured questions, Annotated visual report, Essay, Digital presentation, Oral presentation</td>
<td>30</td>
</tr>
</tbody>
</table>

School-assessed coursework for Unit 3 contributes 5% of the final study score

**External assessment**

*End of year examination*

The level of achievement for Units 3 and 4 is also assessed by an end of year examination of one and half hours duration. The examination will be set by the Victorian Curriculum and Assessment Authority. Students will answer a series of questions based on Outcome 3 in Unit 3 and Outcome 3 in Unit 4.

- School-assessed task for Units 3 and 4 contributes 60% to final study score
- School-assessed Coursework for Units 3 and 4 contributes 10% of final study score
- External examination in November contributes 30% of final study score

**Areas for practical work in VCE Studio Arts**

The studio areas are printmaking, photography and mixed media based:

- Relief printing – lino block printing, soft-cut printing, collographs
- Intaglio printing – dry-point etching
- Digital photography and photo- manipulation on computer
- Mixed media using photography
- Mixed media using printmaking
- Collage and chine colle
- Drawing
- Acrylic or water colour painting
- Hand – made artist books
- Installation art
Visual Communication Design

Rationale
Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design.

Aims
This study enables students to:

- Develop and apply drawing skills using a range of techniques to make their design thinking visible
- Develop a range of skills in selecting and applying media, materials, and manual and digital methods to suit design purposes
- Apply a design process to create visual communications
- Understand how key visual communication design elements, design principles, media, materials, and manual and digital methods contribute to the creation of their own visual language
- Develop a capacity to undertake ongoing design thinking while conceiving, communicating and presenting ideas understand how historical, social, cultural, environmental and contemporary factors influence visual communications
- Develop an understanding of the differences between each of the design fields – communication, environmental and industrial design

Structure
This study is made up of four units (two offered in Year 11 and two in Year 12)

- Unit 1 – Introduction to visual communication design
- Unit 2 – Applications of visual communication design
- Unit 3 – Design thinking and practice
- Unit 4 – Design development and presentation

Unit 1 – Introduction to Visual Communication Design

Outcome 1: Drawing as a means of communication
This area of study, introduces the knowledge and skills that underpin some of the stages in the design process of generating ideas, developing concepts and refinement of visual communications. It focuses on the development of visual language and design thinking. Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated. Through observational drawing students develop their understanding of the aesthetics, appearance and function of objects and structures. Students investigate ways of representing form and surface textures, and apply different materials and media to render drawings. Students use three-dimensional drawing methods such as paraline and perspective to create three-dimensional freehand drawings that maintain proportion. Students use third-angle orthogonal drawing as a means to represent three dimensional objects.
Students use observational drawings as a starting point for visualising new design possibilities. They creatively use a range of media to generate drawings that represent alternative visualisations. Freehand visualisation drawing methods are used to make thinking visible and to communicate ideas.

Drawing is also used as a means of presentation. Students learn how to produce presentation drawings to resolve ideas, refine techniques and to demonstrate an understanding of the application of selected media and materials.

**Outcome 2: Design elements and design principles**

This area of study, focuses on design elements and design principles. Students experiment with these elements and principles, using manual and digital drawing and methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts. Students undertake the design process stages of generation of ideas and development of concepts for a stated purpose and develop knowledge of how design elements and principles are used together.

Students investigate the purposes behind creating particular visual communications, and consider how the relationship between design elements and design principles contributes to achieving these stated purposes. Students develop knowledge of their legal obligations regarding ownership of images and apply this knowledge when visually communicating ideas and concepts.

**Outcome 3: Visual communication design in context**

Visual communication design draws on a broad range of sources to support creativity and innovation. Historical and cultural practices and the values and interests of different societies influence innovation in visual communication designs. In this area of study, students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices in the design fields of communication, industrial and environmental design. Students consider the works of designers in terms of their visual language and the use of materials, methods, media, design elements, design principles and presentation formats.

**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.

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

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

- Folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- Final presentations created using manual and digital methods
- Written report of a case study
- Annotated visual report of a case study
- Oral report of a case study supported by written notes and/or visual materials
- A presentation using digital technologies
Unit 2 – Applications of Visual Communication Design within Design Fields
This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Outcome 1: Technical drawing in context
This area of study, focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions. These drawings present information and ideas associated with a specific design field selected for detailed study:

- Environmental design
- Industrial design

Distinguishing characteristics of these fields are provided on page 12 of this study design. In the selected design field students investigate ways in which information and ideas can be communicated to a client and draw on these understandings when creating presentation drawings. They develop an understanding of the context of presentation drawings in a selected design field. In this area of study, students focus on the design process stages of development and refinement of concepts. They acquire knowledge and skills related to technical drawing conventions and apply these when representing forms using two- and three-dimensional presentation drawings appropriate to the selected field. Students use manual and digital methods to create the drawings.

Outcome 2: Type and Imagery in context
Increasing advancements in the digital communication of information has led to a greater need to understand the meaning and function of typography in visual language. In this area of study, students develop knowledge and skills in manipulating type and images when communicating ideas and concepts. They consider historical and contemporary factors that have influenced the style and layout of print and screen-based presentation formats. Students develop and apply skills in selecting and manipulating type to evoke different moods and emotions, and use a range of manual and digital methods when creating and manipulating images. Students consider the suitability of file formats of images for print and on-screen presentations and the relationship between images and type when communicating ideas and concepts. They use imagination and creative thinking to stimulate curiosity and to develop divergent options when selecting and manipulating images and type for print and screen-based presentations.

Broadly, in this area of study, students focus on the design process stages of generation of ideas and development of concepts. Students fulfil legal obligations regarding ownership of type and apply this knowledge when completing research and generating and developing ideas.

Outcome 3: Applying the design process
This area of study, focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas. Students respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience. The brief also provides a basis for reflection, as students develop an understanding of the iterative nature of this process by revisiting stages to meet the requirements of the brief.

In response to a given brief, students engage in research and analysis to support their interpretation of the brief and as stimulus for generating ideas. Drawing on their creativity, students use a range of manual and digital methods, media and materials to generate ideas for further development. Students reflect on these options and
further develop their preferred option. In response to their own evaluation, using the brief as a point of reference, students refine and present their visual communication. Throughout the design process students accumulate and annotate their drawings as part of their ongoing evaluation to assist with creating visual communications. They consider trademark, copyright and legal obligations of designers when using the work of others in all stages of the design process.

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.

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

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

- folio of technical drawings created using manual and digital methods
- folio of typography and image ideas and concepts created using manual and digital methods
- written and/or oral descriptions and analysis of historical and contemporary design examples
- folio demonstrating the design process using manual and digital methods
- final presentations of visual communications

Unit 3 – Visual Communication Design Practices

In this unit, students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Outcome 1: Analysis and practice in context

In this area of study, students explore a range of existing visual communications in the communication, environmental and industrial design fields. The focus of each design field is:

- Communication – the design and presentation of visual information to convey ideas and concepts
- Environmental – the design and presentation of visual information for built/constructed environments
- Industrial – the design and presentation of visual information for manufactured products
Distinguishing characteristics of these fields are provided on page 12 of this study design. Students analyse how design elements, design principles, methods, media and materials are used in visual communications in these fields to achieve particular purposes for targeted audiences. Students draw on their findings from the analysis to inform the creation of their own visual communications and articulate these connections. In response to given stimulus material, students create visual communications for different purposes, audiences and contexts using a range of manual and digital methods, media and materials. The visual communications created by students include two- and three-dimensional presentation drawings.

**Outcome 2: Design industry practice**

In this area of study, students investigate how the design process is applied in industry to create visual communications. Students develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications. They select contemporary designers from the communication, environmental and industrial design fields for their study. Students develop an understanding of the function of the brief and approaches to its development. They examine how design and production decisions made during the design process are influenced by a range of factors. Students develop an understanding of the ethical and legal obligations of designers and clients with respect to ownership of intellectual property and how these obligations may affect decision making.

**Outcome 3: Developing a brief and generating ideas**

In this area of study, students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas. Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. They apply this knowledge when developing a single brief that proposes and defines two distinct communication needs for a real or an imaginary client. When defining the two needs for the client, students establish two clearly different directions that are distinct in their intentions and that will result in separate final presentation formats. For each need, consideration must be given to the target audience, the purposes of the communication and the possible contexts. These become the criteria to inform further decisions in the design process. Students must apply the design process twice; once for each need.

Students undertake research to gather information about each of the needs of the client and for inspiration in responding to the brief. Ideas are generated and explored, and possible methods, media and materials are investigated. Books, magazines, films, popular media, the internet, photographs, interviews, exhibitions and site visits can serve as sources of inspiration and information. Copyright and source acknowledgment conventions are observed.

The findings of the research and explorations are collated and then analysed using annotations and sketches to explain how they may be used to satisfy the brief. Students use both observational and visualisation drawings to investigate and document their ideas and approaches. They apply design thinking to organise their ideas. This work informs the evaluation and selection of design ideas that are developed into design concepts and presented as final visual communications in Unit 4.

**Assessment**

**School-based assessment**

**Satisfactory completion**

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 to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

**Contribution to final assessment**

School-assessed coursework for Unit 3 will contribute to 25% to the study school.
OUTCOMES – UNIT 3

**Outcome 1**
Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.

In response to given stimulus material, create three visual communications designs for different contexts, purposes and audiences. These visual communications will include evidence of:
- Two- or three-dimensional presentation drawing
- Use of manual and digital methods

AND

An analysis of the connections between the three visual communications and the stimulus material using one of the following forms:
- Annotated visual communications
- Written or oral report supported by visual evidence

**Outcome 2**
Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.

Any one or a combination of the following tasks:
- A written report
- Short and extended responses
- Structured questions
- An annotated visual report

**Outcome 3**
Apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

A brief that identifies the contexts, constraints, client’s needs and target audience, and a folio generating ideas relevant to the brief. The development folio for each need will include evidence of:
- Use of design process and design thinking strategies
- Annotated research for information and inspiration
- Observational and visualisation drawings
- Generation of a wide range of design ideas

**School-assessed task**
Assessment for Visual Communication Design includes a School-assessed Task. The student’s level of performance in achieving Outcome 3 in Unit 3 and Outcomes 1 and 2 in Unit 4 will be assessed through a school-assessed task.

**Unit 4 – Visual Communication Design, Development, Evaluation and Presentation**
The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.
Outcome 1: Development, refinement and evaluation
In this area of study, students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3. When selecting ideas to develop as concepts, students must ensure that ideas for each communication need are discernibly different in intent and presentation format.

Students manipulate and apply design elements and design principles to create concepts that attract the interest of their target audience and convey the messages, ideas and information required to satisfy the brief.

Students explore and develop expertise in a range of appropriate manual and digital methods, materials and media for use in the design solutions for the brief. Two-dimensional and three-dimensional drawing methods may be used to assist with visualising and presenting solutions and determining proportions and scale, if appropriate. Students apply design thinking and use mock-ups to test and evaluate the suitability of each design concept. They evaluate their refined concepts and devise a pitch to communicate their design thinking and decision making to an audience. Students explain the reasons for their selection and use of particular materials, media and methods, design elements, design principles and presentation formats. They consider responses to their pitch and further refine each selected concept in preparation for the final presentation. They draw on their annotations and reflections assembled during the design process to evaluate the effectiveness of their potential solutions in accordance with their brief.

Outcome 2: Final presentations
This area of study, focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1 Unit 4. This involves selecting and applying materials, methods, media, design elements and design principles appropriate to the designs and selected presentation formats. Students explore ways of presenting their final visual communications that attract and engage the target audiences.

School-assessed task
Assessment for Visual Communication Design includes a school-assessed task. For this assessment teachers will provide to the VCAA a score representing an assessment of the student's level of performance in achieving Outcome 3 in Unit 3, and Outcomes 1 and 2 in Unit 4, according to criteria published annually online by the VCAA.

The school-assessed task for Units 3 and 4 will contribute 40% to the study score.
<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 4</th>
<th>ASSESSMENT TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>A folio of conceptual developments for each need. The conceptual development folio for each need will include evidence of:</td>
</tr>
</tbody>
</table>
| Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief. | • Use of design processes and design thinking strategies  
• Application of manual and digital methods, media, materials, design elements, design principles, presentation formats  
• Development and refinement of concepts  
• Construction and presentation of a pitch to an audience  
• Reasons for selection of preferred concepts for each need |
| **Outcome 2**    | Two distinct final presentations in two separate presentation formats that fulfil the communication needs of the client as detailed in the brief developed in Unit 3.  
Evaluate how each presentation satisfies the requirements of the brief and evaluate the design process used to produce final visual communications. |
| Produce a final visual communication presentation for each communication need that satisfies the requirement of the brief. | |

*End of year exam contributes 35%*

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

Software tools

The following table indicates the software tools that students are required to both study and use in this unit.

- Area of Study 1: Any software tool to create a graphic solution
- Area of Study 2: A graphic tool to represent a network solution
- Area of Study 3: Web authoring software, visualising thinking tool/s, tool for planning a project

Area of study 1: Data and graphic solutions

In this area of study students conduct an investigation into an issue, practice or event and through the systematic collection, interpretation and manipulation of primary data they create a graphic solution, such as an infographic, that represents their findings. Examples of investigations include the social networking habits of people of different age groups, the heritage of a class of students to three generations and music preferences by genre and favourite artists within each. Graphic solutions could include charts, flowcharts, diagrams, images, hierarchies, animations, maps and timelines. Students develop and apply a detailed understanding of data, including its types, characteristics, sources and methods of acquisition. Relevant primary data is collected and then evaluated to determine its suitability for manipulation. When acquiring this data, students consider risks associated with using data owned by other people or organisations, and apply strategies and techniques for acknowledging legal requirements and ethical responsibilities.

Students apply computational thinking skills when extracting meaning from data and apply design thinking knowledge and skills to create graphic information for the purpose of informing, educating or persuading an audience. No restrictions are placed on the software tool used to create these solutions.

Outcome 1

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

Area of study 2: Networks

In this area of study students investigate how networks with wireless capability allow data and information to be exchanged locally and within the global environment. Students examine the hardware and software components and procedures required to connect and maintain a wireless network. They focus on ways in which the security of exchanged and stored data and information can be compromised in wireless networks, in order to understand ways of controlling the networked devices they use. Students apply this technical knowledge to create the design for a network with wireless capability that meets a need or opportunity, identifying its components and how data and information are transmitted. Students use a software tool to depict the components of their network and its interactions.

When designing network solutions, students apply systems thinking by considering how users will interact with the network and the potential effects of the network on users and their data and information.
Outcome 2
On completion of this unit 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.

Area of study 3: Collaboration and communication
In this area of study students examine how the use of particular information systems within specified contexts can cause tensions and conflicts between different stakeholders. Students develop the ability to critically appraise how information systems are used and how individuals can be empowered to shape their use.

Suitable tasks for assessment in this unit may be selected from the following:
- Using digital systems and techniques, create a solution in response to a need
- Visual presentations
- Oral presentations
- Written reports.

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

Software tools
- Area of Study 1: A programming or scripting language that can support object-oriented programming
- Area of Study 2: One data manipulation tool and one visualisation tool, for example a programming language, database software, spreadsheet software, data visualisation software
- Area of Study 3: Database management software

Area of study 1: Programming
In this area of study students focus on using a programming or scripting language that can support object-oriented programming to create working software modules. These languages provide users with greater flexibility than application software, as specific sets of instructions can be implemented to create solutions that are purpose designed. Flexibility exists regarding the specific language studied. Depending on its nature the language could also be used in Area of Study 2. Students develop skills in interpreting teacher-provided solution requirements and in designing working modules. They apply methods and techniques for completing a series of small discrete tasks or working modules that use features of a programming or scripting language, including predefined classes. They apply knowledge and skills associated with the design and development stages of the problem-solving methodology. Students also apply computational and design thinking skills when preparing design specifications and transforming them into working modules through the use of programming or scripting languages.

Outcome 1
On completion of this unit 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.

Area of study 2: Data analysis and visualisation
In this area of study students learn to use software tools to access, select and, where appropriate, manipulate authentic data from large data repositories, and to present the key aspects of the data in an appropriate visual form. Once the data has been isolated and checked for its integrity, students create data visualisations that assist in reducing the complexity of data by using designs that illustrate patterns, connections and structure. These visualisations should minimise the effort required by readers to interpret complex data and they need to be clear, usable and relevant. Some data visualisation tools allow presentations to be dynamic and/or interactive.
Appropriate visualisation forms include graphs, charts, spatial relationships, maps, histograms and network diagrams (nodes and edges).

Sources of large data repositories include the Bureau of Meteorology, World Development Indicators, Australian Bureau of Statistics, United Nations, CSIRO, OECD. Appropriate tools to extract or structure data and create visualisations include a programming language, database software, spreadsheet software and data visualisation software. It is important that students engage in a two-step approach when creating visualisations: acquiring and preparing data (step one) and manipulating data into a visual form (step two). In response to teacher-provided design briefs, students apply all stages of the problem-solving methodology.

**Outcome 2**
On completion of this unit 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.

**Area of study 3: Data management**
In this area of study students are introduced to the structure of databases and their applicability in a range of settings. Databases underpin many applications such as borrowing and booking systems, medical records and social media websites. Students develop an understanding of the purposes of databases by exploring the data and information they supply to and receive from systems such as banking, membership, online purchasing and voting systems. They apply systems thinking skills when considering the effects of their interactions with information systems that use databases. Students develop and apply knowledge and skills in determining data types required to solve specific problems, and in organising and storing data. They examine the flexibility of databases by constructing query searches and sorts, and apply design principles that contribute to effective and efficient data collections tools, input forms and reports. Where appropriate, students apply mathematical calculations to the data and may create macros to automate

**Outcome 3**
On completion of this unit 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.

**Suitable tasks for assessment in this unit may be selected from the following:**
- using digital systems and techniques, create a solution in response to a need or opportunity
- visual presentations
- oral presentations
- written reports

**Contact**
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Drama and Theatre Studies

For more information, such as frequently asked questions and students’ perspective about the subject, please click the following link: https://schoolbox.gen.vic.edu.au/homepage/25839

Drama Units 1 and 2

Rationale

VCE Drama teaches the processes of devising and performing drama, requiring students to be creative and critical thinkers. Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding. VCE 1 and 2 Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts. The study of Drama can provide pathways to training and tertiary study in acting, communication, production roles and drama criticism.

Aims

This study enables students to:

- develop an understanding of theatrical performance styles and conventions from a diversity of cultures and historical eras
- explore the process used to develop the dramatic potential of stimulus material into performance
- develop, through practice and analysis, an understanding of drama as a way of communicating stories and meaning
- manipulate dramatic elements and stagecraft in devising and performing dramatic works
- develop and refine expressive and performance skills
- devise, perform and evaluate solo and ensemble dramatic works

Out of School Rehearsals

If a student chooses VCE Drama Units 1 and 2 as an elective, it will involve some out of school rehearsals. The timetable of these rehearsals will be outlined to the students by their teacher in the first weeks of the course. It is an expectation that the students be present for all or for the majority of the rehearsals at which they are required.

Unit 1 - Introducing performance styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance. This unit also involves analysis of a student’s own performance work and a work by professional drama performers.

Area of study 1: Creating a devised performance

Creating a devised performance

Outcome 1

Devise and document the use of playmaking techniques to devise and develop solo and/or ensemble drama works

Area of study 2: Presenting a devised performance

Present a devised solo and/or ensemble performance that features stories and characters

Outcome 2

Perform devised solo/and or ensemble drama work to an audience.

Area of study 3

Analysing a devised performance

Outcome 3

Analyse the development, and the performance to an audience, of the student’s devised work.
Area of study 4: Analysing a professional drama performance

Analyse a professional drama performance

Outcome 4
Observe and analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners. Write an analysis in response to structured questions.

Unit 2 - Australian identity
In this unit students study aspects of Australian identity evident in contemporary drama practice. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Area of Study 1: Using Australia as inspiration
In this area of study students explore the use of a range of stimulus material to create a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. As they work with stimulus materials and a performance structure, students explore and experiment with ways that play-making techniques, expressive skills, performance skills, dramatic elements, conventions, performance styles and production areas may be used to realise the dramatic potential of stimulus material and shape dramatic action. Students record and document their use of play-making techniques and the creative processes used to shape and to develop this performance work.

Outcome 1: Creating a devised performance
Devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice.

Area of Study 2: Presenting a devised performance
Present a performance to an audience of a devised solo and/or ensemble work based on a person, an event, an issue, a place, an artwork, a text and/or an icon from an Australian context.

Outcome 2
Present a devised performance that reflects aspects of Australian identity and contemporary drama practice.

Area of Study 3: Analysing a devised performance
Observe and analyse their own and others' performance work completed in Outcomes 1 and 2.

Outcome 3
Analyze the development, and performance to an audience, of their devised work.

Area of Study 4: Analysing an Australian drama performance
Observe and analyse a performance by professional drama performers.

Outcome 4
Analyze and evaluate a performance of a drama work by Australian practitioners. Write an analysis in response to structured questions.

Time allocation
7 x 65 minute classes/cycle (Year long)
Theatre Studies Units 3 and 4

Unit 3 - Producing theatre
In this unit, students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation.

Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Production roles
For Area of Study 1 students select two production roles from the following list:
- Actor
- Director
- Designer – any one or two of costume, make-up, props, set, lighting, sound.

Production team
For Area of Study 1 more than one student may specialise in each production role, and schools may decide to focus only on specific production roles. These decisions will be influenced by the script selected for interpretation and/or the size of the class and/or the available resources.

Area of study 1: Staging theatre
In this area of study students focus on developing skills that can be applied to the interpretation of a script for performance to an audience. They work collaboratively, creatively and imaginatively to contribute to the development of a production of a selected script. As members of the production team, students undertake exercises and tasks throughout the three stages of the production process and apply elements of theatre composition leading to a performance to an audience of the selected script.

Outcome 1
Interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles. Documentation that outlines the concepts and ideas for a creative interpretation of excerpts from a script and provides an explanation of how these could be realized in a theatre production.

Task 1: Ongoing developmental contributions to creative interpretation of a script across all three stages of the production process through collaborative work in two production roles.

AND

Task 2: Analysis and evaluation, supported by relevant documentation, of ongoing developmental contributions across all three stages of the production process.

Area of study 2: Interpreting a script
In this area of study students interpret the theatrical possibilities of excerpts from a script. In doing so, they demonstrate their understanding of working creatively and imaginatively in two production roles across the three stages of the production process. The script excerpts used for teaching and learning and assessment in this area of study must be different to scripts studied for Areas of Study 1 and 3.

Outcome 2
Outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.
Area of study 3: Analysing and evaluating theatre

Analyse and evaluate an interpretation of a script in a production from the prescribed VCE Theatre Studies Unit 3 Playlist. Students analyse and evaluate the relationship between the written script and its interpretation on stage. This includes the decisions that have been made when interpreting the script, for example decisions about acting, direction and design and the use of theatre technologies and elements of theatre composition. Students evaluate the ways theatre practitioners, such as the director, actors, designers, or a dramaturg, have contributed to the interpretation on stage. Students study how the theatre styles and contexts implied in the written script are interpreted when the play is performed to an audience. Students analyse the theatre production and develop skills in using theatre terminology and expressions to describe how the script has been interpreted creatively and imaginatively.

Outcome 3
Interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.

Outcome 4
Analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.

Unit 4 - Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Monologue selection

For Areas of Study 1 and 2 students must select a script, scene and monologue from the VCE Theatre Studies Monologue Examination published annually by the VCAA. The list will consist of a set of prescribed scripts, a specified scene from each script and a selected monologue from that scene.

Production roles

In Unit 4, Areas of Study 1 and 2, the production roles are:

- actor and director: students must work in both roles OR
- designer – any two of costume, make-up, props, set, lighting, sound.

Area of study 1: Researching and presenting theatrical possibilities

In this area of study students document and report on dramaturgical decisions that could inform a creative and imaginative interpretation of a monologue and its prescribed scene. Students outline an interpretation of the scene, focusing on the ways in which the scene could be approached as a piece of theatre, including its place within the script, its specific structure, its characters, its themes, its images and ideas, its possibilities and its theatre styles.

Outcome 1
Describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

Area of study 2: Interpreting a monologue

Interpretation of a monologue from a scene contained within a script selected from the VCE Theatre Studies Monologue Examination published annually on the VCAA website. Students apply selected production roles and develop an interpretation of the monologue that is informed by a study of the prescribed scene and the complete script and dramaturgy, including the contexts of the play. Students make decisions about how the contexts, theatrical possibilities, elements of theatre composition and theatre styles will inform their interpretation of the monologue.
Outcome 2
Interpret and present a monologue and orally justify and explain the interpretive decisions.

Area of study 3: Analysing and evaluating a performance
Students attend a production selected from the Unit 4 Playlist. They study the theatrical style/s evident in the performance and analyse and evaluate how actor/s, director/s and designer/s interpret the script for an audience.

Outcome 3
Analyse and evaluate acting, direction and design in a production.

Marks allocated to School Assessed Coursework
School-assessed Coursework for Unit 3 total/100 Marks and will contribute 30 per cent to the study score.
School-assessed Coursework for Unit 4 total Marks /50 and will contribute 15 per cent to the study score.

Monologue examination
Students will interpret a monologue from a scene in a play and explain their interpretive decisions. The monologue will be selected from the VCE Theatre Studies Monologue Examination set annually by the VCAA. Assessors appointed by the VCAA will mark the examination.

External assessment
The level of achievement for Units 3 and 4 is also assessed by a monologue examination and an end-of-year written examination.

Contribution to final assessment
The monologue examination will contribute 25% to the study score. The written examination will contribute 30% to the study score

Time allocation
7 x 65 minute classes/cycle (Year long)

Contact
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English / EAL

Rationale
The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Aims
This study enables students to:

- extend their English language skills through thinking, listening, speaking, reading, viewing and writing
- enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- analyse and discuss a range of texts from different periods, styles, genres and contexts
- understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- understand how ideas are presented by analysing form, purpose, context, structure and language
- analyse their own and others’ texts, and make relevant connections to themselves, their community and the world
- convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences
- recognise the role of language in thinking and expression of ideas
- demonstrate in the creation of their own written, spoken and multimodal texts an ability to make informed choices about the construction of texts in relation to purpose, audience and context
- think critically about the ideas and arguments of others and the use of language to persuade and influence audiences
- extend their use of the conventions of Standard Australian English with assurance, precision, vitality and confidence in a variety of contexts, including for further study, the workplace and their own needs and interests
- extend their competence in planning, creating, reviewing and editing their texts for precision and clarity, tone and stylistic effect.

Structure
The study is made up of four units. 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.

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

Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.
EAL
For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision. For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL.

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.

Areas of study
- Reading and creating texts
- Analysing and presenting argument

Outcome 1
On completion of this unit, the student should be able to produce analytical and creative response to 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 audience, and create their own texts intended to position audiences.

Unit 2
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.

Areas of study
- Reading and comparing texts
- Analysing and presenting argument

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 which presents a point of view.

Unit 3
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Areas of study
- Reading and Creating Texts
- Analysing Argument

Outcome 1
Produce an analytical interpretation of a selected text, and a creative response to a different selected text

Outcome 2
Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Outcome 3 (EAL ONLY)
Comprehend a spoken text.
<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 3</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
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</table>
| **Outcome 1** | Produce an analytical interpretation of a selected text, and a creative response to a different selected text. | **English**  
- An analytical interpretation of a selected text in written form, and  
- A creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text. | 30 |
| | | **EAL**  
- An analytical interpretation of a selected text in written form  
OR  
- A creative response to a selected text in written or oral form with a written explanation of creative decisions and how these demonstrate understanding of the text. | 30 |
| **Outcome 2** | Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media. | **English**  
- An analysis and comparison, in written form, of argument and the use of persuasive language in two to three texts that present a point of view on an issue. Texts must include written and visual material and have appeared in the media since 1 September of the previous year. | 40 |
| | | **EAL**  
- A demonstration of understanding of two to three texts that present a point of view on an issue through:  
  - short-answer responses  
  - note form summaries.  
- An analysis and comparison of argument and the use of persuasive language in the same two to three texts, in written form. | |
| **Outcome 3** | Comprehension of a spoken text through:  
- short-answer responses  
- note-form summaries. | 20 |
| | | Total marks = 100 |
For the achievement of Outcomes 1 and 2:

- the suggested length of written responses is approximately 800–1000 words.
- the suggested length of spoken responses is approximately 4–6 minutes.

Unit 4

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

Areas of study

- Reading and Comparing Texts
- Presenting argument

Outcome 1

On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Outcome 2

On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

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<tr>
<th>OUTCOMES – UNIT 4</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
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</table>
| **Outcome 1**     | Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes. | For all students:  
  - A detailed comparison in written form of how two selected texts present ideas, issues and themes. | 60 |
| **Outcome 2**     | Construct a sustained and reasoned point of view on an issue currently debated in the media. | A written statement of intention to accompany the student's own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language. and  
  - A point of view presented in oral form using sound argument and persuasive language. The point of view should relate to an issue that has appeared in the media since 1 September of the previous year. The issue does not have to be the same as the issue selected for study in Outcome 2, Unit 3. | 10  
  30 |

Total marks = 100
Assessment

For the achievement of Outcomes 1 and 2:

**English students**
- the suggested length of written responses is approximately 900–1200 words.
- the suggested length of spoken responses is approximately 4–6 minutes.

**EAL students**
- suggested length of written responses is approximately 800–1000 words.
- suggested length of spoken responses is approximately 3–5 minutes. All students
- suggested length of the statement of intention is approximately 300–500 words.

The student’s level of achievement in Units 3 and 4 will be determined by school-assessed coursework and an end-of-year examination.

School-assessed coursework for Unit 3 will contribute 25% to the study score.

School-assessed coursework for Unit 4 will contribute 25% to the study score.

The end-of-year examination will contribute 50% to the study score.
English Language

Rationale
The study of English Language enables students to further develop and refine their own skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades or social groups.

In this study, students read widely in order to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of historical and contemporary written and spoken texts.

Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

Aims
This study enables students to:

- Describe and analyse the structures, features and functions of spoken and written English language, using an appropriate metalanguage
- Investigate language acquisition, use, variation, and change over time
- Reflect critically on attitudes to language in both its historical and contemporary contexts, with particular focus on identity, social cohesion and the distinctiveness of Australian language
- Explore and analyse the interplay between convention and creativity in language use
- Develop an awareness of their own critical, selective and innovative use of language and apply it to their own writing and speaking
- Demonstrate, in the creation of their own texts, effective and competent use of Standard Australian English to meet the demands of further study, the workplace, and their own needs and interests

Structure
The study is made up of two units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

The subsystems of language are the essential organising tools with which students become familiar. Students use metalanguage associated with the following five subsystems in Units 1 and 2:

- Phonetics and phonology – the study of the sounds of language
- Morphology and lexicology – the study of the structure or forms of words
- Syntax – the study of the rules determining how words are combined into sentences
- Semantics – the study of meaning in language
- Discourse – a connected series of utterances or sentences

Unit 1 – Language and Communication

Area of study 1: The nature and function of language
In this area of study students explore the nature of language and the various functions language performs in a range of contexts.

Key knowledge
- The properties that distinguish human communication as unique
- Language as a meaning-making system that is both arbitrary and rule-governed
- The primary modes of language: spoken, written, sign
• Major functions that language serves when used in a given context
• The influence of context on language choice
• Features that characterise speech and writing
• The structure of language from morphemes to lexemes, to phrases and clauses, to sentence structures and types
• The ways in which language encodes social and cultural understandings, including linguistic relativism and determinism
• Metalanguage to discuss aspects of the nature and functions of human language

**Key skills**
• Define key linguistic concepts as they relate to the nature and functions of language
• Use key concepts and metalanguage appropriately to describe and analyse language use in an objective and systematic way
• Compare written texts with transcripts of spoken English and analyse the nature and function of each

**Area of study 2: Language acquisition**
This area of study focuses on the developmental stages of child language acquisition. Students explore how in addition to words and their meanings, children learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different social situations. Students are introduced to different theories that attempt to explain how children acquire language and research the so-called ‘critical period’, the window of opportunity during which language must be acquired.

**Key knowledge**
• The nature and the developmental stages of child language acquisition
• The major theories of child language acquisition
• Commonalities and differences between learning a language as a young child and as an adult, including first and additional-language learning
• Bilingualism and multi-lingualism
• Phonological, morphological, lexical, syntactic and semantic development in children
• Metalanguage to discuss how language is acquired

**Key skills**
• Define key linguistic concepts as they relate to the acquisition of language
• Use key concepts and metalanguage appropriately to describe and analyse language use in an objective and systematic way
• Investigate what children need to acquire as they develop as users of spoken language from babyhood to early adolescence, including how they acquire language knowledge and how they learn to use language for a range of functions
• Read a phonetic transcription of Australian English, using the International Alphabet (IPA)

**Assessment**
• A folio of annotated texts
• An investigative report
• An essay
• A case study
• Short answer questions
• An analysis of spoken or written text
• An analytical commentary
• Analysis of data
Unit 2 – Language Change

Area of study 1: English across time
This area of study examines the changes that have occurred to English over time. Students investigate factors that bring about language change.

Key knowledge
- The historical development of English from Old English to present-day Australian English and factors influencing language change
- The relationship of English to the Indo-European languages
- The codification and the making of Standard English, focusing on the origins of the English spelling system
- Changes in phonetics and phonology, in particular types of sound changes and symmetry of change
- Changes in semantics, morphology and syntax
- Changes in the lexicon through word addition and word loss, with particular reference to words in Australian English
- Attitudes to changes in language including prescriptivism and descriptivism
- Metalanguage to discuss language change

Key skills
- Define key linguistic concepts as they relate to the changing nature of English
- Use key concepts and metalanguage appropriately to describe and analyse language change in an objective and a systematic way
- Trace etymologies in appropriate sources, such as databases and etymological dictionaries
- Analyse changes in the English language over time as reflected in texts
- Apply knowledge of the evolution of English to hypothesise possibilities for the future of English

Area of study 2: Englishes in contact
In this area of study, students consider the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca and the cultural consequences of language contact.

Key knowledge
- Factors in the development of English as a world language
- The distinctive features of national and regional varieties of English
- The distinctive features of pidgins, creoles and English as a lingua franca
- The role of language as an expression of cultures and worldviews, including representations of worldviews in texts
- The concepts of linguistic relativism and determinism
- The processes of language maintenance, shift, and reclamation
- Cultural and social effects of language change and loss, with particular reference to Australian Aboriginal languages
- Metalanguage to discuss the global spread of English

Key skills
- Define key linguistic concepts as they relate to the development of English as a world language
- Use key concepts and metalanguage appropriately to identify, describe and analyse the different varieties of English that have developed as a result of the spread of English
- Explore and analyse the effects of the global spread of English as reflected in texts
Assessment

- A folio of annotated texts
- An investigative report
- An essay
- A case study
- Short answer questions
- An analysis of spoken or written text
- An analytical commentary
- Analysis of data

Unit 3 – Language Variation and Social Purpose

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

Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences, and text as a means of exploring how texts construct message and meaning.

Students consider how texts are influenced by situational and cultural contexts in which they occur. They examine how function, field, mode, setting, and the relationships between participants all contribute to a person’s language choices, as do the values, attitudes, and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn that language can be indicative of relationships, power structures, and purpose—through the choice of a particular variety of language, and through the ways in which language varieties are used in processes of inclusion and exclusion.

Areas of study

- Informal language
- Formal language

Outcome 1

On completion of this unit, the student should be able to identify and analyse distinctive features of informal language in written and spoken texts.

Outcome 2

On completion of this unit, the student should be able to identify and analyse distinctive features of formal language in written and spoken texts.

<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 3</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
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</tbody>
</table>
| Identify and analyse distinctive features of informal language in written and spoken texts. | For each outcome, analysis of one or more samples of language in any one or a combination of the following formats:  
- An essay  
- A written report of an investigation  
- A folio  
- A short-answer test  
- An oral presentation  
- A multimodal presentation | 50 |
| **Outcome 2**     |                 |                  |
| Identify and analyse distinctive features of formal language in written and spoken texts. | | 50 |

Total marks = 100
Unit 4 – Language Variation and Identity

In this unit, students focus on the role of language in establishing and challenging different identities. Many varieties of English exist in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard varieties also play a role in constructing users’ social and cultural identities. Students examine both print and digital texts to consider the ways different identities are constructed. Such historical and contemporary texts include, but should not be limited to, extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us. Through our language we establish how we are unique as individuals, as well as signalling our membership of particular groups. Students explore how language can distinguish between ‘us’ and ‘them’, thus reinforcing the degree of social distance and/or solidarity.

Areas of study
- Language variation in Australian society
- Individual and group identities

Outcome 1
On completion of this unit, the student should be able to investigate and analyse varieties of Australian English and attitudes towards them.

Outcome 2
On completion of this unit, the student should be able to analyse how people’s choice of language reflects and constructs their identities.

<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 4</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
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</thead>
</table>
| Outcome 1         | Investigate and analyse varieties of Australian English and attitudes towards them. | For each outcome, any one or a combination of the following:  
- An essay  
- A written report of an investigation  
- An analysis of one or more texts  
- A folio  
- A short-answer test  
- An oral presentation  
- A multimodal presentation | 50 |
| Outcome 2         | Identify and analyse distinctive features of formal language in written and spoken texts. | Total marks = 100 |

Assessment
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.

In English Language the student’s level of achievement will be determined by school-assessed coursework and an end-of-year examination.

School-assessed coursework for Unit 3 will contribute 25% to the study score. School-assessed coursework for Unit 4 will contribute 25% to the study score. The end-of-year examination will contribute 50% to the study score.
Literature

Given the rigorous reading and writing demands of Units 3 and 4 Literature, the College highly recommends the following:

- At least a B+ average in Units 1 and 2 (Literature and/or English)
- Literature Units 3 and 4 should be taken in conjunction with English Units 3 and 4

Rationale

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the ways texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Aims

This study enables students to:

- develop an enjoyment of language and literature through reading deeply, widely and critically
- appreciate the stylistic and aesthetic qualities of texts and develop an understanding of and sensitivity to nuances in the English language
- read closely, developing the ability to engage in detailed critical analysis of the key literary features of individual texts and to make relevant connections between them
- demonstrate an understanding that the context and perspective of both author and reader influence the reading experience
- develop the capacity for critical thinking and understanding of the relationship between literature and society
- develop an understanding of literary criticism
- develop the capacity to engage with and contest complex and challenging ideas to develop their own interpretation informed by a range of literary criticism
- develop the capacity for creativity and self-expression, and the ability to write confident analytical and creative responses to texts

Structure

The study is made up of four units:

- Unit 1 – Approaches to literature
- Unit 2 – Context and connections
- Unit 3 – Form and transformation
- Unit 4 – Interpreting texts

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.

Assessment: Units 1 to 4

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.
Unit 1 – 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.

Area of study 1: 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. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.

Outcome 1

On completion of this unit, the student should be able to respond to a range of texts and reflect on influences shaping these responses.

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

Area of study 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. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.

Outcome 2

On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

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

Unit 2 – 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. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Area of study 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. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. They examine and reflect on how the reader’s interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.
**Outcome 1**
On completion of this unit, the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

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

**Area of study 2: Context and Connections**
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. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

**Outcome 2**
On completion of this unit, the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

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

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

**Areas of study**
- Adaptations and transformations
- Creative responses to texts

This area of study focuses on how the form of text is significant in the making of meaning. Students recognise the major divisions of poetry, drama and prose and how these literary forms can be divided into genres such as crime fiction, science fiction, fantasy, and romance. Students understand the typical features of a particular form of text and how the conventions associated with it are used. Students use these understandings to reflect upon the extent to which changing the form of the text affects its meaning.

**Adaptations and transformations**
In this area of study, students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning.

**Creative responses to texts**
This area of study focuses on the imaginative techniques for creating and re-creating a literary work. In composing their own responses, students show both how writers develop images of people and places, and an understanding of language, voice, form and structure. Students can speculate about the writer’s purpose and draw inferences from the original text. In their adaptation of the tome and the style of the original text, students show an understanding of the concerns and attitudes of the text. Students also reflect critically upon aspects of the text on which their own writing is based, and discuss the purpose and context of their response.

**Outcome 1**
On completion of this unit, the student should be able to analyse how meaning changes when the form of a text changes.
Outcome 2
On completion of this unit, the student should be able to respond creatively to a text and comment on the connections between the text and the response.

Assessment
Assessment of levels of achievement
The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment
School-assessed coursework for Unit 3 will contribute 25% to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50% to the study score.

Students must undertake at least one assessment task for each outcome. Students must respond in written form to at least two of the outcomes.

<table>
<thead>
<tr>
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<th>ASSESSMENT TASKS</th>
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</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td><strong>Analyse how meaning changes when the form of a text changes.</strong></td>
<td>This task requires an analysis of how the form of a text influences meaning, and may be presented in written, oral or multimedia form. For example, students may: • Compare a dramatised version of a scene or scenes from a text with the original text • Compare a print text with the text’s adaptation into another form • Compare the performance of either a substantial individual text or group of texts with the original text</td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td><strong>Respond creatively to a text, and comment on the connections between the text and the response</strong></td>
<td>A creative response to a text. Students may: • Submit an original piece of writing, presented in a manner consistent with the style and context of the original text • Recreate or rework an aspect of the text, such as adding to the text, recasting a part of the text in another setting or form, or presenting an episode in the text from another point of view and Students must submit: • A reflective commentary establishing connections with the original text</td>
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<td></td>
<td></td>
<td>10</td>
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<tr>
<td><strong>Total marks</strong></td>
<td><strong>= 100</strong></td>
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* School-assessed coursework for Unit 3 contributes 25% to the study score.

Unit 4
This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.

In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.
Areas of study

- Literary Perspectives
- Close analysis

Literary Perspectives
In this area of study, students focus on how different readings of texts may reflect the views or values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas and about the views and values of the text studied.

Close analysis
This area of study focuses on detailed scrutiny of the style, concerns and constructions of a text. Students attend closely to textual details to examine the ways specific features and/or moments in the text contribute to their overall interpretations. Students may wish to consider features of the text such as structure, context, genre, imagery, rhythm, irony, voice, setting, stage directions, dialogue, characterisation and mood.

Outcome 1
On completion of this unit, the student should be able to produce an interpretation of a text using different literary perspectives to inform their view.

Outcome 2
On completion of this unit, the student should be able to analyse features of a text and develop and justify interpretations of texts.
Assessment

Assessment of levels of achievement
The student’s level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 4</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>A written interpretation of a text using two different perspectives to inform their response</td>
<td>50</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>Task 1: A written interpretation of a text, supported by a close textual analysis. And Task 2: A written interpretation of a different text from Task 1, supported by close textual analysis. Students may: Select and discuss the role and significance of particular sections of a text in interpreting the text as a whole Analyse how certain literary features contribute to an interpretation of a text Analyse the linkages, parallels and contrasts between different passages from a text</td>
<td>25 25</td>
</tr>
</tbody>
</table>

Total marks = 100

*School-assessed coursework for Unit 4 contributes 25% to the study score.

End-of-year examination
The task is designed to assess students’ ability to write sustained interpretations of two different kinds of texts.

Students will produce two pieces of writing in response to questions that require critical analysis and interpretation of two texts studied.

Contribution to final assessment
The examination will contribute 50% to the study score.

Contact
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Health Science

Food Studies

Scope of Study
VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skill and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today’s complex architecture of influence and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Rationale
Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

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

Aims
This study enables students to:

- Develop as informed, discerning and capable food citizens
- Build practical food skills in the planning, preparation, evaluation and enjoyment of food, including the principles and practices that ensure the safety of food
- Apply principles of nutrition, food science and sensory evaluation to food planning and preparation
- Extend understanding of food origins, cultures, customs and behaviours
- Understand global and local systems of food production, distribution and governance
- Develop awareness of a diverse range of influences on food choice
- Research and discuss issues relating to economic, environmental and ethical dimensions of our food system
- Analyse and draw evidence-based conclusions in response to food information, food advertising and current food trends

Structure
This study is made up of four units:

- Unit 1 – Food origins
- Unit 2 – Food makers
- Unit 3 – Food in daily life
- Unit 4 – Food issues, challenges and futures

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.
Unit 1 – Food origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1, students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit, students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 2 – Food makers
In this unit, students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

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

Unit 3 – Food in daily life
This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated.

They investigate behavioural principles that assist in the establishment of lifelong healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4 – Food issues, challenges and futures
In this unit, students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.
Area if Study 2 focuses on an individual response to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

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.

**Units 3 and 4**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Food Studies a student’s level of achievement will be determined by School-assessed coursework and an end of year examination.

Percentage contributions to the study score in Food Studies are as follows;

- Unit 3 School-assessed Coursework: 30%
- Unit 4 School-assessed Coursework: 30%
- End of year examination: 40%
Health and Human Development

Rationale
VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice. VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Structure
The study is made up of four units.

- Unit 1 – Understanding health and wellbeing
- Unit 2 – Managing health and development
- Unit 3 – Australia’s health in a globalised world
- Unit 4 – Health and human development in a global context

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.

Unit 1 – Understanding health and wellbeing
This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization’s (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2 – Managing health and development
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.
Unit 3 – Australia’s health in a globalised world
This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4 – Health and human development in a global context
This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia’s overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Assessment
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 designed for the unit.

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.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Health and Human Development student’s level of achievement will be determined by School-assessed coursework and an end of year examination.

Percentage contributions to the study score in VCE Health and Human Development are as follows;

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End of year examination: 50%
Physical Education Theory

Rationale
The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others’ performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Structure
The study is made up of four units.

- Unit 1 – The human body in motion
- Unit 2 – Physical activity, sport and society
- Unit 3 – Movement skills and energy for physical activity
- Unit 4 – Training to improve performance

Unit 1 – The human body in motion
In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2 – Physical activity, sport and society
This unit develops students’ understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.
Unit 3 – Movement skills and energy for physical activity
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4 – Training to improve performance
In this unit, students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

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.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Physical Education a student’s level of achievement will be determined by School-assessed coursework and an end of year examination.

Percentage contributions to the study score in VCE Physical Education are as follows;

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End of year examination: 50%

Year 11/12 School Based Physical Education
This program aims to promote a lifelong involvement in physical activity and provide students with opportunities to develop skills and interest in a number of new activities.

A comprehensive and balanced program includes a diverse range of practical skills in order to cater for the wide variety of individual abilities and potential interests.

There is a need for a suitably varied recreational program for senior students. Health and Physical Education has an essential and significant role to play in directing the health, leisure and lifestyle patterns of students in Year 11 and Year 12.
Aims

- To allow students to experience a range of activities
- To encourage the pursuit of an active and healthy lifestyle
- To enable students to develop and extend interests in physical activity
- To give students the skills base to pursue further leisure/recreational activities
- To make students aware of the implications of leisure/recreation in terms of a healthier way of life
- To develop a meaningful and realistic self-identity and a sense of self-worth
- To develop an awareness of recreational/leisure activities available within the community

Course description

In Year 12, classes are mostly undertaken at venues within the community to provide a link between school activities and lifelong leisure/recreational pursuits. Whilst in Year 11, many of the electives offered provide students with the chance to gain certificates and qualification in a range of recreational pursuits.

Activities offered in Year 11 and 12 may include:

- Tennis
- Golf
- Badminton
- Swimming
- Circuit classes
- Bounce
- Lawn bowls
- Dance
- Yoga
- Power-walking
- Pilates
- Fitness activities
- Court sports (netball, basketball etc)
- Field sports (soccer, football, touch football
- Water sports
- Social games and recreation

Assessment

Adequate preparation, punctuality, and active involvement in the physical activities offered demonstrate achievement of the outcome.

Contact

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The Humanities

Accounting

Rationale
Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses. VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Aims
This study is designed to enable students to:

- Acquire knowledge and skills to record and report financial data and information in a manner that is appropriate for the needs of the user
- Develop an understanding of the role of accounting in the management and operation of a business
- Develop skills in the use of ICT in an accounting system
- Develop an understanding of ethical considerations in relation to business decision making
- Develop the capacity to identify, analyse and interpret financial data and accounting information
- Develop and apply critical thinking skills to a range of business situations
- Use financial and other information to improve the accounting decision making process within a business

Structure
The study is made up of four units:

- Unit 1 – Role of accounting in business
- Unit 2 – Accounting and decision making for a trading business
- Unit 3 – Financial accounting for a trading business
- Unit 4 – Recording, reporting, budgeting and decision making

Unit 1 – Role of accounting in business
This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Area of study 1: The role of accounting
On completion of this unit the student should be able to describe the resources required to establish and operate a business and use accounting reports and other information to discuss the success or otherwise of the business.

Area of study 2 - Recording financial data and reporting accounting information for a service business
On completion of this unit the student should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

Unit 2 – Accounting and decision making for a trading business
In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.
Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

**Area of study 1: Accounting for inventory**

On completion of this unit the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.

**Area of study 2: Accounting for and managing accounts receivable and accounts payable**

On completion of this unit the student should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

**Area of study 3: Accounting for and managing non-current assets**

In this area of study students develop an understanding of the accounting processes for non-current assets and the issues that can arise when determining a valuation for a non-current asset. Students calculate and apply depreciation using the straight-line method and undertake recording and reporting of depreciation.

**Unit 3 – Financial accounting for a trading business**

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

**Area of study 1: Recording and analysing financial data**

On completion of this unit the student should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.

**Area of study 2: Preparing and interpreting accounting reports**

On completion of this unit the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

**Contribution to final assessment**

School-assessed Coursework for Unit 3 will contribute 25% to the study score.

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<th>OUTCOMES – UNIT 3</th>
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| **Outcome 1**     | Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations. | The student’s performance in each outcome will be assessed using one or more of the following:  
• structured questions (manual and ICT-based)  
• folio of exercises (manual and ICT-based)  
• a case study (manual and ICT-based)  
• a report (written, oral or ICT-based). | 60 |
| **Outcome 2**     | Record transactions and prepare, interpret and analyse accounting reports for a trading business. | 40 |

Total marks = 100 (at least 30 marks must be allocated to ICT based assessment)
*School-assessed Coursework for Unit 3 contributes 25%

Unit 4 – Recording, reporting, budgeting and decision making
In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

**Area of study 1: Extension of recording and reporting**
On completion of this unit the student should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.

**Area of study 2: Budgeting and decision making**
On completion of this unit the student should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

**Contribution to final assessment**
School-assessed Coursework for Unit 4 will contribute 25% to the study score

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| **Outcome 1**     | Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports. | The student's performance in each outcome will be assessed using one or more of the following:  
  - structured questions (manual and ICT-based)  
  - folio of exercises (manual and ICT-based)  
  - a case study (manual and ICT-based)  
  - a report (written, oral or ICT-based). | 50 |
| **Outcome 2**     | Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business. | Total marks = 100 (at least 30 marks must be allocated to ICT based assessment) | 50 |

*School-assessed Coursework for Unit 4 contributes 25%
External assessment
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment
The examination will contribute 50% to the study score with a duration of two hours writing time.

Australian and Global Politics

Rationale
VCE Australian and Global Politics offers 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. Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and of contemporary global issues. In doing so, students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship and an ability to more deeply appreciate and contextualise the global environment in which they live.

Australian and Global Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management, and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, law, research and politics.

Aims
This study enables students to:

- Understand and use fundamental political concepts
- Understand the nature of contemporary politics and power in national and global contexts
- Critically examine the characteristics and features of Australian democracy
- Analyse factors which shape the formulation and implementation of domestic and foreign policy
- Analyse global issues and challenges and the key actors which influence these
- Evaluate the effectiveness of responses to global crises
- Develop skills of logical and rational analysis, synthesis and argument

Structure
The study is made up of four units.

- Unit 1 – Ideas, actors and power
- Unit 2 – Global connections
- Unit 3 – Global actors
- Unit 4 – Global challenges

Each unit deals with specific content contained in areas of study and are 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.

Unit 1 – Ideas, actors and power
In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

This unit is contemporary in focus and students must use examples and case studies from within the last 10 years.
Area of study 1: Power and ideas
What is politics? What is meant by power and how can it be exercised? How is power distributed in the Australian political system? How do non-democratic systems distribute power?

This area of study provides students with a general introduction to the concept and significance of politics, power, authority and legitimacy. Students are introduced to the political spectrum: left, right, radical, conservative. They explore ideas that shape political systems including liberal democracy, socialism, fascism, authoritarianism and theocracy.

Students explore the characteristics of the Australian political system and investigate a case study of a non-democratic system to compare the ways that political systems operate and to develop a deeper understanding of Australian democracy.

Outcome 1
On completion of this unit the student should be able to identify and explain key ideas relating to the exercise of political power, and analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system.

Area of study 2: Political actors and power
What roles do political parties play in the Australian political system? How influential are political parties, interest groups and the media in shaping the Australian political agenda? How do parties, interest groups and the media facilitate political participation?

In this area of study students explore the roles and functions of key political actors in the Australian system. Political parties are a critical part of the Australian system of politics. They can formulate and advance ideas which are contested in elections. If successful, a party can form government and shape the political agenda. Unlike political parties, interest groups do not usually seek parliamentary representation. Rather, they seek to influence the government of the day about particular issues. These issues may be local and/or global. The media also plays a significant role in reporting and interpreting Australian politics. This area of study explores the ways social media and the 24-hour news cycle influence political debate.

Students investigate case studies of political parties, interest groups and media issues to analyse the importance of these forms of participation in the Australian political system.

Outcome 2
On completion of this unit the student should be able to explain and analyse the roles and functions of political parties, interest groups and the media and their influence on participation in Australian politics.

Unit 2 – Global Connections
This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability. This unit is contemporary in focus and students must use examples and case studies from within the last 10 years.

Area of study 1: Global links
How are citizens of the 21st century linked – politically, socially and economically? How have peoples’ lives been affected by globalisation? Do citizens and states have global responsibilities? Can the global community meet the challenges of the 21st century or will the interests of individual global actors compromise the needs of this global community?
In this area of study students consider how citizens and global actors in the 21st century interact and connect with the world. Increased global interconnectedness has transformed lives and created global links, and in so doing, raised the debate over whether or not citizens’ responsibilities exist beyond national borders.

**Outcome 1**
On completion of this unit the student should be able to identify and analyse the social, political and economic interconnections created by globalisation and evaluate Australia’s participation in the global community.

**Area of study 2: Global cooperation and conflict**
How does the global community work in the 21st century and what are its responsibilities? How effective is the global community in managing cooperation and conflict? What challenges do key global actors such as the United Nations and NGOs face in resolving issues such as war, conflict, environmental challenges, people movement and international crime?

In this area of study students investigate the concept of a global community through considering contemporary case studies of global cooperation and conflict.

**Outcome 2**
On completion of this unit the student should be able to describe and analyse the extent to which global actors can effectively manage cooperation, conflict and instability in relation to selected case studies.

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

The areas of study, including the key knowledge and key skills listed for the outcomes, will be used for course design and the development of learning activities and assessment tasks. For this unit students are required to demonstrate two outcomes.

All assessments at Units 1 and 2 are school based.

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

- An oral presentation such as a podcast or video
- A wiki or blog
- A social media campaign
- A PowerPoint or interactive presentation
- A research report
- A case study
- An essay
- Short-answer questions
- Extended-response questions.
Business Management

Rationale
In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Aims
This study enables students to:

- Understand and apply business concepts, principles and terminology
- Understand the complex and changing environments within which businesses operate
- Understand the relationships that exist between a business and its stakeholders
- Recognise the contribution and significance of business within local, national and global markets
- Analyse and evaluate the effectiveness of management strategies in different contexts
- Propose strategies to solve business problems and take advantage of business opportunities

Structure
The study is made up of four units:

- Unit 1 – Planning a business
- Unit 2 – Establishing a business
- Unit 3 – Managing a business
- Unit 4 – Transforming a business

Unit 1
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Areas of study 1: The business idea
On completion of this outcome, the student should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.

Areas of study 2: External environment
On completion of this outcome, the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Areas of study 3: Internal environment
On completion of this unit, the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.
Assessment

Tasks for assessment may be selected from the following:

- A case study analysis
- A business research report
- Development of a business plan and/or feasibility study
- An interview and a report on contact with business
- A school-based, short-term business activity
- A business simulation exercise
- An essay
- A business survey and analysis
- A media analysis

Unit 2

This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Area of study 1: Legal requirements and financial considerations

Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.

Area of study 2: Marketing a business

Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies

Area of study 3: Staffing a business

On completion of this unit, the student should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Assessment

Tasks for assessment for these outcomes may be selected from the following:

- A case study analysis
- A business research report
- Development of a business plan and/or feasibility study
- An interview and a report on contact with business
- A school-based, short-term business activity
- A business simulation exercise
- An essay
- A business survey and analysis
- A media analysis
Unit 3
In this unit, students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Area of study 1: Business foundations
On completion of this unit, the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

Area of study 2: Managing employees
On completion of this unit, the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

Area of study 3: Operations management
On completion of this unit, the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Assessment

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<th>OUTCOMES – UNIT 3</th>
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| Outcome 1         | The students’ performance on each outcome will be assessed using one or more of the following:  
  - A case study  
  - Structured questions  
  - An essay  
  - A report  
  - A media analysis | 20 |
| Outcome 2         | Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees. | 40 |
| Outcome 3         | Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations. | 40 |

Total marks = 100

*School-assessed coursework for Unit 3 contributes 25%.

Unit 4
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.
Area of study 1: Reviewing performance – the need for change
On completion of this unit, the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

Area of study 2: Implementing change
On completion of this unit, the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

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<th>OUTCOMES – UNIT 4</th>
<th>ASSESSMENT TASKS</th>
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| **Outcome 1**     | Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future. | The students’ performance on each outcome will be assessed using one or more of the following:  
- A case study  
- Structured questions  
- An essay  
- A report  
- A media analysis | 50 |
| **Outcome 2**     | Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business. | | 50 |

Total marks = 100

*School-assessed coursework for Unit 4 contributes 25%.

External assessment
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which is set by the VCAA. The examination will contribute 50%.
History

Rationale
The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Furthermore, judgments of historical significance made by historians are central to the discipline. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

Aims
This study 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

Structure
The studies offered are made up of the following units.

**Twentieth century history**
- Unit 1 – Twentieth century history (1918-1939)
- Unit 2 – Twentieth century history (1945-2000)

**Revolutions**
- Unit 3 and 4 – two either from American, French, Russian or Chinese Revolutions

**Ancient history**
- Unit 3 and 4 – two either form Ancient Egypt, Ancient Rome or Ancient Greece

Each pair of units 3 and 4 is designed to be taken as a sequence. Each History is treated as a separate study with its own structure, key knowledge and skills and assessment. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills students are required to demonstrate.

Students should be able to analyse the methods used by European powers to establish colonies and the historical significance of new global systems of exchange.
Unit 1 – Twentieth century history (1918 –1939)

In Unit 1, students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come.

The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

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?

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

Students should be able to explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.

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.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenges to and changes in the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth
century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

**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?

**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 elected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

**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 will 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.

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 over Units 1 and 2 could include the following:

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

**Units 3 and 4 – Ancient history**

Greece and Rome were major civilisations of the ancient Mediterranean. They have bestowed a powerful legacy on the contemporary world. In each of Units 3 and 4, students explore the structures of one of these societies and a period of crisis in its history. Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, both societies experienced dramatic crises, which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

These units highlight the importance of primary sources to historical inquiry about ancient civilisations.
Area of study 1: Living in an ancient society
- What was it like to live in ancient Greece (800 – 454 BCE) or Rome (700 – 146 BCE)?
- What were the social, political and economic features of life?
- Why were these features significant?

Area of study 2: People in power, societies in crisis
Focussing on: Greece (460 – 403 BCE) or Rome (133 – 23 BCE)?
- How did crises change ancient societies?
- How did key individuals contribute to such events?
- How might we judge the historical significance of these crises and the individuals who took part in them?

Outcome 1
Students should be able to explain and analyse the social, political and economic features of an ancient society.

Outcome 2
Students should be able to evaluate the historical significance of a crisis in an ancient society and assess the role of key individuals involved in that turning point.

Assessment
The student’s level of achievement for Unit 3 and 4 will be determined by school-assessed coursework and an end-of-year examination. There will be four (4) internal SACs each mirroring sections of the final examination.

Contributions to final assessment
School-assessed coursework for Units 3 and 4 will contribute 25% to the final assessment respectively. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50% to the final assessment.

End-of-year examination
The examination is designed to assess students’ historical understanding of the areas of study through their responses to set questions. The task will be set by an examination panel using the criteria published annually by the VCAA.

<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 3</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Explain and analyse the social, political and economic features of an ancient</td>
<td></td>
</tr>
<tr>
<td>society.</td>
<td>Each of the following four assessment tasks must be completed over Units 3 and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- A historical inquiry</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>- An analysis of primary sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- An analysis of historical interpretations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- An essay</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>Evaluate the historical significance of a crisis in an ancient society and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>assess the role of key individuals involved in that turning point.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers may choose the order of the assessment tasks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total marks = 100</td>
<td></td>
</tr>
</tbody>
</table>

School-assessed coursework for Unit 3 contributes 25% to the study score.
### OUTCOMES – UNIT 4

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
</table>
| Outcome 1 Explain and analyse the social, political and economic features of an ancient society. | Each of the following four assessment tasks must be completed over Units 3 and 4:  
- A historical inquiry  
- An analysis of primary sources  
- An analysis of historical interpretations  
- An essay  
Teachers may choose the order of the assessment tasks. | 50 |
| Outcome 2 Evaluate the historical significance of a crisis in an ancient society and assess the role of key individuals involved in that turning point. | Total marks = 100 |

School-assessed coursework for Unit 4 contributes 25% to the study score.

### Units 3 and 4 – Revolutions

In Units 3 and 4 Revolutions, students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point, which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students 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. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

The teacher will select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776
- The French Revolution of 1789
- The Russian Revolution of October 1917
- The Chinese Revolution of 1949

For the two selected revolutions, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

### Area of study 1: 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?**

<table>
<thead>
<tr>
<th>Revolution</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>The American Revolution</td>
<td>1754 to 4 July 1776</td>
</tr>
<tr>
<td>The French Revolution</td>
<td>1774 to October 1789</td>
</tr>
<tr>
<td>The Russian Revolution</td>
<td>1896 to October 1917</td>
</tr>
<tr>
<td>The Chinese Revolution</td>
<td>1912 to 1949</td>
</tr>
</tbody>
</table>
Area of study 2: 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?

- The American Revolution  4 July 1776 to 1789
- The French Revolution  October 1789 to 1795
- The Russian Revolution  October 1917 to 1927
- The Chinese Revolution  1949 to 1971

Outcome 1
Students should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Outcome 2
Students should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.

Assessment
The student’s level of achievement for Unit 3 and 4 will be determined by school-assessed coursework and an end-of-year examination. There will be four (4) internal SACs each mirroring sections of the final examination.

Contributions to final assessment
School-assessed coursework for Units 3 and 4 will contribute 25% to the final assessment respectively. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50% to the final assessment.

End-of-year examination
The examination is designed to assess students’ historical understanding of the areas of study through their responses to set questions.

The task will be set by an examination panel using the criteria published annually by the VCAA.

<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 3</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. | Each of the following four assessment tasks must be completed over Units 3 and 4:  
- A historical inquiry  
- An analysis of primary sources  
- An analysis of historical interpretations  
- An essay | 50 |
| **Outcome 2**     |                 |                   |
| Analyse the consequences of revolution and evaluate the extent of change brought to society. | Teachers may choose the order of the assessment tasks. | 50 |

Total marks = 100

School-assessed coursework for Unit 3 contributes 25% to the study score.
<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 4</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. | Each of the following four assessment tasks must be completed over Units 3 and 4:  
  - A historical inquiry  
  - An analysis of primary sources  
  - An analysis of historical interpretations  
  - An essay  
Teachers may choose the order of the assessment tasks. | 50 |
| **Outcome 2**     |       |                  |
| Analyse the consequences of revolution and evaluate the extent of change brought to society. |                  | 50 |

Total marks = 100

School-assessed coursework for Unit 4 contributes 25% to the study score.
Legal Studies

Rationale

VCE Legal Studies examines the institutions and principles which are essential to Australia’s legal system. Students develop an understanding of the rule of law, law makers, key legal institutions, rights protection in Australia and the justice system. Legal Studies examines legal concepts and principles as they apply to a range of actual and/or hypothetical scenarios. Students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. Students develop an understanding of the principles of justice defined as fairness (fair legal process ensuring all parties receive a fair hearing); equality (all people are treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

Students develop an understanding of the complexity of the laws that exist to protect the rights of individuals and to achieve social cohesion. They examine bodies such as parliament and the courts, and the institutions and processes that uphold laws made by these bodies. Students examine how members of society interact with the laws as well as how the legal system impacts on their lives and how they can influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students have come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range to career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

Aims

This study is designed to enable students:

- Understand and apply legal terminology, principles and concepts
- Apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions
- Analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- Understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- Analyse the methods and institutions that determine criminal cases and resolve civil disputes
- Propose and analyse reforms to the legal system to enable the principles of justice to be achieved

Structure

Unit 1 – Guilt and liability
Unit 2 – Sanctions, remedies and rights
Unit 3 – Rights and justice
Unit 4 – The people and the law

Unit 1 – Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person’s or group’s rights and breaching civil law can result in litigation.

Students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or
liable in a civil dispute. Students also develop an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Areas of study
- Legal foundations
- The presumption of innocence
- Civil liability

Outcome 1
Student should be able to describe the main sources and types of law, and assess the effectiveness of laws.

Outcome 2
Student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

Outcome 3
Student should be able to explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Unit 2 – Sanctions, remedies and rights
Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. Students study the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purpose and types of sanctions and remedies and their effectiveness.

Students also undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Areas of study
- Sanctions
- Remedies
- Rights

Outcome 1
Students should be able to explain the key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.

Outcome 2
Students should be able to explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

Outcome 3
Students should be able to evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

Assessment
The award of satisfactory completion for Units 1 and 2 are based on the decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

For these tasks students are required to demonstrate achievement of all outcomes. As a set these outcomes encompass all areas of study.
Assessment tasks for this unit may be selected from the following:

- A folio of exercises
- Structured questions
- A classroom presentation
- A role play
- A debate
- A report
- A question and answer session

**Unit 3 – Rights and justice**

In this unit, students develop an understanding of the Victorian justice system, which includes the criminal and civil justice systems, protects the rights of individuals and upholds the principles of justice: fairness, equality and access. Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving disputes. Students consider the Magistrates’ Court, Country Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommend reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

**Areas of study**

- The Victorian criminal justice system
- The Victorian civil justice system

**Outcome 1**

Students should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

**Outcome 2**

Students should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

**Assessment**

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.

**Assessment of levels of achievement**

The student’s level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

**Contribution to final assessment**

School-assessed coursework for Unit 3 will contribute 25% to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50% to the study score.
### OUTCOMES – UNIT 3

<table>
<thead>
<tr>
<th>OUTCOME 1</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
</table>
| Students should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice. | The student’s performance on each outcome will be assessed using one or more of the following:  
- A case study  
- Structured questions  
- An essay  
- A report in written format  
- A report in multi-media format  
- A folio of exercises | 50 |

<table>
<thead>
<tr>
<th>OUTCOME 2</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

Total marks = 100

*School-assessed coursework for Unit 3 contributes 25% to the study score.

Unit 4 – The people and the law

The study of Australia’s laws and legal system involves an understanding of institutions that make and reform our laws, and the relationships between the Australian people, the Australian Constitution and law making bodies. In this unit, students explore how the Australian constitution establishes the law making powers of the Commonwealth and state parliaments, and protects the Australian people through the structures that act as a check on parliament in law making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Areas of study
- The people and the Australian Constitution
- The people, the parliament and the courts

Outcome 1
Students should be able to discuss the significance of the High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law making.

Outcome 2
Students should be able to discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law makers to responds to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in law.

Assessment
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes online an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an
approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment of levels of achievement

School-assessed coursework for Unit 4 will contribute 25% to the study score.

The level of achievement for Units 3 and 4 will be determined is also assessed by an end of year examination, which will contribute to 50% of the study score.

<table>
<thead>
<tr>
<th>OUTCOMES – UNIT 4</th>
<th>ASSESSMENT TASKS</th>
<th>MARKS ALLOCATED*</th>
</tr>
</thead>
</table>
| **Outcome 1**     | Discuss the significance of the High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law making. | The students’ performance on each outcome will be assessed using one or more of the following formats:  
- A case study  
- Structured questions  
- An essay  
- A report in written format  
- A report in multimedia format  
- A folio of exercises | 40 |
| **Outcome 2**     | Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law makers to responds to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in law. | Total marks = 100 |
|                   |                   | 60 |

*School-assessed coursework for Unit 4 contributes 25% to the study score.

End-of-year examination

All outcomes in Units 3 and 4 will be examined. All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable. The examination will be set by a panel appointed by the VCAA.

End-of-year examination

The examination will contribute 50% to the study score.

Contact

Mrs Debra Everitt  
*Curriculum Leader: Humanities*  
Ph: 8862 1217  
Email: debra.everitt@genazzano.vic.edu.au
Languages

VCE Languages Other Than English (Chinese First Language)

Rationale

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the cultures of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond VCE language study is underpinned by the concepts of communicating and understanding languages and cultures. There are four macro skills that inform all language use:

- Speaking
- Listening
- Reading
- Writing

Aims

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.

Entry to the Study

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Chinese First Language is designed for students who will typically, have spent some time as a resident and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication.

Areas of Study

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.
Themes, Topics and Sub-topics

There are three prescribed themes:

- Self and others
- Tradition and change in the Chinese-speaking communities
- Global issues

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic

*Please note: The VCE LOTE courses of study are based on the current VCAA Study Design.*

Assessment

A variety of assessment methods are used in Unit 1 and Unit 2.

The coursework in Unit 3 and 4 may be assessed by written pieces, responses to spoken and written texts, oral presentations and discussions in the target language.

Unit 3 school-assessed coursework: 25%

Unit 4 school-assessed coursework: 25%

Unit 3 & 4 end-of-year examination: Oral (detailed study) 10%

Written 40%

The outcomes for Unit 1 are:

- Establish and maintain a spoken or written exchange related to an issue of interest or concern.
- Listen to, read and reorganise information and ideas from spoken and written texts.
- Produce a personal response to a fictional text.

The outcomes for Unit 2 are:

- Participate in a spoken or written exchange focusing on the resolution of an issue.
- Listen to, read, and extract and compare information and ideas from spoken and written texts.
- Produce an imaginative piece in spoken or written form.

The outcomes for Unit 3 are:

- To express ideas through the production of original texts 10%
- To analyse and use information from spoken texts 5%
- To exchange information, opinions and experiences 10%
The outcomes for Unit 4 are:

- Analyse and use information from written texts 5%
- Respond critically to spoken and written texts which reflect aspects of language and culture 20%

Detailed Study

The student is required to undertake a detailed study during Units 3 and 4. The Detailed Study forms the basis of the School Assessed Coursework Task in Unit 4 and is also a major component of the externally assessed Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study. The detailed study should be based on a sub-topic related to one or more of the prescribed topics.

The detailed study should enable the student to understand and appreciate aspects of language and culture through the study of texts in Chinese drawn from Literature and the Arts, which focus on the selected sub-topic. It will include study of the author’s/director’s/composer’s intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that at least three texts, drawn from the field of Literature and/or the Arts, are selected. These might include aural and visual, as well as written texts, for example, a short novel, a film and a poem or song, or they could all be written resources, such as a collection of poems or short stories by one author. The length of texts selected will vary depending on the type of text, its density and level of complexity.

End-of-year examinations

The end-of-year examinations are:

- An oral examination (detailed study)
- A written examination
VCE Languages Other Than English (Languages)

Rationale
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge.

VCE language study is underpinned by the concepts of communicating and understanding language and cultures. There are five macro skills that inform all language use:

- Speaking
- Listening
- Reading
- Writing
- Viewing

The study of Latin provides students with a key to the literature, history and culture of the Graeco-Roman world. Through the study of a variety of original texts, including both historical and philosophical writing, students acquire a knowledge and appreciation of ancient life and culture. An understanding of the form and structure of Latin can also improve students’ skills in English and other languages.

These skills will enable students to use language in real life situations, extend their knowledge and understanding of both Australian and other cultures, enhance vocational pathways and opportunities and make a positive contribution to the global society.

Aims
Units 1 to 4 are designed to expose students to a variety of texts to enable them to:

- Communicate with others in the language in interpersonal, interpretive and presentational contexts
- Understand the relationship between language and culture
- Compare cultures and languages and enhance intercultural awareness
- Understand and appreciate the cultural contexts in which the language is spoken
- Learn about language as a system and themselves as language learners
- Make connections between different languages, knowledge and ways of thinking
- Become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

Entry to the Study
Those students who are sufficiently motivated and committed to the study of French, Italian, Chinese or Japanese at this level must:

- Have a strong desire to continue with the subject in order to develop their ability to speak and write in the LOTE with a reasonable degree of proficiency
- Be prepared to read extensively, not only to satisfy the homework and test requirements but also to increase their personal vocabulary so that they can communicate in the LOTE on matters relating to their everyday life and beyond

Those students who are sufficiently motivated and committed to the study of Latin at this level must:

- Have a strong desire to continue with the subject in order to develop their ability to translate and analyse texts with a reasonable degree of proficiency
- Be suitably motivated to undertake regular revision and consolidation of concepts covered in class
There are no prerequisites for this study but it is highly recommended that a candidate has achieved at least a grade C in the speaking, listening, reading and writing strands at Year 10 (reading and writing for Latin). You are also required to study both Unit 1 and 2 to be eligible for Unit 3 and 4.

Areas of Study
VCE Language studies require communication in the target language in a variety of situations and for multiple purposes. These purposes include socialising, exchanging information, creating texts, interpreting from one language to another and reflecting on language experiences to improve communication in the future.

There are three areas of study in each unit: Interpersonal Communication, Interpretive Communication and Presentational Communication.

Within each area of study, a variety of text types, kinds of writing, grammar and vocabulary are included. The themes and topics are the vehicle through which the student will demonstrate achievement of the prescribed outcomes for each unit.

In developing their communicative skills in French, Italian, Mandarin and Japanese, students are expected to be familiar with and be able to produce the following kinds of writing:

- Personal
- Informative
- Persuasive
- Evaluative
- Imaginative

Themes, Topics and Sub-topics
There are three prescribed themes for French, Italian, Chinese and Japanese:

- The Individual
- The Italian/French/Chinese/Japanese-speaking Communities
- The World around us

These themes have a number of prescribed topics and suggested sub-topics. It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs, background and interests of the student.

The areas of study for Latin comprise grammar, literary, stylistic and structural techniques, vocabulary and seen texts. 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. The prescribed text for Unit 4 is Virgil’s Aeneid Book 4 vv, 1-73, 151-197, 296-436, 648-705.

The grammar, literary, stylistic and structural techniques, vocabulary and seen texts, as common areas of study, add a further layer of definition to the knowledge and skills required.

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.

Please note: The VCE LOTE courses of study are based on the current VCAA Study Design. 
Assessment

**French, Italian, Chinese and Japanese**
A variety of assessment methods are used in Unit 1 and Unit 2.

The coursework in Unit 3 and 4 may be assessed by written pieces, responses to spoken and written texts, oral presentations and discussions in the target language.

Unit 3 school-assessed coursework: 25%

Unit 4 school-assessed coursework: 25%

Unit 3 and 4 end-of-year examination: Oral (detailed study) 12.5%

Written 37.5%

**Latin**
Unit 3 school-assessed coursework: 25%

Unit 4 school-assessed coursework: 25%

Unit 3 and 4 end-of-year examination: Written 50%

**Summary of Outcomes for French, Italian, Chinese and Japanese**
The outcomes for Unit 1 are:

- Interpersonal Communication: Exchange meaning in a spoken interaction in the target language.
- Interpretive Communication: Interpret information from two texts on the same subtopic presented in the target language, and respond in writing in both the target language and English.
- Presentational Communication: Present information, concepts and ideas in writing in the target language on the selected subtopic and for a specific audience and purpose.

The outcomes for Unit 2 are:

- Interpersonal Communication: Respond in writing in the target language to spoken, written or visual texts presented in the target language.
- Interpretive Communication: Analyse and use information from written, spoken or visual texts to produce an extended written response in the target language.
- Presentational Communication: Explain information, ideas and concepts orally in the target language to a specific audience about an aspect of culture within communities where the language is spoken.

The outcomes for Unit 3 are:

- To express ideas through the production of original texts 10%
- To analyse and use information from spoken texts 5%
- To exchange information, opinions and experiences 10%

The outcomes for Unit 4 are:

- To analyse and use information from written texts 5%
- To respond critically to spoken and written texts which reflect aspects of the language and culture of the target language speaking communities 20%
Chinese Second Language Advanced

The outcomes and assessment tasks for Unit 1 and 2 are the same for both Chinese Second Language and Chinese Second Language Advanced.

The outcomes for Unit 3 Chinese Second Language Advanced are:

- Express ideas through the production of original texts 10%
- Analyse and use information from spoken texts 5%
- Exchange information, opinions and experiences. 10%

The outcomes for Unit 4 Chinese Second Language Advanced are:

- Analyse and use information from written texts, and translate part of the text/s into English. 5%
- Respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities. 20%

Detailed Study

At Year 12, as well as acquiring the linguistic resources to function effectively as a non–specialist within all three themes prescribed in the Study Design, the student of French, Italian, Chinese or Japanese is required to undertake a Detailed Study in Unit 4. This Detailed Study relates to the prescribed themes and topics and is based on selected sub-topics.

The purpose of the Detailed Study is to study language and culture through texts. Students deepen their knowledge of a particular topic or aspect of culture using a range of resources in the Language studied.

The Detailed Study forms the basis of the School Assessed Coursework Tasks in Unit 4 and is also a major component of the externally assessed Oral Examination. This course component is undertaken over a period of approximately 15 hours class time as well as independent preparation.

Summary of Outcomes for Latin

The outcomes for Unit 1 are:

- To manipulate basic accidence and syntax in Latin sentences
- To demonstrate understanding of the content of a seen passage of Latin accurately
- To read a passage of Latin aloud with correct pronunciation

The outcomes for Unit 2 are:

- To identify and explain accidence and syntax of words from a seen passage presented in context
- To identify main ideas and specific details of content in an unseen passage
- To demonstrate understanding of the use and purpose of scansion in Latin poetry
- To translate a seen passage with attention to fluency and accuracy

The outcomes for Unit 3 are:

- To demonstrate knowledge of accidence and syntax
- To demonstrate understanding of content, context, purpose and style in a seen passage
- To translate seen and unseen passages with attention to style and shades of meaning

Outcome 1 10%
Outcome 2 20%
Outcome 3 20%
The outcomes for Unit 4 are:

- To analyse and explain the literary, stylistic and structural techniques used in Latin texts
- To identify and discuss themes and relevant aspect of cultural/historical context in a seen text

Outcome 1 25%
Outcome 2 25%

Contact
Ms Cathy Wu
Curriculum Leader: Languages Foundation to Year 12
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Email: cathy.wu@genazzano.vic.edu.au
Mathematics

Rationale
Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise, and precise. Mathematics is a means by which people can understand and manage their environment. Essential mathematical activities include conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

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

Aims
This study is designed to enable students to:

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

Structure
Mathematics at VCE follows the VCAA Study Design Units 1 and 2 and Units 3 and 4 for 2016-2020. The study is made up of the following units:

- General Mathematics Units 1 & 2
- Mathematical Methods Units 1 & 2
- Specialist Mathematics Units 1 & 2
- Further Mathematics Units 3 & 4
- Mathematical Methods Units 3 & 4
- Specialist Mathematics Units 3 & 4
Course selection

Students who are particularly interested in Mathematics and are considering mathematical based courses in the sciences, commerce or engineering fields should consider taking 6 or 8 units of Mathematics over their VCE years. This will give a very firm foundation upon which to build their future studies. A four-unit course can prepare students for specific university courses. Students are encouraged to obtain advice from the Career’s counsellor.

<table>
<thead>
<tr>
<th>UNITS</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
</table>
| 8 units | Mathematical Methods 1 & 2  
Specialist Mathematics 1 & 2 | Mathematical Methods 3 & 4  
Specialist Mathematics 3 & 4 |
| 8 units | Mathematical Methods 1 & 2  
Specialist Mathematics 1 & 2 | Mathematical Methods 3 & 4  
Further Mathematics 3 & 4 |
| 8 units | Mathematical Methods 1 & 2  
Further Mathematics 3 & 4 | Mathematical Methods 3 & 4  
Specialist Mathematics 3 & 4 |
|       | **Approval from Head of Department is required for this pathway.** | **For this combination of units students will need to undertake some supplementary knowledge and skills for Specialist Mathematics Units 3 & 4** |
| 6 units | Mathematical Methods 1 & 2  
Specialist Mathematics 1 & 2 | Mathematical Methods 3 & 4 |
|       | **This is a recommended pathway to give students a broader foundation upon which to build Mathematical Methods 3 & 4** | |
| 6 units | Mathematical Methods 1 & 2 | Mathematical Methods 3 & 4  
Further Mathematics 3 & 4 |
| 6 units | Mathematical Methods 1 & 2 | Mathematical Methods 3 & 4  
Specialist Mathematics 3 & 4 |
|       | **For this combination of units students will need to undertake some supplementary knowledge and skills for Specialist Mathematics Units 3 and 4** | |
| 6 units | Mathematical Methods 1 & 2  
Further Mathematics 3 & 4 | Mathematical Methods 3 & 4 |
|       | **Approval from Head of Department is required for this pathway.** | |
| 4 units | Mathematical Methods 1 & 2 | Mathematical Methods 3 & 4 |
| 4 units | Mathematical Methods 1 & 2 | Further Mathematics 3 & 4 |
| 4 units | General Mathematics 1 & 2 | Further Mathematics 3 & 4 |

Entry into the Advanced Analysis and Enrichment (AAE) program is by invitation. Since students are expected to maintain a consistently high standard on all assessment tasks, entry into this program one year does not guarantee entry in subsequent years; it will be dependent on results. It is expected that the students in the AAE program would be interested in studying at least six units of Mathematics over their VCE years.
Students who have been in the Year 10 AAE Mathematics course in 2019 and have maintained a high level of achievement throughout the year will be invited to study Mathematical Methods AAE Units 1&2. They will then have the following options.

<table>
<thead>
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<th>YEAR 12</th>
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<td>Mathematical Methods 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Specialist Mathematics 1 &amp; 2</td>
<td>Specialist Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td><em>This is the recommended pathway for students from the AAE stream</em></td>
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</tr>
<tr>
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<td>Mathematical Methods 3 &amp; 4</td>
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<tr>
<td></td>
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<td>Specialist Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td><em>Approval from Head of Department is required for this pathway.</em></td>
<td><em>For this combination of units students will need to undertake some supplementary knowledge and skills for Specialist Mathematics 3 and 4</em></td>
</tr>
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</tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Units 1 and 2

Specialist Mathematics

Specialist Mathematics Units 1 and 2 is to be taken in conjunction with Mathematical Methods Units 1 and 2 or Year 11 AAE Mathematical Methods. This leads to the study of both Mathematical Methods Units 3 and 4 and Specialist Mathematics Units 3 and 4 in Year 12. Even if the study of Specialist Mathematics Units 3 and 4 in Year 12 is not a possibility, the study of Specialist Mathematics Units 1 and 2 in Year 11 gives a broader algebraic and mathematical foundation for the further study of Mathematical Methods Units 3 and 4 and is the recommended pathway.

Since this course is for students intending to study Specialist Mathematics Units 3&4 and Mathematical Methods Units 3&4 in the following year it covers the following areas of study:

- Arithmetic and number (including the study of complex numbers and sequences and series)
- Graphs of linear and non-linear relations (including cartesian, polar and parametric forms; kinematics)
- Geometry measurement and trigonometry (including geometry in the plane and proof; vectors in the plane)
- Statistics: simulation, sampling and sampling distributions
- Transformations, trigonometry and matrices (including the linear transformations of the plane and trigonometric identities)

General Mathematics

General Mathematics Units 1 and 2 may be taken alone. It contains assumed knowledge for Further Mathematics Units 3 and 4.

This course consists of topics from the following areas of study.

- Algebra and structure (linear relations and equations)
- Arithmetic and number (financial, computation and practical arithmetic)
- Discrete mathematics (number patterns and recursion and matrices)
- Geometry measurement and trigonometry
- Graphs of linear and non-linear relations (linear graphs and models including linear programming)
- Statistics (investigating and comparing data distributions and the relationships between two variables).

Mathematical Methods

Mathematical Methods Units 1 and 2 may be taken alone or with Specialist Mathematics Units 1 and 2. It contains the assumed knowledge for Mathematical Methods Units 3 and 4. Students may complete Mathematical Methods Unit 1 followed by General Mathematics Unit 2. Completing General Mathematics Unit 1 followed by Mathematical Methods Unit 2 is not possible.

This course is for students intending to study Mathematical Methods Units 3 and 4 in the following year.

This is a fully prescribed course taken from the following areas of study:

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics
Mathematical Methods AAE
This course is also known Year 11 AAE Mathematics and contains the assumed knowledge for Mathematical Methods Units 3&4.

Mathematical Methods AAE Units 1 and 2 is a possible course of study only for those students who have studied Year 10 Mathematics AAE. Entry into this course is by invitation only and is dependent on consistently high standard on all assessment tasks in Year 10 AAE.

It is recommended that these students should also be taking Specialist Mathematics Units 1 and 2 concurrently. This combination of studies will lead to the study of both Mathematical Methods and Specialist Mathematics at the Units 3 and 4 level in Year 12.

This is a fully prescribed course taken from the following areas of study:

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Units 3 and 4
Further Mathematics
Further Mathematics Units 3 and 4 may be taken alone.

Unit 3 has a prescribed core (Data analysis and Recursion and financial modelling). The following two modules are studied:

- Geometry and measurement
- Graphs and relations

Further Mathematics Units 3 and 4 may be taken at Year 11 level provided that it is taken with Mathematical Methods Units 1 and 2. Only those Year 11 students who have performed at a very high level in Year 10 mainstream Mathematics or Year 10 AAE Mathematics should consider this pathway. The study of Further Mathematics Units 3 and 4 at Year 11 level must be approved by the Head of Mathematics.

Mathematical Methods
Mathematical Methods Units 3 and 4 may be taken alone or in conjunction with Specialist Mathematics Units 3 and 4. A student must have completed Mathematical Methods Units 1 and 2 in the previous year.

A fully prescribed course taken from the following areas of study:

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics
Specialist Mathematics

Specialist Mathematics Units 3 and 4 is taken in conjunction with Mathematical Methods Units 3 and 4. Mathematical Methods Units 3 and 4 contains assumed knowledge for Specialist Mathematics Units 3 and 4.

Specialist Mathematics Units 3 and 4 does not require the study of Specialist Mathematics Units 1 and 2. However, it would be expected that students who have not studied Specialist Mathematics at Year 11 complete some supplementary knowledge and skill exercises in preparation.

A fully prescribed course taken from the following areas of study:

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

University Enhancement Mathematics

Students who have been involved in the Mathematics Acceleration and Enrichment (AAE) program may wish to consider studying University Enhancement Mathematics in Year 12. This is a course delivered under a program developed by the Melbourne University Program for High Achieving Students (MUPHAS) as well as Monash University. Students are advised that the program is ‘for exceptional students, not just the very good’.

Students should only consider this course if they are intending to also study Specialist Mathematics and have either successfully completed Mathematical Methods Units 3 and 4 or are intending to enrol in Mathematical Methods Units 3 and 4.

Enhancement Mathematics students will need to refer to the Melbourne University and Monash University websites or contact the Careers Advisor, for updated information.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. At the end of each semester a result will be reported for each unit to the VCAA as S (Satisfactory) or N (Not satisfactory).

Levels of achievement

Units 1 and 2
The assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4
The VCAA will supervise the assessment of all students undertaking Units 3 and 4. School assessed coursework (SAC) will be a part of the regular teaching and learning program and will not unduly add to the workload associated with that program. They will be completed mainly in class and within a limited timeframe. The student’s level of achievement will be assessed through school-assessed coursework and examination as follows:
School-assessed coursework

<table>
<thead>
<tr>
<th>FURTHER MATHEMATICS</th>
<th>MATHEMATICAL METHODS</th>
<th>SPECIALIST MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3: 20%</td>
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<tr>
<td>• Application task</td>
<td>Unit 3: 17% – 1 Application task</td>
<td></td>
</tr>
<tr>
<td>• Modelling or problem solving task</td>
<td></td>
<td>Unit 3: 17% – 1 Application task</td>
</tr>
<tr>
<td>Unit 4: 14% – Modelling or problem solving tasks</td>
<td></td>
<td>Unit 4: 17% – 2 Modelling or problem solving tasks</td>
</tr>
</tbody>
</table>

Unit 3: 20%  
- Application task  
- Modelling or problem solving task

Examination 1: (1.5 hours)  
33% – Multiple choice questions, one bound book of notes permitted and a CAS calculator

Examination 2: (1.5 hours)  
33% – Extended-response, one bound book of notes permitted and a CAS calculator

Examination 1: (1 hour)  
22% – Short-answer and some extended-answer questions, technology-free and no notes permitted

Examination 2: (2 hours)  
44% – Multiple-choice and extended-answer questions, technology open, one bound book of notes permitted and a CAS calculator

Examination 1: (1 hour)  
22% – Short-answer and some extended-answer questions, technology-free and no notes permitted

Examination 2: (2 hours)  
44% – Multiple-choice and extended-answer questions, technology open, a CAS calculator

VCE outcomes and study designs
Details on the areas of study, outcomes and assessment for Mathematics Unit 1 to 4 can be found at the following links.

General Mathematics Units 1 and 2:  

Further Mathematics Unit 3 and 4:  

Mathematical Methods Units 1, 2, 3 and 4:  

Specialist Mathematics Units 1, 2, 3 and 4:  

Contact  
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Curriculum Leader: Mathematics  
Ph: 8862 1098  
Email: carol.patterson@genazzano.vic.edu.au
Music

Students wishing to undertake Units 3 and 4 in Music Performance in Year 11 must pass an audition process involving practical, aural and theoretical elements.

Rationale

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students’ understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

Entry

There are no prerequisites for entry to Units 1, 2 and 3 for Music Performance. Students must undertake Unit 3 prior to undertaking Unit 4 in these studies. Music Performance Units 1 to 4 an are designed to a standard equivalent to the final two years of secondary education.

Music Performance

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.

Unit 2

In this unit, students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

Unit 3

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.
Unit 4
In this unit, students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Assessment
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.

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.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Music Performance students’ level of achievement will be determined by School-assessed Coursework, an end-of-year performance examination and an end-of-year aural and written examination.

Percentage contributions to the study score in VCE Music are as follows:

VCE Music Performance Units 3 and 4
- Units 3 and 4 School-assessed Coursework: 30%
- External end-of-year performance examination: 50%
- External end-of-year aural and written examination: 20%

Contact
Ms Kristen Beayni
Curriculum Leader: Music
Ph: 8862 1223
Email: kristen.beanyi@genazzano.vic.edu.au
Science

Biology

Rationale
VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements. In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

Aims
This study enables students to:

- Develop knowledge and understanding of key biological models, theories and concepts, from the cell to the whole organism
- Examine the interconnectedness of organisms, their relationship to their environmental context, and the consequences of biological change over time including the impact of human endeavours on the biological processes of species

Prerequisites for Units 3 and 4 Biology
It is strongly recommended that students have completed the Year 10 Science Elective: ‘Unit 2 PLUS’ or Year 11, Units 1 and 2 Biology for entry into Unit 3 Biology. The student should be aware that if they were unable to achieve a C+ grade average in Unit 1 their ability to cope with the concepts and workload in Unit 3 will be extremely challenged. Students entering Unit 3 from the Year 10 Science Elective Provide need to provide evidence of very good overall academic results, such as a B+ average across all studies. Students entering Unit 3 Biology without Units 1 and/or 2 will be required to discuss their rationale for choosing this subject with the Curriculum Leader: Science and will be expected to complete recommended reading, notemaking and sample questions to address shortcomings in their knowledge and skills.

Structure
The study is made up of four units.

Unit 1 – How do living things stay alive?
- Area of study 1: How do organisms function?
- Area of study 2: How do living systems sustain life?
- Area of study 3: Practical investigation: students design and undertake an investigation related to the survival of an organism or species.

Unit 2 – How is continuity of life maintained?
- Area of study 1: How does reproduction maintain the continuity of life?
- Area of study 2: How is inheritance explained?
- Area of study 3: Investigation of an issue: students investigate and communicate a response related to an issue in genetics and/or reproductive science.

Unit 3 – How do cells maintain life?
- Area of study 1: How do cellular processes work?
- Area of study 2: How do cells communicate?
Unit 4 – How does life change and respond to challenges over time?

- Area of study 1: How are species related?
- Area of study 2: How do humans impact on biological processes?
- Area of study 3 (Unit 3 and/or 4): Practical investigation: students design and undertake a practical investigation related to cellular processes and/or biological change and continuity over time.

Contribution to final assessment

- School-assessed Coursework for Unit 3 will contribute 16% to the study score
- School-assessed Coursework for Unit 4 contributes 24%
- The examination will contribute 60%

Chemistry

Rationale

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

Aims

This study enables students to:

- Apply models, theories and concepts to describe, explain, analyse and make predictions about chemical phenomena, systems, structures and properties, and the factors that can affect them
- Understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts

Prerequisites for Units 3 and 4 Chemistry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. The student should be aware that if they were unable to achieve a C+ grade average in Unit 2 Chemistry, their ability to cope with the concepts and workload in Unit 3 will be extremely challenged.

Structure

The study is made up of four units.

Unit 1 – How can the diversity of materials be explained?

- Area of study 1: How can knowledge of elements explain the properties of matter?
- Area of study 2: How can the versatility of non-metals be explained?
- Area of study 3: Research investigation

Unit 2 – What makes water such a unique chemical?

- Area of study 1: How do substances interact with water?
- Area of study 2: How are substances in water measured and analysed?
- Area of study 3: Practical investigation

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

- Area of study 1: What are the options for energy production?
- Area of study 2: How can the yield of a chemical product be optimised?
Unit 4 – How are organic compounds categorised, analysed and used?

- Area of study 1: How can the diversity of carbon compounds be explained and categorised?
- Area of study 2: What is the chemistry of food?
- Area of study 3: A student-designed or adapted practical investigation related to energy and/or food is undertaken in either unit 3 or unit 4, or across both Units 3 and 4.

Contribution to final assessment

- School-assessed Coursework for Unit 3 will contribute 16% to the study score.
- School-assessed Coursework for Unit 4 contributes 24%.
- The examination will contribute 60%.

Physics

Rationale

Scope of study Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences. Knowledge of the safety considerations associated with physics investigations is integral to the study of VCE Physics.

Aims

This study enables students to:

- Apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena
- Understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts

Prerequisites for Units 3 and 4 Physics

There are no prerequisites for entry to Units 1, 2 and 3. The student should be aware that if they were unable to achieve a C+ grade average in Unit 2, their ability to cope with the concepts and workload in Unit 3 will be extremely challenged. Students must undertake Unit 3 prior to undertaking Unit 4.

Structure

The study is made up of four units.

Unit 1 – What ideas explain the physical world?

- Area of study 1: How can thermal effects be explained?
- Area of study 2: How do electric circuits work?
- Area of study 3: What is matter and how is it formed?

Unit 2 – What do experiments reveal about the physical world?

- Area of study 1: How can motion be described and explained?
- Area of study 2: Options
- Area of study 3: Practical investigation

Unit 3 – How do fields explain motion and electricity?

- Area of study 1: How do things move without contact?
- Area of study 2: How are fields used to move electrical energy?
- Area of study 3: How fast can things go?
Unit 4 – *How can two contradictory models explain both light and matter?*
- Area of study 1: How can waves explain the behaviour of light?
- Area of study 2: How are light and matter similar?
- Area of study 3: Practical investigation

**Contribution to final assessment**
- School-assessed Coursework for Unit 3 will contribute 21% to the study score.
- School-assessed Coursework for Unit 4 contributes 19%.
- The examination will contribute 60%.

**Psychology**

**Rationale**
VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

Students also develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

**Aims**
This study enables students to:
- Apply psychological models, theories and concepts to describe, explain and analyse observations and ideas related to human thoughts, emotions and behaviour
- Examine the ways that a biopsychosocial approach can be applied to organise, analyse and extend knowledge in psychology

**Prerequisites for Units 3 and 4 Psychology**
There are no prerequisites for entry to Units 1, 2 and 3. The student should be aware that if they were unable to achieve a C+ grade average in Unit 2, their ability to cope with the concepts and workload in Unit 3 will be extremely challenged. Students must undertake Unit 3 prior to undertaking Unit 4.

**Unit 1 – How are behaviour and mental processes shaped?**
- Area of study 1: How does the brain function?
- Area of study 2: What influences psychological development??
- Area of study 3: Student-directed research investigation

**Unit 2 – How do external factors influence behaviour and mental processes?**
- Area of study 1: What influences a person’s perception of the world?
- Area of study 2: How are people influenced to behave in particular ways?
- Area of study 3: Student-directed practical investigation

**Unit 3 – How does experience affect behaviours and mental processes?**
- Area of study 1: How does the nervous system enable psychological functioning?
- Area of study 2: How do people learn and remember?

**Unit 4 – How is wellbeing developed and maintained?**
- Area of study 1: How do levels of consciousness affect mental processes and behaviour?
- Area of study 2: What influences mental wellbeing?
- Area of study 3: Practical Investigation
A student-designed or adapted practical investigation related to mental process and psychological functioning is undertaken in either Unit 3 or 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4, and is undertaken by the student using an appropriate experimental research design involving independent groups, matched participants, repeated measures or across-sectional study.

The development of a set of key science skills is a core component of the study of VCE Psychology and applies across Units 1 to 4 in all areas of study.

Contribution to final assessment
- School-assessed Coursework for Unit 3 will contribute 16% to the study score.
- School-assessed Coursework for Unit 4 contributes 24%.
- The examination will contribute 60%.

Contact
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The VCE Career Development Program

Introduction
The Genazzano Career Development Office operates under the Careers Code of Ethics. The Careers Practitioners are qualified and are Members of the CEAV, the CDAA and CICA professional bodies. Careers education at Genazzano aims to give each individual student the opportunity to develop to the best of her ability and to learn about herself, the world of work, and the values, skills and attributes needed to be aspirational and continue lifelong learning, especially in these times of constant change.

The VCE Career Development Program
All students are supported by:

Individual counselling sessions
All students are welcome to make an appointment to discuss a range of topics including subject selection, course information, work experience, job applications, university accommodation, interstate and international university applications, resume writing and career direction.

All Year 12 students receive one on one counselling in Term One and Three to discuss and receive assistance with issues such as:

- Course selection – local, interstate and international
- Tertiary education information
- Completing a gap year
- Job, apprenticeship and cadetship applications
- Scholarships
- SEAS applications
- Extra requirement – e.g. ‘the UMAT’ or art folios

GenSTAR Sessions – Careers

Year 11 – VTAC Website
All year 11 students are taught how to use the VTAC Website so that they can do research on the VCE subjects they are studying and what courses are available to them with these subjects. All Year 11 students will complete a Career Action Plan during this session to assist with future planning.

Year 12 – VTAC Registration and Course Searching
All Year 12 students will register to make a VTAC account and learn how to search for courses available to them at the tertiary level to prepare them for their university application in September. This will form the start of their course applications.

Career events
Many events are held throughout the year including guest speaker sessions, the Subject Selection and Careers Expo, information sessions on how to apply for entry into particular programs or courses, e.g. accounting, cadetships or medicine/surgery courses.

Parent Information
Information evenings are offered to parents regarding VCE subject selection, VTAC application processes and destinations reports. Parents are also invited to attend the Subject Selection and Careers Expo. The Careers website on GenConnect also contains vital information, including newsletters, VET subjects, links to external websites, career announcements, upcoming events and important documentation. Parents are welcome to contact the Careers Office to make an appointment with the Careers Practitioners. Career events are advertised in the College newsletter.
Publications
Career events, resources and talks are publicised in the Daily Student Bulletin, the Careers Newsletter, the College Newsletter, in the Careers Centre, on GenConnect and by email.

External Events
There are a number of important careers seminars and events held throughout the year that students are strongly encouraged to attend. They include university, vocational and private provider open days (usually in August), tertiary workshops and campus tours, careers expos and faculty seminars. These are advertised as outlined above.

Vocational Education and Training (VET)
Genazzano FCJ College is a member of the Inner Melbourne VET Cluster (IMVC). This cluster offers a range of VET programs from Certificate II to Certificate III. VET subjects are undertaken at a number of venues such as Siena College, William Angliss, Carey Baptist College and Swinburne Senior Secondary College. VET programs are accredited by the Victorian Curriculum and Assessment Authority and can contribute to the VCE either incrementally or to the primary four, depending upon the certificate level.

For further information on VET, and the subjects available in 2020, all students and parents must read the VET Handbook provided by the College. The Handbook is available from the Careers Development Office during Term Three.

VET studies in the VCE
Approved Vocational Education and Training programs have been fully integrated into the VCE. Students may wish to undertake VET studies in their VCE program. Whilst not a Registered Training Organisation (RTO), Genazzano FCJ College is a member of the Inner Melbourne VET Cluster. The Cluster collaborates with a range of schools, employers, industry and TAFE Colleges to enable a small number of students from individual schools to join a program, providing them with access to a range of Vocational Education and Training programs.

Although Genazzano works closely with the Inner Melbourne VET Cluster, there are other providers of VET courses. If students wish to access such courses, the College is willing to facilitate such access after discussion. Please contact our Careers Advisor, Ms Amanda Barnetby, or our VCE Coordinator, Mr Ferruccio Servello if you have any enquiries.

Enhanced recognition of vocational education and training within the VCE provides students who successfully complete a VCE/VET program to gain national qualifications within the National Training Framework. All VCE/VET programs provide recognition within the VCE. VET programs contribute directly to the ATAR score or as a 5th or 6th subject. Study scores are available for the following VCE/VET programs:

Students should be aware of the following information if considering undertaking a VET Study:

- Students usually take a VET study in association with the full VCE or Year 10 program (as appropriate - it should be noted, however, that student requirements in this regard will be assessed on an individual basis)
- Students may have to miss one class on the relevant day of the VET class. Every effort is made to ensure that there will be different classes each week in the 10-day cycle and that the overall timetable accommodates VET studies, as far as possible.
- Students will be expected to negotiate with the teacher whose class they have missed. Students must remain up to date with their regular school program.
- Student performance in VET and the regular Year 10 program will be reviewed during Semester One. Failure to meet the demands of either program may result in a review of a student’s VET enrolment.
- Parents should note that VET studies are subject to additional fees. These fees are charged by the vocational institution to the College and then passed on to the family. The fee amount is dependent upon the level of Commonwealth grant that the relevant study receives.
- Fees can range from $300 to $1500 on average, per year. Additional costs relating to uniform, protective gear or materials may also be charged.
- This fee will be added to tuition accounts and must be made by the due date.
Students withdrawing from the program must do so prior to the start of the school year to avoid being charged the full fee.

Every effort will be made by Genazzano staff members to support students who enrol in a VET study.

The following table lists some of the VET programs that are currently available to students:

<table>
<thead>
<tr>
<th>Available Programs</th>
<th>Contribution to VCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>10% increment</td>
</tr>
<tr>
<td>Agriculture</td>
<td>10% increment</td>
</tr>
<tr>
<td>Allied Health Assistance</td>
<td>10% increment</td>
</tr>
<tr>
<td>Animal Studies</td>
<td>10% increment</td>
</tr>
<tr>
<td>Applied Fashion</td>
<td>10% increment</td>
</tr>
<tr>
<td>Automotive</td>
<td>10% increment</td>
</tr>
<tr>
<td>Building and Construction</td>
<td>10% increment</td>
</tr>
<tr>
<td>Business</td>
<td>Study Score and ATAR contribution</td>
</tr>
<tr>
<td>Community Services</td>
<td>Study Score and ATAR contribution</td>
</tr>
<tr>
<td>Creative Industries</td>
<td>10% increment</td>
</tr>
<tr>
<td>Dance</td>
<td>Study Score and ATAR contribution</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>Study Score and ATAR contribution</td>
</tr>
<tr>
<td>Equine Studies</td>
<td>10% increment</td>
</tr>
<tr>
<td>Events</td>
<td>10% increment</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Study Score and ATAR contribution</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Study Score and ATAR contribution</td>
</tr>
<tr>
<td>Digital Media</td>
<td>Study Score and ATAR contribution</td>
</tr>
<tr>
<td>Interior Decorating</td>
<td>10% increment</td>
</tr>
<tr>
<td>Justice</td>
<td>10% increment</td>
</tr>
<tr>
<td>Laboratory Skills</td>
<td>Study Score and ATAR contribution</td>
</tr>
<tr>
<td>Music</td>
<td>Study Score and ATAR contribution</td>
</tr>
<tr>
<td>Outdoor Recreation</td>
<td>No ATAR contribution</td>
</tr>
<tr>
<td>Plumbing</td>
<td>No ATAR contribution</td>
</tr>
<tr>
<td>Retail Cosmetics</td>
<td>No ATAR contribution</td>
</tr>
<tr>
<td>Salon Assistant</td>
<td>No ATAR contribution</td>
</tr>
<tr>
<td>Subject</td>
<td>Study Score and ATAR contribution</td>
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<tr>
<td>Screen and Media</td>
<td>Study Score and ATAR contribution</td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>Study Score and ATAR contribution</td>
</tr>
<tr>
<td>Tourism</td>
<td>Tourism 10% increment</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Arts 10% increment</td>
</tr>
</tbody>
</table>

For further information on VET, and the subjects available in 2019, all students and parents must read the VET Handbook provided by the College. The Handbook is available from the Careers Development Office during Term Three.

Contact
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