

# The King David School

# VCE Information



THE KING DAVID SCHOOL



Modern | Thinking | Judaism

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# Welcome from the Principal

Dear Students and Parents,

VCE provides students, and parents alike, with a daunting set of acronyms, jargon, rules, clauses and sub-clauses that can be confusing and intimidating. Often lost in the discussion of ATARs, SACs, SATs, GATs and Study Scores is the realisation that the VCE can present a wonderful opportunity for learning for those in the final years of Secondary School. While helping to negotiate the system is a crucial way that The King David School can help, students are encouraged to keep sight of what the system is designed for – their education.

While we encourage all our students to strive to achieve their personal best in their studies, the VCE can present significant challenges in terms of increased workloads, challenging deadlines and high stakes test situations. As such, students need to maintain a clear focus, dedication and a cool head. During this period, considered application of sensible work habits proves to be beneficial. When this is coupled with regular exercise, family life and other social pursuits, students are most likely to reap the rewards they seek from the VCE.

In this challenging period, it is crucial that students maintain a sense of balance. Students need to ensure that their work life balance is managed as it shifts progressively throughout the year. The emphasis should be on a carefully developed and regularly re-evaluated routine. Students should assess whether they are achieving the targets they have set and if not, implement new strategies to meet the goals.

A dedicated study space, a study timetable that is shared and discussed with parents, and a willingness to give it one's best shot are all essential. Most importantly, students need to know that it will be tough, but that the demands can be met with commitment and sincere application.

The teaching team at The King David School is comprised of educators whose extensive professional experience and passion enables students to receive meaningful and well-targeted instruction that can be implemented. The teachers work as a team to support and challenge students and to encourage them to make this period the most educationally exciting and rewarding they have yet experienced.

Students, I wish you the very best for the journey ahead. I implore you to take the time to enjoy the many school highlights and milestones you will celebrate on the way. I hope that you feel supported and challenged to achieve your personal best and know that we are proud of all you achieve and who you are becoming as the finest of young men and women.

**Marc Light**  
**Principal**

# Welcome from the VCE Coordinator

Dear students and parents,

The letters V-C-E sometimes have an ominous ring to them. We visualise students crouched over desks spending joyless hours revising, maybe occasionally looking to the sunny scenes beyond the window to recapture a glimpse of the good times they have left behind. Of course, this is not the vision of the authors of the VCE curriculum, and it's certainly not what we as VCE teachers want for our students here at The King David School. The truth is, VCE is challenging, but it's not miserable. Awaiting you is a journey into developing valuable skills and acquiring remarkable knowledge, all with the intention of providing a springboard into the diverse pathways of study and employment that lie beyond secondary school.

The VCE curriculum is driven by the student. With the exception of English and a Jewish studies subject in Year 11, students decide on all of the subjects they wish to study, crafting their own learning narrative. I encourage you to harness this opportunity and select subjects that inspire and delight you. We have quite a bunch of them on offer. What puts a fire in your belly? Is it the social structure of ancient Mesopotamia or developing smart phone apps? It doesn't matter what it is, make bold choices and throw everything you've got at them. You'll find the rewards can be boundless.

Because your studies in Years 11 and 12 facilitate your transition to further study though, it is important to get a few details right. So, while you're sniffing out your passions, keep an eye on the prerequisite subjects and requirements for courses you think you might like to do once you leave us. If you're confused, book an appointment with the Careers Counsellor and get a clearer idea. With a little bit of careful reading and guidance from staff, you can put together a VCE story for yourself that you'll find intellectually fulfilling as well as effective in getting you where you want to go.

The final thing I want to impress upon you is that you're in safe hands. VCE might seem new and even overwhelming at times for you, but this is not your teachers' first rodeo. The subject teachers here at The King David School know their courses forwards, backwards, upside-down and inside-out. Trust them as your guides. Don't ignore their advice, because you heard from someone, who heard from someone else, that there is some secret shortcut to a good result. And while we're talking about results, allow me to tell you what I tell my own VCE classes at the start of each year- don't fixate on the numbers; approach each SAC as diligently as you can, and let the numbers take care of themselves.

I consider the appointment to VCE Coordinator a great privilege; it affords me the opportunity to support our exceptional students in working towards great things in their lives. It is my mission to make the VCE processes as clear and manageable as I can, so that Years 11 and 12 are a meaningful (and dare I say enjoyable) experience for all of our students.

**David Robinson**  
**VCE & Year 11 and 12 Coordinator**

## General Information

### Code of Conduct

Respect for one-self and others is a fundamental tenet of The King David School.

In practical terms this means that students of The King David School are expected to behave courteously and considerately at school, on all school occasions, in public streets and on public transport. The School operates on the premise that students can direct their behaviour constructively when reasonable limits are set. It is the responsibility of the teachers to set these limits consistently and to expect students to operate within them.

The School has a set of Restorative Practice Protocols as its approach to maintaining an appropriate tone within the classroom and the School as a whole. The underlying understanding is that the student is aware of the consequences for inappropriate or unacceptable behaviour and that there is a set restorative process.

The School has developed a Positive Behaviours Document (available from the Office and on the Parent Portal) with which students should familiarise themselves. The Restorative Practices Process is incorporated in the Positive Behaviours Document.

In practical terms the Code of Conduct means that each student should be able to learn in a classroom in which the behaviour of all students is conducive to learning. Students who disrupt lessons, who arrive late to class or without the required materials, who behave in ways that impact adversely on the good order of lessons, their own or that of others, are not fulfilling their obligation as VCE students at The King David School. In such circumstances students would receive a warning. If the behaviour were to continue, the VCE Co-ordinator may call parents in to discuss the behaviour. Under no circumstances is the School prepared to allow thoughtless or irresponsible behaviour by some students to compromise the learning needs of peers.

## Jewish Life

While Years 11 & 12 bring a focus on subject choices and academic pursuits that will create choices for post-school pathways, here at The King David School, we place immense value on continuing the holistic education on offer. Regular time is devoted to developing the Jewish identity of students, fostering leadership capacity and opportunities, supporting physical, social and emotional wellbeing and fostering positive interactions between students and between students and staff.

Jewish life continues to permeate every week of school. Students in Year 11 participate in Mifgash and Year 12 students in Ofek. These sessions offer choices to delve into particular areas of Jewish life, culture, Israel education and hands-on practical activities. Kabbalat Shabbat and the full Jewish calendar are observed and celebrated, and opportunities for tikkun olam (social justice) are offered regularly. Leadership capacity is fostered at various levels (see below). Year 12 students participate in a weekend away Shabbaton, in which questions of post-school direction, Jewish life and identity are explored in an informal setting.

## Leadership Opportunities

Encouraging students to be 'upstanders' who now and in the future will assume leadership roles within the school, the Jewish community and beyond is of central importance in the school. Student leadership, activism and voice are promoted through a number of avenues.

Each year level elects two students to serve on the Kol Echad (One Voice - Student Action Committee), which provides a forum for raising concerns, sharing ideas and organising social justice and fund-raising projects. Year 11 students have the opportunity to mentor Year 7 students in Amit, our peer leadership program.

As Year 11 students approach their final year in the school, they are offered the opportunity to stand for a position on the Hanhagah, the school's peak student leadership body consisting of seven elected representatives (Manhigim). The two school captains are chosen from within this group. The Hanhagah meets weekly with the Jewish Experiential Education team and Senior School leaders to plan initiatives and events. It plays a central role in driving student engagement in Jewish life activities and building school spirit and culture. Members are offered leadership training and mentoring.

There is also the opportunity to become house captains and contribute to school spirit and sports events through this avenue.

## Library Resources

The Michele Bernshaw Resource Centre is a gateway to a wide variety of physical and virtual resources, available to all members of TKDS community.

Resources available include:

- A vibrant and diverse fiction collection boasting a broad range of recreational reading options. From graphic novels, young adult and general fiction to poetry and modern classics, this collection offers compelling reading.
- The non-fiction collection gives library users the resources necessary to extend their research across a wide variety of subjects. An extensive Jewish collection, Biography and Holocaust Literature collection are the strengths of the non-fiction area.
- Languages Other Than English (LOTE) are supported with Hebrew and French collections
- The Teacher's Reference collection supports staff with a range of current and past text books and manuals. Students may borrow from this collection with the permission of their teacher.
- Students and staff are invited to approach library staff with research questions. A short informal reference interview assists staff to retrieve the relevant information from a variety of print and online sources. Delivering quality, peer-reviewed information is our goal.
- Online editions of the Age are available through the library portal. The Australian Jewish News is delivered each Thursday. Full text databases of Australian and New Zealand newspaper articles are available on request.
- Library staff offer referencing and citation assistance as well as time management and organisational advice.
- Support with printing, computing and simple IT trouble shooting is available on request

## Student Support

Counselling & Special Education Services Support is available throughout VCE at The King David School to students experiencing concern in areas of behaviour, learning, social and emotional development, or career choice. In consultation with the Homeroom teacher, VCE Co-ordinator, Head of School, and/or parents and student, a referral may be made to the Counsellors, Senior Tutor and/or Careers Counsellor, and the appropriate course of action is determined. This may be an educational assessment, psychological assessment, counselling and/or ongoing tutoring.

- Students may also choose to self refer to seek the assistance of the School Counsellors, Careers Counsellor or Head of Student Services.
- The School Counsellors are available to assist students with various difficulties such as study skills, stress management, social media, anxiety and relationship problems.
- The Careers Counsellor is available to provide advice on subject selection and tertiary courses.
- Student Support Services provide extra assistance via a help desk and via some individual tutorial support.

## Technology

Students are required to bring their own device (BYOD) to school. Students are reminded that access to the network is according to School Policy guidelines that forbid access to inappropriate sites. Mobile phones should be kept in lockers.

## Timetable

While every effort is made to arrange a timetable that allows students their full range of first choices, it is not always possible to achieve that outcome. There may be some cases in which students will have to make choices between subjects, both of which they would like to undertake. The School works extremely hard to ensure that no student is denied the ability to take a subject that is a prerequisite for a tertiary course. Options are available if a clash in timetabling occurs.

## Uniform

VCE students are the leaders of the school community. Accordingly, they are expected to wear their school uniform as outlined in the uniform policy with pride, at school and on their way to and from school. Uniforms must be clean and in good repair and shoes must be polished. Students should be groomed appropriately i.e. boys cleanly shaven, only two piercings per ear (no other visible body piercings) are permitted. Blazers should be worn to and from school.

## Wellbeing

The Positive Education movement has influenced the Wellbeing program in the Senior School where skills such as mindfulness and gratitude are taught to students. The Wellbeing program (called Sigsoog V' Revacha, Hebrew for Life Skills) develops social, emotional and behavioural skills with topics including health, relationships, friendship, cybersafety, values and personal safety.

The homeroom program in the Senior School is called Keshet (Hebrew for connection). Students have two periods per cycle of Keshet time to focus on their sense of wellbeing, mindfulness and social connection.

The aim of Keshet is to support the social and academic development of the cohort (class and year level), in order to build community.

The Keshet program focuses on activities with the following goals;

Positive Emotion – fun, energisers, ruach (spirit)

Opportunities – student voice, initiative, leadership

Relationships – peer to peer, student to teacher

Environment – physical and atmospheric

Support – academic and personal

The Keshet teachers are the first port of call for student wellbeing. This important pastoral care role ensures that all students feel supported at School.

# VCE at The King David School

## VCE Rules and Regulations

Each student must satisfactorily complete between 16 and 24 Units of study. Most studies, or subjects, are made up of four units; however it is not necessary for students to take all four units. Students are able to take Units 1 and 2 as single units, however, Units 3 and 4 must be taken together as a sequence.

Units 1 and 2 of a study are usually taken in the first year (Year 11) while Units 3 and 4 are usually taken in the second year (Year 12). Students may be able to take a Unit 3 and 4 study in Year 11 and some Units 1 and 2 in Year 12 if that is what is needed for an individual program. If a student satisfactorily achieves all the outcomes in a unit of study, the student is awarded S for the unit. If a student does not complete all the set work, then the student is awarded N (not satisfactory) for the unit.

Outcomes can take a variety of forms such as:

- Multimedia presentations
- Essays
- Research assignments
- Practical work
- Examination

To achieve the minimum requirements for completion of the Victorian Certificate of Education, students must satisfactorily complete an approved combination of three units from the group of English studies; and three sequences of Units 3 and 4 studies other than English.

## VCE at The King David School: Expectations

The King David School offers a comprehensive range of studies, which are largely based upon the individual student's needs, and our ability to deliver a program of excellence.

It is recommended that most students will take 22 Units over the two years from the range of studies offered. As a general rule students will undertake six Units in each semester of their first year and four or five Units in each semester of their second year. Any variations to this general rule should only be considered after consultation with the VCE Co-ordinator and the Careers Advisor (including discussing VET options).

At The King David School, students are required to take a minimum of, and successfully complete, a full year's study in either: Hebrew, Global Politics, Religion and Society or VET Hebrew in Year 11. Students may, if they wish, take a course in a combination of these studies. Hebrew is not compulsory beyond Year 8.

In each study, students will be provided with a list of assessment tasks with due dates for their completion, at the commencement of each semester. Continuous reporting from teachers and assessment feedback is also available on myKDS.

All students in Year 11 are required to:

- (1) Study two sequential semester units of Religion & Society, Global Politics or Hebrew
- (2) Attend all scheduled Sport classes

## Attendance Protocol

Students are required to attend all classes for the full year.

In cases where there has been documented illness, the Year Level Coordinator and Head of School will review the student's attendance and determine whether the student meets the attendance criteria for promotion to the next year level. In difficult cases the final decision may be referred to the Principal.

## Commencing VCE in Year 10

Some students may consider commencing VCE in Year 10 by taking a Unit 1 and 2 Study (Year 11 subject) as a component of their Year 10 course.

This is not a decision to be taken lightly and it is not always of benefit to the student. This is an extremely demanding path and may impact negatively on the student's total performance in VCE. Students who are not able to meet the criteria below are likely to be put under undue stress and to under-perform in their Year 10 subjects when they take a Unit 1/2 VCE subject.

In order to qualify for entry to a Unit 1 & 2 Study, in Year 10, Students must satisfy the following criteria;

- Achieve a minimum of a B average in all Year 9 subjects and in all Year 9 examinations.
- Submit all work by the due date and to a high standard.
- Perform consistently in examinations and continuous assessment.
- Have satisfied the attendance record.
- Approval from Head of School and Year Level Coordinator.

Students who have experienced difficulty in any or all of the above and/or students who are experiencing chronic health issues or may apply for Special Provision or Special Examination Arrangements may enrol in a Unit 1 & 2 Study in Year 10.

## Promotions Protocol Year 10 to 11

- Satisfied the attendance requirement throughout Year 10.
- Timely submission of all Year 10 outcomes, assignments and other set tasks.
- A minimum of a B in all subjects and in all Year 10 examinations.

## Taking a Units 3&4 Study (Year 12 Subject) in Year 11

Some students may consider undertaking a Unit 3&4 Study (Year 12 subject) in Year 11. This is subject to the student qualifying and receiving approval from the Head of School, Year Level Co-ordinator and subject teacher.

This is not an automatic right, nor is it an automatic progression if a student has completed a Unit 1&2 Study in Year 10.

Students who are not able to meet the criteria below are likely to be put under undue stress and to under-perform in their Year 11 subjects when they take a Unit 3/4 VCE subject.

This is most likely to impact adversely on the student's capacity to achieve their best at VCE, and in some cases, contributes to ill health.

In order to qualify for entry to a Unit 3&4 Study (Year 12 Subject) in Year 11, students must satisfy the following criteria:

- Achieve a minimum of a B average in all Year 10 subjects and in all Year 10 examinations.
- Submit all set work in all subjects by the due date and to a high standard.
- Perform consistently in examinations and continuous assessment.
- Attend school and all classes for a minimum of 90% of possible attendance time.

Students who have experienced difficulty in any or all of the above and/or students who are experiencing chronic health issues or may apply for Special Provision or Special Examination Arrangements or Special Entry Arrangements (VTAC) may enrol in a Units 3&4 Study in Year 11 at the discretion of the School.

## Promotions Protocol Year 11 to 12

Students who wish to undertake Year 12 must have satisfied the following criteria:

- Satisfied the attendance requirement throughout Year 11.
- Satisfactory completion of two sequential semester units in Religion & Society, Global Politics or Hebrew.
- Completion of at least three (3) Unit 1&2 sequences, other than English, that will lead into three (3) Unit 3&4 sequences in Year 12.
- Students will need to satisfy the prerequisite grades for entry into Units 3&4 Studies. These are documented in the VCE Handbook.

No student will be allowed to commence more than one new Unit 3 & 4 Study in which they have not already completed a Unit 1&2 in that subject.

## Planning Your VCE Course

Year 11 students often study one Unit 3 and 4 sequence as well as five Unit 1 and 2 studies. The choice is dependent on achieving the prerequisite standards, recommendations by your teacher and approval granted by the School.

When designing your course, choose units that:

- Interest you and you are good at (school results, teacher recommendations, The Morrisby Report)
- Are prerequisites for further training or tertiary courses that you are considering – using the job guide, your Jiig cal profile, and VICTER 2020 (to be retained from The Age newspaper)
- Must be taken as a sequence.

## Proposed VCE Subjects to be offered in 2021

The following subjects will be available depending upon sufficient student demand.

SUBJECTS	UNIT	SUBJECTS	UNIT
<b>THE ARTS</b>		<b>MATHEMATICS</b>	
Art or Studio Arts	1 – 4	General Mathematics	1 – 2
Media	1 – 4	Further Mathematics	3 – 4
Music Performance	1 – 4	Mathematical Methods (CAS)	1 – 4
Theatre Studies	1 – 4	Specialist Mathematics	1 – 4
Visual Communication Design	1 – 4		
<b>LANGUAGES</b>		<b>SCIENCE</b>	
English	1 – 4	Biology	1 – 4
French	1 – 4	Chemistry	1 – 4
Hebrew	1 – 4	Physics	1 – 4
VET Hebrew	1 – 4	Psychology	1 – 4
Literature	1 – 4		
		<b>INFORMATION TECHNOLOGY</b>	
		Applied Computing	1 - 4
<b>HEALTH &amp; PHYSICAL EDUCATION</b>		<b>HUMANITIES</b>	
Physical Education	1 – 4	Accounting	1 – 4
Health and Human Development	1 – 4	Business Management	1 – 4
<b>JEWISH STUDIES</b>		History (Twentieth Century)	1 – 2
Religion and Society	1 – 4	History (Ancient))	3 – 4
Global Politics	1 – 2	Legal Studies	1 – 4
		Philosophy	1 – 4

## VCE Prerequisites for Year 11

These are the current prerequisites for entry to Units 1&2 or for 3 & 4 VCE subjects in the accelerated pathway in Year 11. Students should be well informed about the minimum standard required for entry to their desired VCE subjects. At least one English subject must be selected.

<b>STUDY</b>	<b>MINIMUM PREREQUISITE GRADE IN YEAR 10</b> <i>(based on overall unit grade and/or exam score)</i>
Accounting 1&2	C in Mathematics
Studio Art 1&2	B in Art, Visual Communication Design, or Media
Biology 1&2	C in Science and B in Biology component
Business Management 1&2	B in English
Business Management 3&4	B in English and B in Business Management 1 or 2
Chemistry 1&2	C+ in Chemistry component in Science
English	D+ in English
French 1&2	C+ in Year 10 French
Further Maths 3&4	B+ in Mathematics Extension or B in Math Methods
Specialist Mathematics 1&2	A in mainstream Mathematics, B in Maths Extension or B in Maths Methods 1 & 2
Further Mathematics 1&2	C in Mathematics or B+ in Foundation Maths
Global Politics 1&2	C+ in Jewish Studies or English
Health & Human Development 1&2	B in English
Health & Human Development 3&4	B in English
Hebrew 1&2	B in Year 10 Hebrew
Hebrew 3&4	B in Units 1&2
VET Hebrew (Certificate II)	D in Year 9 Hebrew and/or Year 10 Hebrew
History 1&2	C+ in History or B in English
Applied Computing 1&2	B in Year 9 Information Technology
Software Development 3&4	B in Units 1&2 Applied Computing
Legal Studies 1&2	C in English
Literature 1&2	B in English
Mathematical Methods 1&2	C+ in Mathematic Extension or B+ in Mathematics
Mathematical Methods 3&4	B+ in Mathematics Methods 1 & 2
Media 1&2	B in Year 10 Media
Music 1&2	C in Theory Components
Philosophy 1&2	B in English or History or Philosophy
Physical Education 1&2	B in Health & PE or D in English
Physical Education 3&4	B+ in Health & PE or B+/A in English
Physics 1&2	C in Physics component in Science

Psychology 1&2	C+ in Biology component in Science & C+ in English
Psychology 3&4	B in Biology component and B+ in English
Religion and Society 1&2	C+ in Jewish Studies or English
Religion and Society 3&4	B in Jewish Studies or English
Theatre Studies 1&2	C+ in Year 10 Drama or English
Visual Communication Design 1&2	B in Visual Communication Design or B in Art

## Prerequisites for Entry into Units 3 and 4 Studies at Year 12

The grades listed are the minimum requirement for both examination and overall Unit grade in both Unit 1 and Unit 2 (unless otherwise stated).

STUDY	MINIMUM PREREQUISITE GRADE IN YEAR 11
Accounting	C in Accounting
Studio Art	C+ in Studio Art plus folio work
Biology	C+ in Unit 1 Biology or Chemistry
Business Management	C in English or C in Business Management, if it was studied in Year 11
Chemistry	C+ in Chemistry
English	D+ in English
French	C+ in French Units 1&2
Health & Human Development	C in Unit 1 HHD or B in English
Hebrew	B in Hebrew Units 1&2
Hebrew VET (Certificate III)	Hebrew VET (Certificate II)
History	B in English or C in History, if it was studied in Year 11
Legal Studies	B in English or C in Legal Studies, if it was studied in Year 11
Literature	B in English
Further Maths	C in General Mathematics
Mathematical Methods	C in Maths Methods in Year 11
Specialist Mathematics	B in Specialist Mathematics Unit 2
Media	C+ in Media
Music	Teacher approval of students' skills
Philosophy	B in English or History or Philosophy
Physical Education	C in Unit 2 Physical Education or C English
Physics	C in Physics in Unit 2
Psychology	C in Psychology or any other Science or C English
Religion and Society	B in Religion and Society or English
Software Development	B in Applied Computing Units 1&2
Theatre Studies	C+ in Theatre Studies or English
Visual Communication Design	C+ in Visual Communication plus folio work

Promotion into Year 12 is also dependant upon satisfactory completion of 2 units of Religion and Society, Global Politics or Hebrew in Year 11.

## Vocational Education and Training (VET)

VET in Schools programs are designed to give students an awareness of the world of work, a broader range of skills, and practical work place experience. Through VET programs, students can make more informed choices about jobs and career pathways. Students will also build up valuable networks with TAFE providers and industry. VET can add qualifications and experience to a student's resume, giving the competitive edge for entrance into the workforce or tertiary study.

Participation in a VET program is optional. Year 11 and 12 students who choose to do a VET program must undertake both the VCE as well as their chosen VET program. The duration of the program is two years. This ensures that successful students graduate with both their VCE and VET in Schools credential, which could be a Certificate II or III in the study.

## General Achievement Test (GAT)

All students enrolled in any Unit 3 and 4 Study must sit the General Achievement Test (GAT). The GAT consists of written tasks and multiple-choice questions, which does not form part of the assessment for the VCE. It is used as a checking procedure to make sure exam scores and other assessment methods are accurate. GAT results are reported separately and do not form part of the student's ATAR score. The GAT can be used to derive an exam score if a student is ill during their external examinations and some universities now take the GAT into account when deciding middle-band entry.

## Victorian Tertiary Admissions Centre (VTAC)

The Victorian Tertiary Admissions Centre (VTAC) is responsible for the handling of Tertiary admissions at the completion of Year 12. VTAC is also responsible for calculating students' ATARs at the completion of Year 12. Study scores are calculated for Unit 3 / 4 sequences and then an ATAR is calculated using the following method:

**BEST FOUR SCORES ADDED TOGETHER  
(MUST INCLUDE ENGLISH OR AN EQUIVALENT STUDY)**  
+  
**10% OF FIFTH SCORE**  
+  
**10% OF SIXTH SCORE / ENHANCEMENT STUDY**

It is essential that students become familiar with the course requirements of any course they are interested in undertaking, as many courses have Special Requirements for entry. These requirements include Prerequisite Studies, Interviews, Folios, Exams, etc.

## Career Guidance

The King David School provides a carefully developed program of career advice that spans Years 9 to 12. The School's Pathways Advisor, who is also a member of the teaching team, oversees the students' Career Development program over the 4 years.

In Year 9, students are advised about the different Vocational Education Training (VET) programs that they can access and incorporate into their VCE subject selection.

At Year 10 the Career program begins with a diagnostic test, the Morrisby Report. All students and their parents receive a detailed analysis of the students' aptitudes and interests and recommendations about career options. A three day Career Expo follows, including presentations from parents, alumni and community members across a wide range of occupations. An important feature of the Career Expo is the preparation of resumes by the students and mock interviews for roles for which they have applied through this process.

The Pathways Advisor is closely involved in the process of subject selection for students entering VCE. With her support, students ensure that pre-requisite subjects for which they qualify and which are necessary for entry to their preferred tertiary courses are chosen. Throughout VCE the students receive updates regarding Open Days, closing dates for interviews and folio submission as well as gap year options. A Victorian Tertiary Admissions Centre (VTAC) information evening is held annually for parents and students in Year 12 to familiarize them fully with the process of the selection of tertiary courses through VTAC. Even after graduation, the KDS Pathways Advisor is available to assist and counsel students who want to change their original preferences.

Your VCE course will be designed together with the Pathways Advisor, taking into account a number of factors:

1. Subjects required as prerequisites for courses of interest
2. School results
3. The Morrisby Report (Careers Testing)

# Description of Courses

## Accounting

### Aims

This study enables students to:

- acquire knowledge and skills to record financial data and report accounting 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 within a business.

### 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.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

#### *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 select 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

On completion of this unit the student should be able to record and report for non-current assets and 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.

## **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.

## **Assessment and reporting**

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.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework and is also assessed by an end-of-year examination.

Percentage contributions to the final assessment are as follows:

- Unit 3 school assessed course work: 25%
- Unit 4 school assessed course work: 25%
- Unit 3 and 4 examination: 50%

# Applied Computing

## Aims:

This study enables students to:

- understand how digital systems and solutions can be used by individuals and organisations
- develop an understanding of the roles and applications of cybersecurity, data analytics and programming
- apply the problem-solving methodology to analyse needs and opportunities, design and develop solutions to problems and evaluate how effectively solutions meet needs and opportunities
- apply project management techniques to assist with the development of digital solutions
- develop an informed perspective on current and emerging digital technologies and disseminate findings
- identify and evaluate innovative and emerging opportunities for digital solutions and technologies
- develop critical and creative thinking, communication and collaboration, and personal, social and ICT skills.

## Unit 1: Applied computing

In this unit, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

### Area of study 1: Data analysis

Students use software tools to create data visualisations in response to teacher-provided requirements and designs. The software tools are used for the collection, interpretation and manipulation of data to draw conclusions and create data visualisations that represent their findings. Students examine the features of different design tools to represent the functionality and appearance of software solutions.

### Area of study 2: Programming

Students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology. Students apply methods and techniques for creating a working software solution using a range of processing features and data structures. They apply testing and debugging techniques to ensure the software solution works as intended.

## Unit 2: Applied computing

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

### Area of study 1: Innovative solutions

Students work collaboratively to develop an innovative solution to an identified need or opportunity. Students choose one of the following topics to explore in greater detail:

- artificial intelligence, machine learning or neural networks
- assistive and wearable technologies or Internet of Things (IoT)
- creating with digital systems such as drones, microcontrollers, nanosatellites and robotic devices
- games development, multimedia programming or web authoring
- mixed realities such as augmented and virtual reality
- investigation/research project on innovative uses for emerging technologies such as blockchain

### Area of study 2: Network security

Students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology. They apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network.

Students develop an understanding of cybersecurity issues when they investigate the threats, vulnerabilities and risks to data and information stored within and transmitted across networks, and propose strategies for reducing security risks.

## Unit 3: Software development

In this unit, students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

### Area of study 1: Software development - programming

Students interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules.

### **Area of study 2: Software development - analysis and design**

Students construct the framework for the development of a software solution that meets a student-identified need or opportunity. This is the first part of the School-assessed Task (SAT), involving analysis and design, with the second part undertaken in Unit 4, Area of Study 1.

### **Unit 4: Software development**

In this unit, students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

#### **Area of study 1: Software development - development and evaluation**

Students develop the design they prepared in Unit 3, Area of Study 2, into a software solution that meets an identified need or opportunity by applying the problem-solving stages of development and evaluation.

#### **Area of study 2: Cybersecurity - software security**

Students focus on the security risks to software and data during the software development process and throughout the use of the software solution by an organisation.

### **Assessment and reporting**

Unit 1 and 2 will be assessed by school-assessed coursework and end-of-semester examinations.

Unit 3 and 4: School assessed coursework, school assessed tasks and examination will determine the students level of achievement.

- Unit 3: Outcome 1 SAC - 10%
- Unit 3: Outcome 2 SAT - 15%
- Unit 4: Outcome 1 SAT - 15%
- Unit 4: Outcome 2 SAC - 10%
- Unit 3 and 4 examination: 50%

## Art

The school will make the decision to offer either VCE Studio Arts or VCE Art based on the specific requirements, interests and needs of the cohort of students in order to provide them with the opportunity for the best possible engagement with the curriculum.

### Aims

This study is designed to enable students 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 a creative visual language through investigation and experimentation in art making
- Employ practical skills and a conceptual understanding to inform their aesthetic awareness
- Develop confidence to make informed opinions about art issues
- Achieve diversity through cross-media investigations

### Unit 1: Artworks, experience and meaning

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists. Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. They learn how to formulate and substantiate personal opinions about artworks. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

### Unit 2: Artworks and contemporary culture

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks. In students' own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork. Students investigate how artworks can be created as forms of expression for specific cultural and contemporary contexts. Students may research contemporary artworks, public art, community and collaborative artworks, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions, performance art, ephemeral and environmental art and street art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions, social movements and events. They can reinforce a social group's sense of power and authority or they can challenge social attitudes and assumptions. Students begin to see the importance of the cultural context of artworks and analyse the varying social functions that art can serve. Students use the Contemporary Framework to examine artworks from different periods of time and cultures. In current contemporary artistic practice, many artists have reinterpreted traditional art forms and familiar representation, re-examining the traditions of realism and abstraction in conceptual artworks that challenge ideas about art. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. These practices may also include practices of appropriation, collaboration, participation and questioning of the notion of authorship of artworks. While the focus of this unit is on the Cultural Framework and Contemporary Framework, students should continue to apply aspects of the Structural Framework and Personal Framework where relevant in the analysis of artworks. In the documentation of their own artwork, students select and use appropriate aspects of all the Analytical Frameworks

### Unit 3: Artworks, ideas and values

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks (pages 10–12) for analysing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks. In this unit, contemporary art is considered to be that which has been produced since 1990 and reflects the current way some artists create artworks with a new approach to media, techniques, purpose and presentation. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. Diverse ideas and approaches are explored in relation to societal changes, including postmodernism, post colonialism, globalisation and environmental issues.

## Unit 4: Artworks, ideas and viewpoints

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think. Attributed commentaries and viewpoints may include information from visiting artists and speakers, lecturers, educators or guides in galleries, film, pod or vodcasts, online programs, printed and online material in newspapers, periodicals, journals, catalogues or texts by art critics, curators and historians. Sources should be reliable, recognised and relevant and reflect viewpoints that enrich the discussion about the artworks in relation to an art idea and related issues. From this research students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied in Unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues. In relation to their developing artwork, 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 and at least one finished artwork accompanied by documentation of artistic practice. Students select appropriate aspects of the Analytical Frameworks as a structure for the reflection and documentation of their artworks.

## Studio Arts

Studio Arts focuses upon the student as artmaker and aims to support the student to consider a sustainable arts practice. The focus is on the individual, the student as artist. The study requires students to research, identify, compare and contrast, analyse and evaluate how artists make artworks in addition to exploring and analysing meaning in the presentation of artworks. This knowledge is paralleled with the student's practical artmaking experiences and supported by the construct of a guided process. The study requires students to research, explore, examine, articulate and manifest a proposed undertaking in artmaking. The foundation for the individual design process is established in Units 1 and 2 where students develop an understanding of how to source artistic inspiration related to their individual interests. Through the study of artists from different cultures, students recognise the diversity of aesthetic qualities and examine a range of interpretations of ideas and themes. In practical application students identify elements of inspiration for the development of their own creative artworks and explore a wide variety of materials and techniques. The constructed exploration proposal and the design process of artmaking in unit 3 offers a continuum through to the production of a cohesive folio of artworks in unit 4.

In Unit 3 the student uses an exploration proposal to define an area for the development of a visual design process that is based on their individual concepts and ideas. The exploration proposal underpins the student's working process and is used as a reference for the development and reflection of the design process. This enables the student to establish an understanding about how to generate a range of potential directions for the production of possible future artworks. In Unit 4 students develop a creative folio of finished artworks based on selected potential directions. Students evaluate the use of materials, techniques and aesthetics in relation to the successful communication of their ideas in their finished artworks.

Throughout the design process of artmaking students continue to reflect and analyse ideas and production with respect to the proposal, the design process and the potential directions of this work. The theoretical aspect of the study is designed to support this undertaking through examining how artists from a variety of historical and cultural backgrounds have worked through the processes of artmaking to achieve effective art production and communication. In the final unit of study students are working toward the presentation of a cohesive folio of artworks. This practical component is paralleled with a focus on the production, presentation, promotion and marketing of artworks within the art industry.

## Structure

The study is made up of four units:

- Unit 1: Studio inspiration and techniques
- Unit 2: Studio exploration and concepts
- Unit 3: Studio practices and processes
- Unit 4: Studio practice and artindustry contexts

Each unit contains between two and four areas of study.

## Unit 1: Studio inspiration and techniques

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

### Areas of study

#### *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.

#### *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.

#### *Interpretation of 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.

## Unit 2: Studio exploration and concepts

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

### Areas of study

#### *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.

#### *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.

### **Unit 3: Studio practices and processes**

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4. For this study, the exploration proposal supports the student to identify a direction for their design process. The design process is individually determined by the student. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4. The study of artists and their work practices and processes may provide inspiration for students' own approaches to artmaking. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists' work in the making of new artworks. Students are expected to visit at least two different exhibition spaces in their current year of study.

#### **Areas of study**

##### ***Exploration proposal***

This area of study focuses on the development of an exploration proposal that creates a framework for the individual design process. The exploration proposal is prepared prior to the design process, and may be expanded upon during the initial stages of the design process. The exploration proposal is developed on an individual basis and sets out the student's own creative responses to formulating the content and parameters of the design process. The exploration proposal addresses the focus and subject matter to be developed, ideas to be explored, and the art form/s through which the design process will be developed. It also includes the sources of inspiration, conceptual possibilities and aesthetic qualities to be investigated. Students identify the materials and techniques to be explored and developed in the planning of the design process. The exploration proposal supports the future development of artmaking, and remains a reference point for the reflection and analysis of the development of artwork throughout the design process.

##### ***Studio process***

This area of study focuses on an individual design process that has been documented in the exploration proposal in Area of Study 1. The design process is developed in sufficient breadth and depth to support the student to produce a range of creative potential directions. A selection of these potential directions form the basis for the production of a folio of finished artworks completed in Unit 4. Throughout the individual design process, the student investigates the focus, subject matter, sources of inspiration and art form/s through the exploration and development of ideas, materials, techniques and aesthetic qualities. Students explore, clarify and consolidate ideas. As they progress through the design process students identify the development and evolution of potential directions, which will form the parameters of future artworks. Students further develop skills of reflection, analysis and evaluation of experimental and developmental work, and provide clarification of ideas and working processes in annotation. Through annotation students progressively record their thinking and working practices to support the design process. Students progressively refine their ideas, techniques, materials and processes, and aesthetic considerations discussed in the exploration proposal. Students employ a visual diary that demonstrates in both written and visual form the development of the potential directions throughout the design process.

##### ***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. Through the study of recognised historical and contemporary artworks in a range of art forms, students develop analytical skills when investigating the artist's choice of subject matter, the communication of ideas, the development of style, the use of materials and techniques, the use of art elements and art principles and the ways in which aesthetic qualities are created by the artist and perceived by the audience.

### **Unit 4: Studio production and art industry contexts**

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities. This unit also investigates aspects of artists' involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study.

## **Areas of study**

### *Production and presentation of artworks*

This area of study focuses on the production of a cohesive folio of finished artworks developed from the selected potential directions that have been identified in the individual design process in Unit 3. The production of artworks is supported by the focus, reflection and evaluation process described in Area of Study 2. In this area of study a cohesive folio demonstrates identified relationships between the artworks that are interpreted through aesthetics, themes, concepts and/or materials and techniques. The final artworks are created in selected art form/s, presented in a manner appropriate to those art form/s, and reflect an understanding of the art form/s and related materials and techniques. Materials and techniques are skilfully applied, and ideas, techniques and aesthetic qualities are resolved. The student's aims are realised and ideas communicated in the final artworks. The folio will consist of no fewer than two finished artworks. However, the number of artworks will be determined by the nature, the scale and complexity of the work undertaken. The completed folio will demonstrate a cohesive relationship between the final artworks.

### *Focus, reflection and evaluation*

This area of study requires students to reflect on their folio and produce an evaluation of the finished artworks. Students provide visual and written documentation of the selected potential directions that were used as the basis for the final artworks in Unit 4 Area of Study 1. The documentation must identify the refined focus of the production of the folio, including the reasons why specific potential directions, developed in the design process in Unit 3, have been selected to produce the folio in Unit 4. At the completion of the folio, students examine and reflect on the communication of ideas, the use of materials and techniques, the resolution of aesthetics and the relationships that have been formed in the cohesive folio. They document how the artworks will be presented to support the communication refined throughout the individual design process. They may explain any refocusing and provide visual support materials that demonstrate the refinement of skills and techniques employed in the folio.

### *Art industry contexts*

This area of study focuses on the analysis of requirements and conditions of environments where artworks are presented. For exhibition, the artist enters the realm of the art industry where galleries, curators and designers play various roles to support the presentation and promotion of artworks. Students examine a variety of exhibition spaces and review the methods and considerations involved in the preparation, presentation and conservation of artworks. As part of this requirement, students visit at least two different exhibition spaces in their current year of study. The conservation of artwork is a concern of artists, the personnel associated with art spaces where the artworks are placed, and the public. Students develop an awareness and understanding of processes and considerations involved in the display of artworks to a wider audience. Students develop their awareness and understanding of the exhibition of artworks, focusing on the production, presentation, promotion and marketing of art. Students may select from exhibitions in commercial and public galleries, museums, community environments, public spaces, online in virtual spaces, and other alternative art spaces.

## **Assessment**

### **Units 1 and 2**

Individual school decision on levels of achievement.

### **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 Studio Arts students' level of achievement will be determined by School-assessed Tasks and an end-of-year examination. Percentage contributions to the study score in Studio Arts are as follows:

- Units 3&4 School-assessed Task: 60 percent
- Units 3&4 School-assessed Coursework: 10 percent
- End-of-year examination: 30 per cent.

# Biology

## Aims

This study is designed to enable 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;
- Understand the nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences;
- Develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and the laboratory;
- Apply their scientific understanding to familiar and unfamiliar situations, including personal, social, environmental and technological contexts;
- Develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions;
- Communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

Units 1 and 2 should be viewed as prerequisites for students interested in continuing with VCE Biology Units 3 and 4.

## Units 1- 4: Key skills

In this study a set of key skills is considered essential to Biology. These skills apply across Units 1 to 4. These skills include the ability to:

- Investigate and inquire scientifically
- Apply biological understandings
- Communicate biological information and understandings

## Unit 1: How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat.

### Areas of study

#### *How do organisms function?*

This area of study focuses the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell.

#### *How do living systems sustain life?*

This area of study focuses on the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time.

#### *Practical investigation*

In this area of study students design and conduct a practical investigation into the survival of an individual or a species.

## Unit 2: How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes.

### Areas of study

#### *How does reproduction maintain the continuity of life?*

This area of study focuses on the need for the cells of multicellular organisms to multiply for growth, repair and replacement.

#### *How is inheritance explained?*

This area of study focuses on the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.

#### *Investigation of an issue*

This area of study focuses on applying and extending the knowledge and skills developed in Area of Study 1 and/or 2 to investigate an issue involving reproduction and/or inheritance.

## Unit 3: How do cells maintain life?

This unit students examine the workings of the cell from several perspectives. They explore the importance of the plasma membrane in the control of the movement of molecules and ions in and out of the cell. Students explore the chemistry of cells by examining the nature of biochemical pathways and energy transformations. Students consider the structure of DNA, the specificity of enzymes, the response of receptors to signaling molecules as well as the immune response.

### Areas of study

#### *How do cellular processes work?*

This area of study focuses on the activities of cells at molecular level, the synthesis of biomolecules that form components of cells and the role of enzymes in catalysing biochemical processes.

#### *How do cells communicate?*

This area of study focuses on how cells receive specific signals that elicit a particular response. Students examine how cells respond depending on whether molecules are 'self' or 'non-self' and the role of signaling molecules in coordination and regulation.

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

This unit examines the continual change and challenges to which life on Earth has been subjected. Students investigate the relatedness between species and the impact on various change agents on a population's gene pool. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution.

### Areas of study

#### *How are species related?*

This area of study focuses on changes to genetic material over time and the evidence for biological evolution. The human fossil record is explored to identify major biological and cognitive trends.

#### *How do humans impact on biological processes?*

This area of study examines the impact of human culture and technological applications on biological processes. Students apply their knowledge to explore how molecular tools and techniques can be used to manipulate DNA for a particular purpose.

#### *Practical investigation*

In this area of study students apply and extend the knowledge and skills developed in Unit 3 and/or 4 to design or adapt an investigation related to cellular processes and/or biological change and continuity over time.

## Assessment and reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

Units 3 and 4: In Biology, school-assessed course work and an end-of-year examination will determine the student's level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school assessed course work: 16%
- Unit 4 school-assessed course work: 24%
- Units 3 and 4 examination: 60%

# Business 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.

## Unit 1: Planning a business

### Areas of study

#### *Area of study 1: The business idea*

In this area of study students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students explore some of the issues that need to be considered before a business can be established.

#### *Area of study 2: External environment*

The external environment consists of all elements outside a business that may act as pressures or forces on the operations of a business. Students consider factors from the external environment and the effects these may have on the decisions made when planning a business.

#### *Area of study 3: Internal environment*

The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that occur within a business. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

## Unit 2: Establishing a business

### Areas of study

#### *Area of study 1: Legal requirements and financial considerations*

It is essential to deal with legal and financial matters when establishing a business. In this area of study students are introduced to the legal requirements and financial considerations that are vital to establishing a business.

#### *Area of study 2: Marketing a business*

Establishing a strong customer base for a business is an important component of success. They also consider effective public relations strategies and the benefits and costs these can bring to a business.

#### *Area of study 3: Staffing a business*

Staff are one of the business's greatest assets and are an important consideration when establishing a business. They research the processes undertaken by the business with relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal obligations that must be addressed and the relationship between employers and employees within a business.

## Unit 3: Managing a business

### Areas of study

#### *Area of study 1: Business foundations*

This area of study introduces students to the key characteristics of businesses and their stakeholders. They examine a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies.

#### *Area of study 2: Managing employees*

In this area of study students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved. Students gain an overview of workplace relations, including the main participants and their roles in the dispute resolution process.

#### *Area of study 3: Operations management*

The production of goods and services is the core objective of businesses. Effective management of the process of transforming inputs into outputs is vital to the success of a business. In this area of study students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.

## Unit 4: Transforming a business

### Areas of study

#### *Area of Study 1: Reviewing performance – the need for change*

In this area of study students develop their understanding of the need for change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business.

#### *Area of study 2: Implementing change*

In this area of study students explore how businesses respond to evaluation data. It is important for managers to know where they want a business to be positioned for the future before implementing a variety of strategies to bring about the desired change.

## Assessment and reporting

Units 1 and 2 will be assessed internally on course work and end of semester exams.

Units 3 and 4 both school based assessed work and the end of year examination will determine the student's level of achievement.

Percentage contributions to the final assessment are as follows:

- Unit 3 school assessed course work: 25%
- Unit 4 school assessed course work: 25%
- Unit 3 and 4 examination: 50%

# Chemistry

## Aims

This study is designed to enable students to:

- Develop their understanding of the language, processes and major ideas of chemistry
- Understand the role of experimental evidence in developing and generating new ideas and knowledge in chemistry
- Understand the ways chemical knowledge is organised, challenged, revised and extended
- Assess the quality of assumptions and the limitations of models, data and conclusions
- Develop skills in the design and safe conduct of practical investigations including risk assessment hazard identification and waste management
- Develop the skills and knowledge required to complete experimental processes and procedures and undertake research investigations
- Conduct practical investigations to collect, interpret, and analyse data and evidence, and present conclusions
- Develop skills in the effective communication of chemical ideas to a range of audiences
- Be aware of the ethics of scientific research that apply to investigations in chemistry
- Understand how chemistry relates to other areas of science and technology
- Be aware of the social, economic and environmental impacts of current and emerging areas of chemistry and associated technologies.

Both Units 1 and 2 should be viewed as prerequisites for students interested in continuing with VCE Chemistry Units 3 and 4.

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

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

### Areas of study

#### *How can knowledge of elements explain the properties of matter?*

In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. Students investigate the nature of metals and ionic compounds and their properties. The mole concept and related quantitative aspects are introduced.

#### *How can the versatility of non-metals be explained?*

In this area of study students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers.

### Research investigation

In this area of study students apply and extend their knowledge and skills developed in Area of Study 1 and/or Area of Study 2 to investigate a selected question related to materials.

## Unit 2: What makes water such a unique chemical?

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures.

### Areas of study

#### *How do substances interact with water?*

In this area of study students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Precipitation, acid-base and redox reactions that occur in water are explored and represented by the writing of balanced equations.

#### *How are substances in water measured and analysed?*

In this area of study students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water. The concept of molarity is introduced and students measure concentrations of solutions. Students apply the principles of stoichiometry to a range of instrumental techniques.

### Practical Investigation

This investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2 and is conducted by the student through laboratory work and/or fieldwork.

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

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. Students will also analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

Students will use the language and conventions of chemicals including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments.

#### Areas of study

##### *What are the options for energy production?*

In this area of study students focus on analyzing and comparing a range of energy resources and technologies, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.

##### *How can the yield of a chemical product be optimised?*

In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs.

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

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students will study the ways in which organic structures are represented and named. Students consider the nature of reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules.

#### Areas of study

##### *How can the diversity of carbon compounds be explained and categorised?*

In this area of study students explore why such a vast range of carbon compounds is possible. Students investigate trends in the physical and chemical properties of various organic families of compounds.

##### *What is the chemistry of food?*

In this area of study students explore the importance of food from a chemical perspective. Students study the major components of food with reference to their structures, properties and functions. Students will also explore applications of food chemistry.

##### *Practical investigation*

In this area of study students design or adapt a practical investigation related to energy and/or food and in doing so draw upon their knowledge and skills developed across Units 3 and/or 4.

### Assessment and reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

Units 3 and 4:

- Unit 3 school-assessed course work: 16%
- Unit 4 school-assessed course work: 24%
- Unit 3 & 4 examination: 60%

# English

## Aims

This study is designed to enable 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 work place 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.

## Year 11 (Unit 1 and 2) is organised into two areas of study

### Unit 1

#### Area of study 1

##### *Reading and creating texts*

In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read.

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

Students develop the ability to respond to texts in written and spoken and/or multimodal forms. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues.

They use planning and drafting to test and clarify their ideas, and editing for clear and coherent expression. They include textual evidence appropriately and craft their writing for convincing and effective presentation.

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

## **Area of study 2**

### *Analysing and presenting argument*

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

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

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

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

## **Unit 2**

### **Area of study 1**

#### *Reading and comparing texts*

In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes.

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

Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives.

They develop an understanding of the choices available to writers and creators of texts, and the ways in which comparing texts can offer an enriched understanding of ideas, issues or themes. They use the features of written analysis and textual evidence soundly and appropriately, dealing in detail with the ideas encountered in the texts. They draft, revise, edit and refine for technical accuracy, and for clear, coherent and effective presentation of the insights gained through comparison.

### **Area of study 2**

#### *Analysing and presenting argument*

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

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

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

## Unit 3 & 4

### Area of study 1

#### *Reading and creating texts*

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They use planning and drafting to test and clarify their ideas, and editing to produce clear and coherent expression. They craft their writing for convincing and effective presentation.

Students present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. In developing a creative response they explore issues of purpose and audience and make key choices about structure, conventions and language. They develop a credible and effective voice and style and use the chosen features of the selected text, for example characters, narrative or dialogue, to offer an interpretation of the selected text. They produce and share drafts, practising the skills of revision, editing and refining for stylistic and imaginative effect.

### Area of study 2

#### *Analysing argument*

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used. In considering these, students examine the ways that persuasive language is used to express an argument and how this may strengthen or detract from the intended impact of a text.

Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences. They compare different written texts presenting argument on similar ideas or issues, considering different ways authors use language to express arguments. They produce drafts and practise the skills of revision and editing for clarity and coherence in analysis and accuracy in the use of language.

## Assessment and reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams. Units 3 and 4:

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Examination: 50%

## French

### Aims

The VCE French course is designed to enable students to use the language to understand and appreciate the cultural context in which French is used; to communicate with others; to understand their own culture through the study of other cultures; to make connection between French and English and/or other languages and to apply French to work, further study, training or pleasure.

### Areas of study (Units 1 – 4)

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

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

### Themes

The three prescribed themes are:

1. The Individual
2. The French Speaking Communities
3. The Changing World

Students are expected to be familiar with and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

### Assessment and reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams

Units 3 and 4: In French the student's level of achievement will be determined by school- assessed course work and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Units 3 and 4 examinations (oral & written): 50%

## Global Politics Units 1&2

### Rationale

VCE 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.

### Areas of study

#### 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 and Israeli democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia and Israel: political parties, interest groups and the media. All these forms of participation in Australian and Israeli 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.

#### 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 and Israeli democracy with a non-democratic 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 and Israeli 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.

#### 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 and Israel's participation in the global community.

#### 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 achievement of the set of outcomes specified above. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Students will also sit an examination at the end of each semester.

\* These units can be undertaken as part of the compulsory Year 11 Jewish Studies requirement due to the focus on the Middle East.

# Health and Human Development

## Aims

This study is designed to enable students to:

- Develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of childhood, youth and adulthood;
- Develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development;
- Develop an understanding that variations in health and human development are influenced by a range of determinants including biological and behavioural factors, as well as physical and social environments;
- Critically examine health and human development from an individual, community, national and global perspective;
- Develop an understanding of the interdependencies between health, human development and sustainability;
- Identify, develop and evaluate behaviours and strategies that promote health and human development;
- Analyse the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally.

## Structure

The study is made up of four units:

- Unit 1: The health and development of Australia's youth
- Unit 2: Individual human development and health issues
- Unit 3: Australia's health
- Unit 4: Global health and human development

### Unit 1: The health and development of Australia's youth

#### Outcome 1

On completion of this unit the student should be able to describe the dimensions of, and the interrelationships within and between, health and individual human development.

#### Outcome 2

On completion of this unit the student should be able to describe and explain the factors that impact on the health and individual human development of Australia's youth.

### Unit 2: Individual human development and health issues

#### Outcome 1

On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development during pre-natal stage.

#### Outcome 2

On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia's children.

#### Outcome 3

On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia's adults.

### Unit 3: Australia's health

#### Outcome 1

On completion of this unit the student should be able to compare the health status of Australia's population with other developed countries, explain variations in health status of population groups in Australia.

#### Outcome 2

On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia's health system and the different roles of government and non-government organisations in promoting health.

## Unit 4: Global health and human development

### Outcome 1

On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and low income countries and evaluate progress towards the United Nations' Sustainable Development Goals.

### Outcome 2

On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations and analyse interrelationships between health, human development and sustainability.

## Assessment

### Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

### Levels of achievement

#### Units 1 and 2

The individual school will determine the level of achievement.

#### Units 3 and 4

School-assessed Coursework and examination:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- Examination: 50%

# Hebrew

## Objectives

The VCE Hebrew course is designed to enable students to use the language to understand and appreciate the cultural context in which Hebrew is used; to communicate with others; to understand their own culture through the study of other cultures; to make connection between Hebrew and English and/or other languages and to apply Hebrew to work, further study, training or pleasure.

## Areas of study (units 1 – 4)

The Areas of Study for Hebrew comprise of different themes and topics, grammatical knowledge, various text types, vocabulary and different kinds of writing. 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 of 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 grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics.

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

## Themes

There are three prescribed themes:

1. The individual
2. The Hebrew-speaking communities
3. The changing world

Students are expected to be familiar with and be able to produce the following kinds of writing: informative, imaginative, persuasive, personal, evaluative, reflective, narrative or descriptive either individually or in combination.

## Assessment and reporting

### Units 1 and 2

Students will be assessed internally on course work and end-of-semester exams.

### Units 3 and 4

Student's level of achievement will be determined by school-assessed course work and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Units 3 and 4 examinations (oral & written): 50%

## Areas of Study

This subject focuses on advanced modern literary texts, including study of contemporary Hebrew writers in prose and poetry, modern conversational idiom and newspaper and academic articles. At the completion of this subject students should have read, and possess an understanding of, selected advanced scientific and academic articles and essays.

## Prerequisites

Completion of Hebrew 3/4 in Year 11 or equivalent. Applicants who have not completed Hebrew 3/4 will be required to attend an interview and/or sit a test to determine whether their proficiency is equivalent to 3/4 level. A high level of achievement in all Year 11 subjects is required.

## Assessment

- Written essays, totalling 2000 words (to be completed throughout semester) - 40%
- A ten-minute oral exam 10% (due in examination period)
- A 2-hour written examination 50% (during the examination period)
- A minimum of 75% of class attendance is required.
- Assessment submitted late without an approved extension will be penalised

## **VET Hebrew – Certificate II & III in Applied Languages**

### **Objectives**

The VET Hebrew course is designed for the acquisition of the four major language skills: Speaking, Listening, Writing and Reading. This course is designed to provide students with language skills and cultural knowledge to enable them to communicate in social and workplace situations in Hebrew both in Australia and overseas. The course consists of four compulsory units that aim to provide learning opportunities to students with genuine interest in the vocation to develop skills that will equip them for the workplace in an adult learning environment. Students learn to communicate in the target language for the above purposes and in many contexts, using a wide range of competencies in conversational activities, writing, and role playing. They are encouraged to use relevant ICT tools and to reflect on their thinking process and personal learning of the Hebrew language.

### **Content**

The content in VET Hebrew is drawn from two themes: communication for social purposes; communication for workforce purposes. Each unit is based around a list of new words, which are the key building blocks of the study.

Different text types are studied including: conversations and role plays from the daily life, workplace oral communication, and variety of informative texts related to social and workplace situations, general world knowledge, Israeli phrases and songs.

This vast variety of texts, both oral and written, is designed to challenge and advance students' language abilities. Texts vary in length, structure and new vocabulary, the organisation and familiarity of content.

### **Units of Competency**

UOC – Certificate II (unit 1-2)\*

UOC – Certificate III (unit 3-4)\*\*

### **ATAR**

This subject does not have a study score, but can contribute towards the ATAR as block credit. For clarification, speak to VCE Co-ordinator or Careers Counsellor. A minimum of 75% of class attendance is required.

\*Each UOC is a prerequisite for the following unit.

\*\*Certificate III can only be studied on the completion of Certificate II.

On completion of Certificate III in Applied Languages (Hebrew) a certificate is received.

## History (Twentieth Century) Units 1&2

### 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.

### 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.

#### *Area of study 1: Ideology and conflict*

In this area of study students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian and Ottoman Empires. They consider the aims, achievements and limitations of the League of Nations.

#### *Area of study 2: Social and cultural change*

In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/ or USA.

### Unit 2: Twentieth century history 1945-2000

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

#### *Area of Study 1: Competing Ideologies*

In this area of study students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

#### *Area of study 2 : Challenge and change*

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

### Assessment and reporting:

Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

For each unit students will be required to demonstrate two outcomes.

Assessment tasks over Units 1 and 2 should include the following:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation

## History (Ancient) Units 3&4

### 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:

Ancient history Egypt, 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, all three 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. In developing a course, teachers select two societies to be studied from Egypt, Greece and Rome, one for Unit 3 and one for Unit 4. For the two selected societies, 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: Unit 3 and Unit 4: Living in an ancient society

- What was it like to live in ancient Greece or Rome?
- What were the social, political and economic features of life?
- Why were these features significant?

In this area of study students explore the historical significance of social, political and economic features of Greece and Rome. In terms of social features, the existence of hierarchies meant that individual experiences varied enormously. There were profound differences in the experiences of men and women, locals and foreigners, slaves and free people. Students also explore the significance of political institutions and the distribution of power between groups, and tensions resulting from such differences. They investigate the significance of economic features of life, including agriculture, industry and trade.

### Area of study 2: Unit 3 and Unit 4: People in power, societies in crisis

- 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?

In this area of study students explore a crisis in ancient Greece or Rome with particular reference to the role of individuals in shaping events. Crises take the form of internal political struggles, civil war and conflict between states. To understand these turning points students evaluate the causes and consequences of the crisis. Students also explore how key individuals influenced events. In some cases, individuals made decisions that shaped their societies. On the other hand, the power of individuals was limited in a range of ways. To comprehend these people, students explore how their beliefs, values and attitudes informed their actions. Investigation of these individuals deepens students' understanding of human agency.

### Assessment and reporting:

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

- a historical inquiry
- an analysis of primary sources
- an evaluation of historical interpretations
- an essay.

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

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

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

The examination will contribute 50 per cent to the study score.

## Legal Studies

### Aims

This study enables students to:

- 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
- 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.

### Unit 1: Guilt and liability

#### Areas of study

##### *Area of study 1: Legal foundations*

This area of study provides students with foundational knowledge of laws and the Australian legal system. Students examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice.

##### *Area of study 2: The presumption of innocence*

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. In this area of study students develop an understanding of key concepts in criminal law and types of crime, and investigate two criminal offences in detail.

##### *Area of study 3: Civil liability*

Civil law aims to protect the rights of individuals, groups and organisations, and provides opportunities for a wronged party to seek redress for a breach of civil law. In this area of study students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail.

### Unit 2: Sanctions, remedies and rights

#### Areas of study

##### *Area of study 1: Sanctions*

The criminal justice system determines the guilt or otherwise of an accused, and imposes sanctions on a guilty person. In this area of study students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing.

##### *Area of study 2: Remedies*

Remedies may be available to a wronged party where there has been a breach of civil law. In this area of study students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies.

##### *Area of study 3: Rights*

The protection of rights is fundamental to a democratic society. In this area of study students examine the ways in which rights are protected in Australia and compare this approach with that of another country.

### Unit 3: Rights and justice

#### Areas of study

##### *Area of study 1 The Victorian criminal justice system*

The Victorian criminal justice system is used to determine whether an accused person is guilty beyond reasonable doubt of an offence for which they are charged, and to impose sanctions where guilt has been found or pleaded. Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice.

##### *Area of study 2 The Victorian civil justice system*

The Victorian civil justice system aims to restore a wronged party to the position they were originally in before the breach of civil law occurred. In this area of study students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice.

## Unit 4: The people and the law

### Areas of study

#### *Area of study 1 The people and the Australian Constitution*

The Australian Constitution establishes Australia's parliamentary system and provides mechanisms to ensure that parliament does not make laws beyond its powers. In this area of study students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making.

#### *Area of study 2 The people, the parliament and the courts*

Parliament is the supreme law-making body, and courts have a complementary role to parliament in making laws. In this area of study students investigate factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform.

## Assessment and reporting

Units 1 and 3 will be assessed internally on course work and end of semester exams.

Units 3 and 4 both school based assessed work and the end of year examination will determine the student's level of achievement.

Percentage contributions to the final assessment are as follows:

- Unit 3 school assessed course work: 25%
- Unit 4 school assessed course work: 25%
- Unit 3 and 4 examination: 50%

# Literature

## Aims

Units 1 to 4 are designed to enable 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.

## Unit 1 - Approaches to literature

### Areas 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.

### 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.

## Unit 2 - Context and connections

### 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.

### Area of study 2

#### **Exploring connections between texts**

In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

## Unit 3 – Form and transformation

### Area of study 1

#### *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 the use of 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. By exploring adaptations, students also consider how creators of adaptations may emphasise or understate perspectives, assumptions and ideas in their presentation of a text.

### Area of study 2

#### *Creative responses to texts*

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer's purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored.

Students develop an understanding of the various ways in which authors craft texts. They reflect critically upon their own responses as they relate to the text, and discuss the purpose and context of their creations.

## Unit 4 – Interpreting texts

### Area of study 1

#### *Literary perspectives*

In this area of study students focus on how different readings of texts may reflect the views and 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 about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed. Through close attention to two pieces of literary criticism reflecting different perspectives, students develop their own response to a text.

### Area of study 2

#### *Close analysis*

In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed. They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language

## Assessment and reporting

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

## General Mathematics

General Mathematics is for students who wish to continue to study Mathematics but don't necessarily need it as a prerequisite for tertiary study. It leads to Further Mathematics 3 & 4 in Year 12.

### Units 1&2

The topics are chosen by the teacher from the following:

#### Data analysis and simulation

This area of study includes displaying, summarising and interpreting univariate and bi-variate data and the design, construction and evaluation of probability simulation models.

Arithmetic This area of study covers applications of arithmetic involving natural numbers, integers, rational numbers, real and complex numbers, matrices and sequences and series.

#### Algebra

This area of study includes linear and non-linear relations and equations, matrices, and algebra and logic.

#### Graphs of linear and non-linear relations

This area of study covers the sketching and interpretation of linear and non-linear graphs, modelling with linear and non-linear graphs, variation and a numerical and graphical approach to rectilinear motion.

#### Decision and business mathematics

This area of study covers definitions and applications of undirected graphs, linear programming and financial arithmetic.

#### Geometry and trigonometry

This area of study includes shape measurement, co-ordinated geometry, trigonometry, vectors and geometry in two and three dimensions.

## Further Mathematics

This course is designed for those students who wish to complete a Units 3&4 Mathematics subject, but do not necessarily need Mathematical Methods as a prerequisite for their tertiary study.

### Units 3&4

There are two Areas of Study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.

#### Data analysis

(Core material)

#### Applications

(two modules of which four are to be chosen)

### End of year examinations

#### Examination 1

Multiple choice questions drawn from "Data Analysis" and two selected 'applications' modules.

#### Examination 2

Extended answer questions equally weighted from the core and two selected 'applications' modules.

## Mathematical Methods (CAS)

### Units 1&2

Mathematical Methods is recommended for anyone interested in further study in the sciences, commerce or any tertiary courses that require Mathematics as a prerequisite.

#### Functions and Graphs

This area of study covers the graphical representation of functions. Treatment of polynomial functions is restricted to polynomials of degree no higher than three. Treatment of non-polynomial functions is restricted to simple circular (trigonometric) functions and simple exponential and logarithmic functions.

#### Algebra

This area of study supports material in the “Functions and graphs” area of study. The focus is on the algebra of simple polynomial functions such as linear, quadratic and cubic functions. The area of study provides an opportunity for the revision and further development of content, as well as the study of related algebra material introduced in other areas (circular functions and exponential and logarithmic functions)

#### Rates of change and calculus

This area of study introduces intuitive understanding of instantaneous rate of change through familiar situations, and through a graphical and numerical approach to the measurement of constant, average and instantaneous rates of change. This area of study also covers the differentiation and anti-differentiation of polynomials of degree no higher than three.

#### Probability and statistics

This area of study covers introductory probability and techniques for applying probability to various single and multiple event situations.

#### Assessment and reporting

Units 1 and 2 will be assessed internally on course work and end-of semester exams.

## Mathematical Methods (CAS)

Students are assumed to have completed Mathematical Methods 1 & 2 before taking this course.

### Units 3&4

#### Function & graphs

This area of study includes being able to interpret and sketch graphs of polynomials, logarithms and exponentials. Graphs derived from translations, reflections, dilations and addition of ordinates. Graphs of sin, cos and tan and the solutions of trigonometric equations.

#### Calculus

Finding the gradient function and using the rules for derivatives. Applying the product, quotient and chain rules. The application of differentiation to a variety of problems. Integration and calculations of areas under curves.

#### Probability and statistics

Includes the study of discrete and continuous random variables and understanding the notion of a random variable, related parameters, properties and appreciation and interpretation in context for a given probability distribution. Also includes statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

#### Algebra

Use of algebra is covered in all the above areas.

### End of year examinations

#### Examination 1

Respond to a collection of short answer and some extended answer questions covering all areas of study. One hour in length, no calculators or notes.

#### Examination 2

Respond to a collection of multiple choice questions and extended answer questions covering all areas of study. Two hours in length, calculators and notes allowed.

## Specialist Mathematics

### Units 1&2

Specialist Mathematics Units 1 & 2 can be taken by three categories of student.

1. Students who have completed Mathematical Methods 1 & 2 in Year 10 with a grade of B or better have the option of doing Specialist Mathematics 1 & 2 in Year 11 before pursuing Mathematical Methods 3 & 4 in Year 12. This has the advantage that a student will be better prepared to perform at their best in Mathematical Methods 3 & 4 as well as having met the prerequisites for Specialist Mathematics 3 & 4 should they wish to study this subject.
2. It can be taken concurrently with Mathematical Methods 1 & 2 and can be used to gain a more solid foundation for Mathematical Methods 3 & 4 and/or as a prerequisite for Specialist Mathematics 3 & 4 for those students who are very interested in Mathematics and wish to study it further at tertiary level.
3. It can be taken concurrently with Mathematical Methods 3 & 4 for those students who are studying Mathematical Methods 3 & 4 while in Year 11 and who wish to study Specialist Mathematics 3 & 4 when in Year 12.

This course is designed to strengthen a student's preparation for Mathematical Methods 3 & 4 and to introduce topics which will be studied in depth in Specialist Mathematics.

The areas of study for Units 1 and 2 of Specialist Mathematics are 'Arithmetic and number', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and two other selected areas.

### Assessment and reporting for all mathematics subjects

- Units 1 and 2 will be assessed internally on course work and end-of-semester exams
- Units 3 and 4: In Mathematics, the student's level of achievement will be determined by school-assessed course work and examinations. Percentage contributions to the final assessment are as follows:
- Units 3-4 school-assessed course work: 34%
- Units 3-4 examinations: 66%

## Specialist Mathematics

### Units 3&4

This course is designed for those students who are interested in further study in Mathematics and is recommended for students interested in the physical sciences and some engineering and IT courses. Students must have done or be doing concurrently Mathematical Methods 3 & 4

#### Functions, relations and graphs

Sketch graphs involving addition of ordinates, ellipses and hyperbolae, reciprocals of trigonometric functions. The use of trigonometric identities and compound and double angle formulae.

#### Algebra

#### Complex numbers

#### Calculus

Further methods of differentiation and integration following on from those learned in Mathematical Methods 3&4.

#### Vectors in one, two and three dimensions

The use of vectors and vector calculus

#### Mechanics

Equations of motion and the effect of forces acting on a body.

#### Probability and statistics

In this area of study students cover statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

### End of year examinations

#### Examination 1

Respond to a collection of short answer and some extended answer questions covering all areas of study. One hour in length, no calculators or notes.

#### Examination 2

Respond to a collection of multiple choice questions and extended answer questions covering all areas of study. Two hours in length, calculators and notes allowed.

## Media:

### Rationale:

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

### Structure:

The study is made up of four units.

- Unit 1: Media forms, representations and Australian stories
- Unit 2: Narrative across media forms
- Unit 3: Media narratives and pre-production
- Unit 4: Media production and issues in the media

### Areas of study:

#### Unit 1:

##### Media representation:

On completion of this unit the student should be able to 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.

##### Media forms in production:

On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

##### Australian stories:

On completion of this unit the student should be able to 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.

#### Unit 2:

##### Narrative, style and genre:

On completion of this unit the student should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

##### Narratives in production:

On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.

##### Media and change:

On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

### Unit 3:

#### **Narrative and ideology:**

On completion of this unit the student should be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.

#### **Media production development:**

On completion of this unit the student should be able to 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.

#### **Media production design:**

On completion of this unit the student should be able to develop and document a media production design in a selected media form for a specified audience.

### UNIT 4:

#### **Media production:**

On completion of this unit the student should be able to produce, refine and resolve a media product designed in Unit 3.

#### **Agency and control in and of the media:**

On completion of this unit the student should be able to discuss issues of agency and control in the relationship between the media and its audience.

### **Assessment and reporting**

Units 1 and 2 will be assessed internally on course work and end-of-semester exams. School-assessed course work for Unit 3 and 4 will contribute 20% to the study score.

The level of achievement for Units 3 and 4 is also assessed by a school-assessed task, which will contribute 40% to the study score and an end-of-year examination, which will contribute 40% to the study score.

## Music Performance

### Aims

This study is designed to enable students to:

- Develop skills in practical music making and performance
- Develop performance skills in solo and group contexts
- Develop skills in giving prepared and unprepared performances
- Develop skills in aural comprehension
- Develop skills in musical composition
- Perform a program of selected works
- Develop an understanding of key musical elements used by interpreters
- Develop an understanding of personal interpretation in music performance
- Develop the capacity to discuss interpretations in recording according to established conventions

### Units 1&2

Music Performance develops intellectual, aesthetic and cultural understanding of music in solo and group settings.

Unit 1 focuses on achieving flexibility in music performance. Unit 2 continues the development of performance skills and focuses on analysis of music being prepared for performance.

### Units 3&4

As soloists and members of groups, students develop skills in preparing programs of music works. They learn about and apply musicianship and theoretical knowledge to interpret and analyse solo and ensemble works in a range of styles.

Units 3 and 4 Music Performance focuses on the preparation and presentation of performances in solo or ensemble contexts, demonstrating through performance an understanding of interpretation and authenticity. Aural comprehension and understanding of characteristics of works relevant to performance are also developed.

N.B. Depending on individual students' interest and ability, the Unit 3/4 sequence may include Music Investigation and/or Music Style and Composition.

### Assessment and reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

Units 3 and 4: In Music Performance, school-assessed course work and two examinations will determine the student's level of achievement. Percentage contributions to the final assessment are as follows:

- School assessed course work: 25%
- Performance and written external examinations: 75%
- The examination will contribute 50 per cent.

# Philosophy

## Unit 1:

### Area of study 1: Metaphysics

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

### Area of study 2: Epistemology

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

### Area of study 3: Introduction to philosophical inquiry

Philosophy is an activity as much as it is a body of thought, and students of philosophy benefit not just from attaining new knowledge, but also through developing their reasoning faculties. Philosophy is the activity of considering central, contestable problems, and attempting to develop good reasons for holding one position rather than another. In analysing concepts and clarifying positions, philosophers also discover how ideas are logically and conceptually connected with each other. Precise use of language is essential to these processes as a means of supporting coherence and the rigorous testing of ideas. This area of study introduces students to the distinctive nature of philosophical thinking and a variety of approaches to philosophical inquiry. They practise some basics of informal logic and other techniques of philosophical reasoning, such as analogical reasoning, that are essential to the study of problems in metaphysics and epistemology. They explore cognitive biases and consider any implications for approaching problems in epistemology and metaphysics, for example the relation between confirmation bias, science and pseudo-science, and attribution bias and questions of causality.

## Unit 2

### Area of study 1: Ethics and moral philosophy

What should I do? What is right? On what basis can we choose between different courses of action? These are ongoing fundamental questions. In this area of study students are introduced to key debates in moral philosophy that stretch back thousands of years. The laws of our society reflect a position that murder and theft are wrong, but a philosopher is interested in the justifications for these convictions. Is morality a matter of personal prejudice or can we give good reasons for holding particular moral beliefs? Are there fundamental moral beliefs that should be universally binding, or are they preferences that develop in response to particular cultural contexts? In this area of study students are concerned with discovering if there are basic principles and underlying ideas of morality and assessing ethical viewpoints and arguments according to standards of logic and consistency. Philosophical methods may be used to address everyday dilemmas, as well as issues debated in the media and important moral challenges of our times.

### Area of study 2: Further problems in value theory

In addition to discussing ethical and moral value, philosophers consider a range of other types of values, including social, political and aesthetic value. Often philosophers concern themselves with questions regarding the foundations of particular forms of value. They consider whether these various forms of value are grounded in the nature of things or whether they are human creations. If they are human creations, students consider whether these forms of value might yet appeal to commonly held or universal standards. How these questions are approached may depend upon the type of value considered. At other times, philosophers set aside these foundational questions and consider particular questions relating to social, political or aesthetic value. Is democracy the only justifiable form of government? What are the obstacles to freedom? How are conflicts between rights to be resolved? What is the point of art? This area of study provides students with an introduction to some of these questions and the ways in which philosophers have addressed them. Students explore how philosophical methods can be brought to bear on a range of questions regarding value.

### Area of study 3: Techniques of philosophical inquiry

In this area of study students develop their abilities to analyse and evaluate philosophical viewpoints and arguments. They examine and apply a range of reasoning techniques and consider the role of other factors involved in philosophical thinking such as emotion. Students develop their capacity for metacognition through consideration of reflective equilibrium.

## Assessment tasks for units 1&2 may include:

- Essay
- short-answer responses
- written reflections
- presentations (oral, multimedia)
- an examination

## Unit 3

### Unit 3: Minds, bodies and persons

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 philosophical sources to their own views on these questions and to contemporary debates. For the purposes of this study, arguments make a claim supported by propositions 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.

#### *Area of Study 1: Minds and bodies*

The central concern of the philosophy of mind is to explain the relationship between the body and the mind. The difficulty in advancing such an explanation stems from the fact that bodies and minds appear to be very different types of entities. To illustrate, consider that the experience of reading doesn't obviously feel like neurons firing in a brain. Some philosophers argue that such apparent differences indicate that the two are in reality fundamentally independent entities. Others typically argue that the mind is just the physical body but then must reconcile the apparent differences. Students examine the views of those who argue that the mind is nothing more than the body, as well as those that think there is more to the human mind than just the body, and consider whether the two can exist independently of each other.

#### *Area of Study 2: Personal identity*

Modern philosophers have explored the question of the continuity of the self over time. They have attempted to identify the basis on which we say, for example, that an individual is the same person at 80 as they were at eight years old. Self, in this sense, is a contested term that refers to what is most essential about ourselves as a particular entity distinguished from others, if anything. In this area of study students explore selected positions on personal identity and the arguments for and against them. In doing so, students consider the implications of views on personal identity for personal responsibility of past actions and personal concern for future happiness. Students consider how thought experiments can be used to explore and challenge theories of personal identity. A range of relevant thought experiments is to be sourced from within the set texts where possible and beyond the set texts as appropriate. Students apply their understanding of philosophical concepts and problems related to personal identity to analyses of contemporary debates such as organ transplants and cloning.

## Unit 4: The good life

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 life well lived? 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 philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live, and use their understandings to inform a reasoned response to contemporary debates. For the purposes of this study, arguments make a claim supported by propositions 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 psychology, sociology, science, engineering and politics.

#### *Area of Study 1: Conceptions of the good life*

In this area of study students are exposed to philosophical concepts, debates and perspectives on the nature of the good life through a study of philosophical texts. As they reflect on the implications of accepting the views and arguments presented by these thinkers, students develop their own critical responses to the authors' viewpoints and arguments.

#### *Area of Study 2 Living the good life in the twenty-first century*

An important aspect of the study of philosophical texts is the light that they can shed on contemporary questions and debates. In this area of study students develop and justify responses to debates on technological development in relation to the good life. They outline arguments made in a variety of sources and critically respond to them. They explore the interplay between the changing conditions of contemporary life and our ability to live a good life, considering how the strength of the interplay is dependent not only on the nature of developments in contemporary life but on the conception of the good life.

## Assessment:

The student's performance on each outcome is assessed by at least two of the following tasks:

- an essay
- a written analysis
- short-answer responses
- a written reflection
- presentations (oral, multimedia)
- a dialogue (oral, written)

At least one essay task is required for Unit 3.

# Physical Education

## Aims

This study enables students to:

- Understand the social, environmental, cultural, biological, psychological and physiological factors that influence participation in physical activity
- Develop a critical perspective on physical activity across the lifespan
- Investigate the promotion of physical activity in a variety of settings
- Examine how the body systems work together to produce movement
- Examine performance enhancement in terms of training programming and recovery, biomechanics, sports psychology, risk management and ethics
- Analyse the processes associated with skill development and coaching, and strategies and tactics used within game situations
- Use practical activities to underpin theoretical understanding.

## Structure

The study is made up of four units:

- Unit 1: Bodies in motion
- Unit 2: Sports coaching and physically active lifestyles
- Unit 3: Physical activity participation and physiological performance
- Unit 4: Enhancing performance

## Units 1&2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

### Unit 1

#### Outcome 1

On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.

#### Outcome 2

On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.

#### Outcome 3

Two detailed studies are available in Unit 1. One detailed study is to be selected from:

- Technological advancements from a biomechanical perspective
- Injury prevention and rehabilitation

### Unit 2

#### Outcome 1

On completion of this unit the student should be able to demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.

#### Outcome 2

On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

#### Outcome 3

Two detailed studies are available in Unit 2. One detailed study is to be selected from:

- Decision making in sport
- Promoting active living

## **Unit 3 Physical Activity Participation and Physiological Performance**

### **Area of Study 1**

#### **Outcome 1**

On completion of this unit the student should be able to analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to Australia's Physical Activity and Sedentary Behaviour Guidelines.

### **Area of study 2**

#### **Outcome 2**

On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

## **Unit 4: Enhancing Performance**

### **Area of study 1**

#### **Outcome 1**

On completion of this unit the student should be able to plan, implement and evaluate training programs to enhance specific fitness components.

### **Area of study 2**

#### **Outcome 2**

On completion of this unit the student should be able to analyse and evaluate strategies designed to enhance performance or promote recovery.

## **Assessment and reporting**

Units 3 and 4 will be assessed internally on course work and by one end of year examination based on both units;

- Unit 3 School Assessed course work: 25%
- Unit 4 School Assessed course work: 25%
- Unit 3 and 4 Examination: 50%

# Physics

## Aims

This study is designed to enable students to:

- Become familiar with the language, methods and major ideas of physics
- Use the established ideas of physics to interpret the world, developing both a rigorous qualitative and quantitative understanding
- Become familiar with the ways in which knowledge is developed within physics
- Become aware of physics as a particular way of knowing about the world which interacts with the setting, both social and personal, within which it is pursued
- Understand some of the practical applications of physics in present and past technologies as well as any problems associated with them
- Acquire the practical skills necessary to investigate physical phenomena both inside and outside the laboratory
- Develop the capacity and confidence to communicate their knowledge of physics effectively
- Develop curiosity about the physical world; and
- Prepare for careers in physics and physics-based technological areas

Both Units 1 and 2 should be viewed as prerequisites for students interested in continuing with VCE Physics Units 3 and 4.

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

The focus of this unit is to consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. They examine the motion of electrons and explain how it can be manipulated and utilised.

### Areas of Study

#### *How can thermal effects be explained?*

In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work.

#### *How do electric circuits work?*

In this area of study students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans.

#### *What is matter and how is it formed?*

In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

### Areas of Study

#### *How can motion be described and explained?*

In this area of study students observe motion and explore the effects of balanced and unbalanced forces on motion. They analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion

### Options

Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following:

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

#### *Practical Investigation*

Systematic experimentation is an important aspect of physics inquiry. In this area of study students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2.

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

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students explore the interactions, effects and applications of gravitational, electric and magnetic fields. They use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain motion of very fast objects.

### Areas of Study

#### *How do things move without contact?*

In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.

#### *How are fields used to move electrical energy?*

In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. Students explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

#### *How fast can things go?*

In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.

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

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

## **Areas of Study**

### *How can waves explain the behaviour of light?*

In this area of study students use evidence from experiments to explore wave concepts in variety of applications. Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. Students apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.

### *How are light and matter similar?*

In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

### *Practical investigation*

This area of study involves a student-designed or adapted practical investigation related to waves, fields or motion and draws upon and further develops the knowledge and skills developed across Units 3 and 4.

## **Assessment and reporting**

Units 1 and 2 will be assessed internally on course work and end-of semester exams.

In Units 3 and 4, school-assessed course work and examinations will determine the student's level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 21%
- Unit 4 school-assessed course work: 19%
- End-of-year examination: 60%

# Psychology

## 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 and more broadly to: understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- Develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- Develop an informed perspective on contemporary science-based issues of local and global significance
- Apply their scientific understanding to familiar and to unfamiliar situations, including personal, social, environmental and technological contexts
- Develop attitudes that include curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- Understand and apply the research, ethical and safety principles that govern the study and practice of the discipline in the collection, analysis, critical evaluation and reporting of data
- Communicate clearly and accurately an understanding of the discipline using appropriate terminology, conventions and formats.

With the introduction of a new study design for VCE Psychology, entry into Units 3 and 4 will require the completion of Units 1 and 2 Psychology.

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

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the nervous system. Students consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to this discipline.

### Areas of Study

#### *How does the brain function?*

In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.

#### *What influences psychological development?*

In this area of study students explore how these factors influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

#### *Student directed research investigation*

In this area of study students apply and extend their knowledge and skills developed in areas of study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

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

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

### Areas of Study

#### *What influences a person's perception of the world?*

In this area of study students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

#### *How are people influenced to behave in particular ways?*

In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying. Students examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.

#### *Student directed practical investigation*

In this area of study students design and conduct a practical investigation related to external influences on behaviour. The investigation relates to knowledge and skills developed in areas of study 1 and/or 2 and is undertaken by the student.

## Unit 3: How do external factors influence behaviour and mental processes?

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviour. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

### Areas of Study

#### *How does the nervous system enable psychological functioning?*

In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning.

#### *How do people learn and remember?*

In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. Students also consider the influence of factors on the fallibility of memory.

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

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychological approach to analyse mental health and disorder. Students examine the contribution of classical and contemporary research has made to these areas.

### Areas of Study

#### *How do levels of consciousness affect mental processes and behaviour?*

In this area of study students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. Students consider the nature and importance of sleep and analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour.

#### *What influences mental wellbeing?*

In this area of study, students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. Students apply a biopsychological approach to the analysis of mental health, phobias and mental disorders.

#### *Practical investigation*

In this area of study, students design or adapt a practical investigation related to mental processes and psychological functioning drawing on and contributing to their knowledge and skills developed in Units 3 and/or 4.

## Assessment and reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

Units 3 and 4 the student's level of achievement will be determined by school- assessed course work and examinations. Percentage contributions to the final assessment areas follows:

- Unit 3 school-assessed course work: 16%
- Unit 4 school-assessed course work: 24%
- End-of-year examination: 60%

## Religion & Society

### Scope of study

The beliefs, practices, principles and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. They can determine membership of the religion and the transmission of meaning, both individual and collective, from generation to generation.

Religious traditions develop and evolve over time through the participation and contribution of members and through interactions with society. Throughout history, religion and society have interacted with each other in broad ways in response to a range of important issues. Some religious traditions continue to thrive while others have declined, disappeared or parts of them have been assimilated into other religions, which allow their ideas to live on in some form. New religious movements can develop into religious traditions.

In VCE Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study Judaism and its denominations in societies where multiple worldviews coexist and consider individual experiences of members as they engage with their religion.

### Structure

The study is made up of four units:

Unit 1: The role of religion in society

Unit 2: Religion and ethics

Unit 3: The search for meaning

Unit 4: Religion, challenge and change

PLEASE NOTE: Students can access Units 3&4 directly in Year 11 or Year 12. Completion of Units 1&2 is not necessary for the 3&4 sequence.

#### Unit 1: The role of religion in society

In this unit students explore the origins of religions and their role in the development of society, identifying their nature and purpose over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, religious traditions and the Australian society in which they live.

#### Unit 2: Religion and ethics

Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories. In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral judgments in society.

#### Unit 3: The search for meaning

In this unit, students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition/s or denomination/s may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

## Unit 4: Religion, challenge and change

This unit focuses on the dynamic interaction over time of religious traditions and the societies of which they are a part. Religious traditions are living institutions that participate and contribute in many ways, both positively and negatively, to wider societies – stimulating and supporting society; as levers for change themselves and embracing or resisting forces for change within society. In this unit, students explore challenge for religion generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination.

### 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 Religion and Society, students' level of achievement will be determined by school assessed coursework.

Percentage contributions to the study score in VCE Religion and Society are as follows:

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

# Theatre Studies

## Rationale

Theatre Studies focuses on the interpretation of the playscripts and the production of theatre for audiences. Through practical and theoretical engagement with playscripts from the pre-modern era to the present day, students gain an insight into the history and rich possibilities of playscript-based theatrical production and develop understanding and appreciation of the role and place of the practitioner in theatre.

The study covers roles in theatre practice including actor, director, designer, theatre technologist and theatre administrator/manager. Throughout the study, students work with playscripts in both their written form and in performance, studying various areas of stagecraft that can be used to interpret these playscripts. Students study the contexts of playscripts as well as their language and theatrical possibilities. They explore ways that meaning can be constructed and conveyed through theatrical performance.

Students apply stagecraft to collaboratively and individually interpret playscripts and their theatrical possibilities. Through study of playscripts, contribution to the production of plays, and the application of stagecraft, students develop knowledge and understanding of theatre and its practices.

## Aims

This study is designed to enable students to:

- Acquire knowledge of theatre including its styles, traditions, purposes and audiences
- Interpret play-scripts through engagement in the production process
- Creatively and imaginatively explore and experiment with theatrical possibilities
- Develop and apply stagecraft knowledge and skills to interpret playscripts
- Apply skills of theatrical analysis and evaluation to their own production work and that of others

### Unit 1: Pre-modern theatre

- Identify and describe the distinguishing features of playscripts from the pre-modern era
- Apply acting and other stagecraft to interpret playscripts from the pre-modern era
- Analyse a performance of a play-script from a pre-modern era in performance

### Unit 2: Modern theatre

- Identify and describe the distinguishing features of playscripts from the modern era
- Apply acting and other stagecraft to interpret playscripts from the modern era
- Analyse and evaluate stagecraft in a performance of a play-script from the modern era.

### Unit 3: Playscript interpretation

- Apply stagecraft to interpret a playscript for performance to an audience and demonstrate understanding of the stages of the production process
- Analyse the use of stagecraft in the development of a playscript for production, incorporating the specifications appropriate for each stage of the production process.
- Analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience.

### Unit 4: Performance interpretation

- Interpretation of a monologue from a playscript through application of acting and direction or stagecraft
- Develop a theatrical brief that presents an interpretation of a scene from a playscript
- Analyse and evaluate acting in a production from a prescribed play list

## Assessment and reporting

Unit 1 & 2 will be assessed internally on course work and end of semester exams.

Units 3&4 will be assessed internally for the SAC outcomes and externally for the monologue and exam.

# Visual Communication Design

## Aims

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. This study provides students with the opportunity to develop an informed, 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.

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.

## Structure

The study is made up of four units:

**Unit 1: Introduction to visual communication design**

**Unit 2: Applications of visual communication design within design fields**

**Unit 3: Visual communication design practices**

**Unit 4: Visual communication design development, evaluation and presentation**

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

### Unit 1 Introduction to visual communication

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. In this unit students are introduced to three stages of the design process: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

#### Areas of Study

##### *Drawing as a means of communication*

This area of study introduces the skill set that underpins the discrete design process stages generating ideas, developing concepts and refining drawings. It focuses on the development of visual language and design thinking skills. Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated. Through observational drawing students consider reasons for the choices designers make regarding the aesthetics, appearance and function of objects/ structures. Students investigate ways of representing form and surface textures, and apply different materials and media to render drawings. Students use drawing methods such as paraline and perspective to create three-dimensional freehand drawings that maintain proportion. Students use these 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.

### *Design elements and principles*

This area of study focuses on design elements and design principles. Students experiment with these elements and principles when using freehand and image-generation methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts. They investigate purposes for creating visual communications and consider how the relationship between design elements and design principles contributes to achieving these purposes. Through addressing a stated purpose, students are introduced to a skill set that underpins the design process stages of generation of ideas and development of concepts.

### *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. Through a case study approach, students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices. Students consider the works of key designers in terms of visual language and the use of materials, methods, media, design elements, design principles and presentation formats. This area of study introduces students to the design process stage of research.

## **Unit 2: Applications of visual communication design within design fields**

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication 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 12 and 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 of concepts to create visual communications.

### **Areas of Study**

#### *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. One of the following design fields is selected for detailed study:

- Environmental design or
- Industrial /product design.

Within the environmental design field, students can focus on a specific area such as architectural, interior or landscape design. Within the industrial design field, students can focus on a specific area such as appliances/home wares, packaging, tools and transport. 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 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/or digital methods to create the drawings.

#### *Type and imagery in context*

Increasing advancements in the digital communication of information and their popularity has led to a greater need for understanding 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 in the design field of communication. Within the field of communication design, students can focus on areas such as graphic design, packaging/surface design and brand identity. 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 techniques to stimulate curiosity and the development of divergent options when selecting and manipulating images and type for print and screen-based presentations.

### *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 brief's requirements. In response to a given brief, students engage in research and analysis to support their interpretation of the brief and as stimulus for imagining and generating ideas. Drawing on their creativity, students use a range of manual and/or digital methods, media and materials to generate ideas for further development. Students reflect on these options and further develop their preferred one. 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.

## **Unit 3: Visual communication design practices**

The purpose of this unit is to enable students to produce visual communications through the application of the design process to satisfy specific communication needs. Students also study the production of visual communications in a professional setting, and evaluate examples of visual communications

### **Areas of Study**

#### **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.

#### **2. Design industry practice**

In this area of study students investigate how the design process is applied in industry to create visual communications.

#### **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

## **Unit 4: Visual communication design development, evaluation and presentation**

The purpose of this unit is to enable students to prepare one brief that defines the need or needs of a client. Students apply the design process to produce developmental work and two final presentations based on the brief.

### **Areas of Study**

#### **1. Development, Refinement and evaluation**

#### **2. Final Presentations**

Final presentations based on the developmental work are also produced. The visual communication production process is applied throughout the production of solutions to the brief.

## **Assessment and reporting**

Units 1 and 2 will be assessed internally on course work and end-of-semester exams. In Units 3 and 4; school-assessed course work and an end-of-year examination will determine the student's level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 25%
- Units 3 and 4 school-assessed task: 40%
- Units 3 and 4 examination: 35%

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