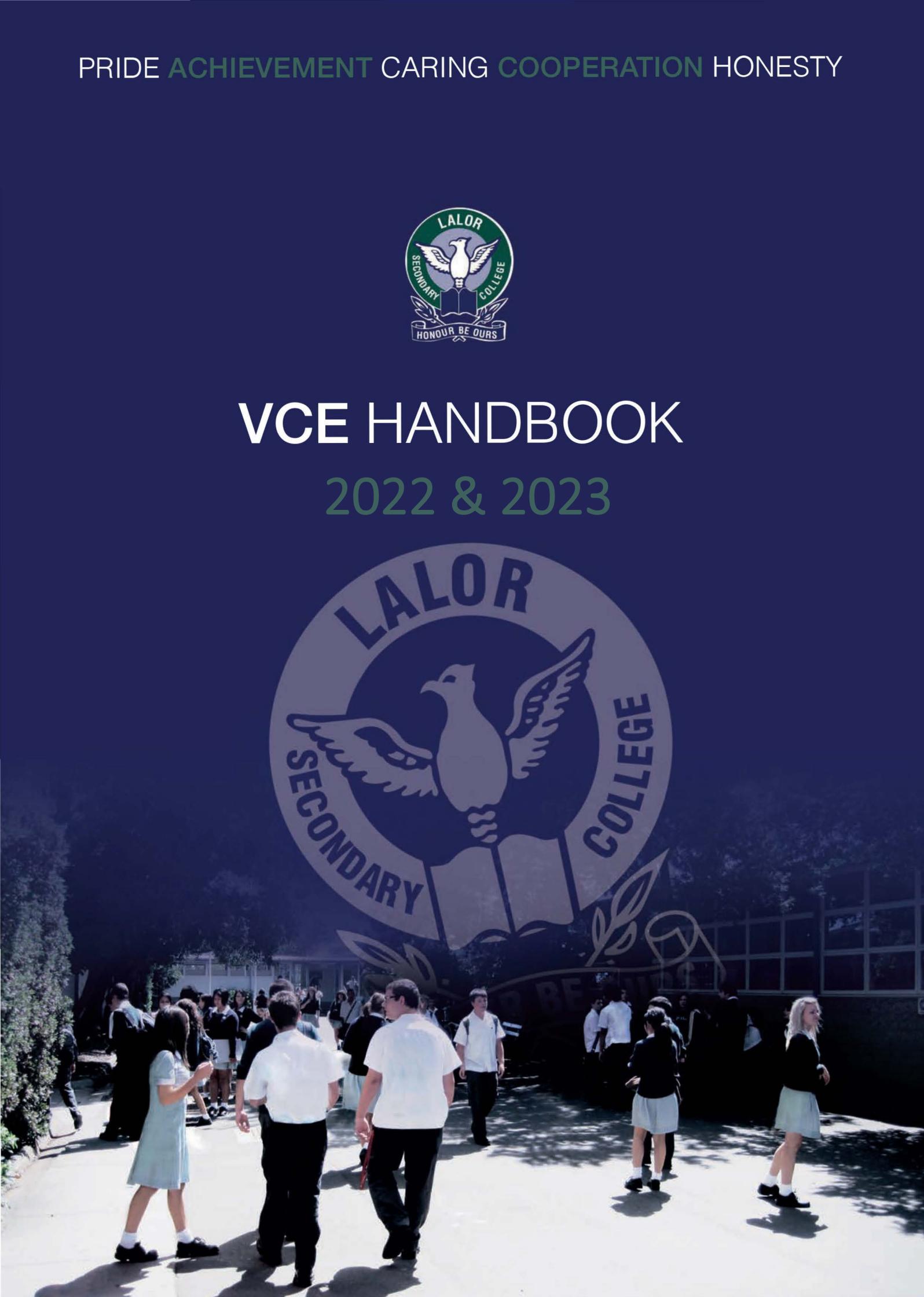


PRIDE ACHIEVEMENT CARING COOPERATION HONESTY

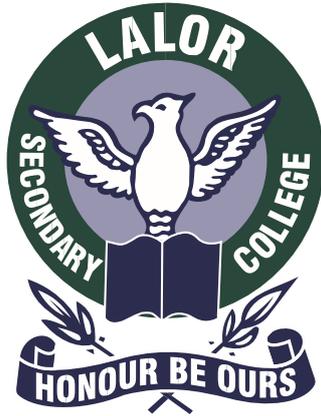


# VCE HANDBOOK

## 2022 & 2023







# LALOR SECONDARY COLLEGE

## VCE HANDBOOK 2022 & 2023

(Please retain this Handbook for Year 11 and 12)

## Mission

The community of Lalor Secondary College acknowledges the ability and right of all students to learn and to experience success. All students are encouraged and challenged to reach their potential. The College provides students and staff with a safe and nurturing environment.

## Vision

Our vision for Lalor Secondary College is to be a vibrant school; a school where learning is valued and students empowered to become lifelong, socially responsible learners; where a challenging and diverse curriculum caters for the variety of learning styles where the varying talents of students and staff are recognised and celebrated where excellence and effort are rewarded.

## College Values



# College Values

VALUES	ATTITUDES	BEHAVIOURS
PRIDE	<ul style="list-style-type: none"> <li>• Being loyal</li> <li>• Doing my personal best</li> <li>• Being passionate</li> </ul>	<ul style="list-style-type: none"> <li>• I am proud of my work</li> <li>• I am passionate about everything I do</li> <li>• I take pride in what I participate in</li> <li>• I am proud of my school</li> <li>• I dress appropriately and with pride</li> </ul>
ACHIEVEMENT	<ul style="list-style-type: none"> <li>• Being committed</li> <li>• Being persistent</li> <li>• Always striving to do my best</li> <li>• Having aspirations</li> <li>• Aiming for excellence</li> </ul>	<ul style="list-style-type: none"> <li>• I am committed</li> <li>• I am doing my best</li> <li>• I am organised</li> <li>• I complete all my work</li> <li>• I celebrate achievement</li> <li>• I am responsible</li> <li>• I am motivated</li> <li>• I am rational</li> <li>• I see mistakes as an opportunity for improvement</li> </ul>
CARING	<ul style="list-style-type: none"> <li>• Being respectful</li> <li>• Having positive relationships</li> <li>• Being helpful</li> <li>• Using manners</li> <li>• Showing friendship</li> <li>• Having a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• I am attentive</li> <li>• I am helpful to others in need</li> <li>• I show respect to others and show them that they are being noticed</li> <li>• I choose my attitude</li> <li>• I am a good listener</li> <li>• I am sensitive to others' needs</li> <li>• I behave consistently to build richer relationships</li> <li>• I am respectful</li> <li>• I am tolerant</li> <li>• I am friendly</li> <li>• I am appreciative</li> <li>• I make others comfortable</li> <li>• I am encouraging</li> <li>• I accept others for who they are</li> <li>• I consider others' feelings and needs</li> <li>• I treat others in a caring manner</li> <li>• I am polite</li> </ul>
COOPERATION	<ul style="list-style-type: none"> <li>• Being tolerant</li> <li>• Being respectful</li> <li>• Having understanding</li> <li>• Working as a part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• I work together with teachers and peers</li> <li>• I follow instructions</li> <li>• I accept other people's opinions</li> <li>• I accept decisions</li> <li>• I work in a team to achieve common goals</li> <li>• I work with others' willingly</li> <li>• I listen to others ideas/opinions</li> <li>• I am reliable</li> </ul>
HONESTY	<ul style="list-style-type: none"> <li>• Being truthful</li> <li>• Showing trust</li> <li>• Being reliable</li> <li>• Having integrity</li> </ul>	<ul style="list-style-type: none"> <li>• I have integrity in what I do</li> <li>• I have morals</li> <li>• I am loyal</li> <li>• I do not speak about others behind their back</li> <li>• I am trustworthy</li> <li>• I am responsible</li> <li>• I am honest</li> <li>• I am truthful</li> </ul>

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Lalor Secondary College was established in 1963. It is a co-educational Year 7-12 school situated in the City of Whittlesea and serves the communities in and around Lalor. Set on approximately 4 hectares, the College has excellent facilities and spacious grounds.

In 2022 the College will have an enrolment of approximately 1200 students representing more than 40 ethnic groups with approximately 60% from non-English speaking backgrounds.

The College provides a broad, inclusive and comprehensive program designed around the Victorian Curriculum to ensure the needs of all students are met.

The College also provides a number of pathways at the senior levels of the school including a comprehensive range of VCE subjects, VCAL and VET programs.

A partnership between parents, staff and students is encouraged through informal and formal communication to support student success.

# Principal's Message



As a member of the Lalor Secondary College community for the past 20 years I have great confidence in the educational opportunities that we provide to all of our students. I know that Lalor Secondary College is a vibrant school where learning is valued and students are empowered to become lifelong, socially responsible learners, so that they are caring and confident contributors to the global community of the 21<sup>st</sup> Century.

The school's core values of Pride, Achievement, Caring, Cooperation and Honesty are embedded in our wellbeing and teaching practices, as well as our Student Code of Behaviour. High expectations and well developed policy and practices ensure a calm teaching environment that allows the focus of the classroom to be centred around the teaching and learning. The high expectations are driven by a student culture where students motivate and inspire each other to achieve excellence in the academic field, applied learning field or through the extra-curricular program.

The extra-curricular program is supported by both student and staff led clubs. Some of these include the Science and Maths clubs, Art Club, Anime Club, Horticulture Club, Sports Program, House Program, Music Program, Year 12 Mentor Program, Walking Club, Mindfulness Club, Breakfast Club and Chess Club. This also includes a unique partnership with ABCN that provides numerous leadership opportunities to our students that supports the student leadership structures of the College. The school has an established and dedicated Wellbeing Team that delivers a coordinated approach to the Student Wellbeing Programs that have been embedded into the school curriculum and culture. Some of these programs include 'Yoga Thursdays', Peer Support, After School Homework Club, Animal Assisted Therapy and the Pre-Orientation Program. The College also offers distinctive educational programs such as the Years 7 to 10 differentiated Maths program, Years 7 to 10 Literacy Support Program, High Potential Learning Program, Years 7 to 12 language program offering Macedonian, Greek, Italian and French and an extensive elective program in Years 9 and 10.

Our school community acknowledges the ability and the right of all students to learn and to experience success in the classroom. The College delivers a rigorous and comprehensive educational program built around the Victorian Curriculum in Years 7 to 10, where a challenging and diverse curriculum caters for a variety of learning styles. The varying talents of students at years 7 to 10 are recognised and celebrated and excellence and effort are rewarded throughout the College at regular intervals throughout the year. The program offered at Years 11 and 12 provides opportunities for students to excel in VCE, VCAL and VET, which is long established through results that are above the state average. The school has a strong pathways program that ensures a high retention from Year 7 to Year 12 and ensures all students in Years 9 to 12 receive counselling in choices of study and focuses on providing an individual pathway for every child.

The school recognises that the final years of schooling are a challenging time for students and parents, however the College has well established programs that offer wellbeing support to students through a teacher-student Mentor program, pathways and career support, stress management sessions and study skills presentations. The rigorous nature of the academic program means students are provided the opportunity to excel, whether in VCE or VCAL, and academic excellence is the expectation from all within the College.

The information in this handbook will provide more explicit detail to assist you with your upcoming choices. If you require any further information or clarification to assist you with your choices, please do not hesitate to contact the relevant staff member or myself.

Mr Corey Jewell  
College Principal

# Section One

## Course Selection Process & Subject Selection Advice

Subjects will be selected using Subject Selection Online Software, full instructions will be given to students and parents during VCE information sessions.

This handbook is designed to help Year 10 and 11 students and their parents make appropriate and informed choices about VCE units and program selection for 2022/2023. Students interested in a VCAL program are directed to the separate VCAL Handbook.

To obtain a VCE certificate students select a program over two years that satisfies the requirements of the Victorian Curriculum Assessment Authority (VCAA). There is provision for students to take longer to complete their studies and to change direction during that time. Students need to choose a meaningful course of study which will provide pathways into further study or employment.

Students should consider the following guidelines and factors when choosing a VCE program and subjects.

### 1. Career intentions

Studies should be appropriate for the career a student intends to follow which will reflect students' MIPS plans which are completed online through the careers website.

### 2. Future options

In choosing a VCE course, students should endeavour to keep career and further study options as open as possible. Consider two or three possible VCE courses rather than just one.

### 3. Prerequisite subjects for tertiary courses

Many courses at Universities and TAFEs have prerequisite studies. Students should research the prerequisites for

courses in which they are interested. Prerequisites are compulsory to gain entry into those courses.

### 4. Interests and abilities

It is important that a student chooses studies which interest them and in which they can achieve. Students who choose unwisely and are unable to cope with a study may lose confidence and find themselves struggling in other studies as well.

### 5. Achieving a balance

It is important to maintain a balance between career interests and the value of education in its own right. Students should attempt to balance their emotional, intellectual, physical and artistic needs when choosing their subjects.

### To help you choose your study program.

#### Do

- Think about your interests and what you like doing.
- Check out what VCE, VET and VCAL studies are on offer.
- Talk with the Careers Coordinator and/or subject coordinators.
- Keep your options open.
- Speak to your parents.
- Log onto VTAC Courselink to start researching the types of courses you will be eligible to apply for.
- Attend tertiary institutions open days.

#### Don't

- Panic if you have no idea what studies to take up.
- Choose studies that you don't like just because you think doing those subjects will help you get a "good ATAR" – your ATAR represents your performance across all your studies.
- Choose studies based on their scaling – there is no point selecting a study that you struggle with.

Students should discuss their subject selections with a wide range of interested people – parents, subject teachers, careers staff and Sub-School Leaders/Student Managers.

Subjects will only run in 2022 if there is sufficient demand from students. The feasibility of a class running is dependent on many variables and constraints: the timetable, the minimum class size and the physical and human resources available at the school. Many of these issues cannot be dealt with until late in the year when results are known and the program for the rest of the school is determined.

The College will always endeavour to satisfy the choices and requirements of as many students as possible. Unfortunately, there can be situations where students may not receive their first choice.

Take time to select subjects as this will form the basis for the draft timetable blocks and arrangements for next year's VCE program.

Students should discuss choices with their parents and teachers, including the Careers Coordinator.

Year 10 students will receive individual counselling prior to making selections at the Year 11 Subject Selection Counselling Day.

## Commitments required of all VCE students

In line with the College values, it is expected that all students entering the senior years of the school will:

- Strive to achieve their best in all classes and for all examinations.
- Complete all coursework, school assessed tasks, SACs and examinations on time and to the best of their ability.
- Spend at least the recommended time on homework: two hours per night in Year 11, three hours per night in Year 12.
- Spend no more than 10 hours per week on employment.
- Follow all College rules and values with good grace.
- Participate fully in College activities.
- Treat all teachers and all other class members with respect.
- Attend all classes unless ill or for an approved reason.
- Inform their teachers and Student Managers of any difficulties they may be having in completing Coursework or Assessment Tasks well before the due date and to submit medical certificates where necessary.
- Complete all drafts of work as required and then keep copies of all work required for assessment. This is important for authentication.
- Being aware of the requirements and procedures of VCE and the College and to work within them: this includes attendance, uniform and discipline requirements.

# Choosing a VCE Program

All students should carefully consider the type of program they wish to complete in their VCE. Student ability, interests and prerequisites for tertiary courses should all be taken into consideration when determining a meaningful VCE program. All course requirements and prerequisites should be checked with tertiary institutions handbooks and VTAC prerequisites.

## Prerequisite units – 'Required units'

These are units that you must complete to enter a particular course at a tertiary institution. All prerequisites must be met before an applicant is eligible to be selected for that course. Prerequisites are at Units 1 and 2 and Units 3 and 4 levels. Always check the specific prerequisite requirements for a course using VTAC Prerequisites Guide and VTAC course search.

## Additional Units

You can choose from any of the remaining VCE units.

## Middle Band Selection 'Considered units'

- ONLY considered by institutions for BORDERLINE ENTRY into a course
- Give an INDICATION of RELEVANT SUBJECTS

These only apply in the middle band, i.e., when you are 'nearly' into a course. These are units which some courses at some institutions will consider giving a student an advantage over another student who does not have that unit(s). Check particular course requirements in VTAC Prerequisites Guide. Some institutions indicate that 'students will be deemed to have an ATAR of x percentage points higher' if they satisfactorily complete certain studies.



## Year 11 Students Undertaking Units 3 and 4

There will be an opportunity for Year 11 students to undertake a Unit 3 and 4 subject in their program.

Students will attend class with Year 12 students. It is expected they will possess very good organisational skills, a desire to complete a Unit 3 and 4 subject as well as a sound academic record. Students with the requisite skills are encouraged to enrol in a Unit 3 and 4 subject in Year 11. This provides students with a sixth VCE subject which contributes to their ATAR and allows them to experience the demands and requirements of a Year 12 subject. There will not be an automatic place in a Unit 3 and 4 subject for Year 11 students and places are subject to an application process, meeting the requirements as outlined in the LSC Promotion Policy and course availability.

### Additional Course Requirements and Costs

Some subjects have fees associated with them that cover consumables and materials. These additional costs are covered in the subject description in this booklet. Please note that, at the time of publication, these fees were correct, however, they may be subject to change dependent on the provider/supplier.

Some subjects will require students to attend excursions and other activities, for which there will be a cost charged during the year.

### Requirements for Satisfactory Completion of the VCE

To complete the VCE a student generally undertakes 20 to 24 units of study.

Students usually undertake 12 units (6 subjects) in Year 11 and 10 units (5 subjects) in Year 12.

The VCE is flexible and students can undertake the VCE over 2 or more years.

To meet the graduation requirements of the VCE, each student must satisfactorily complete a total of no fewer than 16 units. A unit is usually one semester (two terms) in length, therefore students usually complete Units 1 & 2 or Units 3 & 4 over a whole year.

Units 1 and 2 can be completed separately or as a sequence, whereas Units 3 and 4 must be completed as a sequence. Most students will be advised to complete a total of 22 to 24 units. Some students may also choose to complete a Unit 1 and 2 subject in Year 10.

The VCE may include an unlimited number of units of Vocational Education and Training (VET) certificates or subjects.

### Students must satisfactorily complete:

- At least three units of English, English as an Additional Language (if eligible) or Literature, with satisfactory completion of both Units 3 and 4.

and

- A sequence of Units 3 and 4 in three studies in addition to the compulsory English based subject.

VCE is based on achievement of learning outcomes. Each unit has two to four outcomes. The outcomes define what students will know and be able to do as a result of satisfactorily completing a study. Students will receive 'S' (Satisfactory), or 'N' (Not Satisfactorily completed) for each unit depending on whether all outcomes have been satisfactorily completed. Assessment in Unit 3 and 4 can be of three types and all studies will have two or three assessment components, which will make up the study score. The three types of assessment are:

- School-assessed course work
- School-assessed tasks
- Examinations

## Assessment and Reporting

### Levels of Performance

Units 1 and 2

In addition to the S or N certain outcomes will be graded to determine the level of performance.

Performance will be reported using marks for each assessment activity or as a percentage. Where a student has not undertaken the task, they will be assigned a '0' for the assessment task missed. If a student does not satisfactorily complete the outcomes or assessment tasks then they may receive a 'Not Satisfactory' (N) for the unit.

Units 3 and 4

All units will be assessed with Satisfactory (S) or Not Satisfactory (N) for the completion of learning outcomes. The VCAA will supervise the assessment of all students undertaking Units 3 and 4. There is a system of graded assessment using the symbols A+, A, B+, B, C+, C, D+, D, E+, E and UG based on school assessments and one external examination or one school assessment and two external examinations. VCAA use this system of graded assessment at the end of the year. Students will also receive a 'raw score' for their coursework assessment; this will form the basis of the graded assessment and is reported in the mid-year reports. Performance in the coursework will be moderated against the student's performance in the external exams and the GAT. There is no guarantee that the 'raw scores' will not be changed based on exam performance. Students will receive feedback from teachers for all school assessed coursework.

## Tertiary Entry

The Victorian Tertiary Admissions Centre (VTAC) handles the administration of the tertiary entrance system.

Each student will receive assistance in selecting courses for University and TAFE in their final year of VCE in an online selection process.

The Careers Coordinator can also offer advice on the above matters. Students and parents should feel free to contact the Careers Coordinator when making subject choices or career decisions.

## University Enhancement Studies

There is an opportunity for very capable Year 12 students to complete a first year university subject while in their final year of school.

The university study counts as a student's sixth VCE study and students who complete the program receive a bonus of 10% of the maximum score possible for a sixth VCE study. This bonus is calculated by VTAC.

Students attend classes at selected schools after school hours for one to three hours per week for two 13 week semesters.

For further details contact the Senior Sub School Leader.

## VET Programs

Vocational Education Training (VET) programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a VET qualification. These include:

- VET units contribute towards the VCE and ATAR.
- A flexible program.
- A course with vocational skills and a work placement.
- Increased employment opportunities.
- VET courses can count as Units 1 to 4 subjects and a study score may be obtained.
- At Lalor Secondary College students can only undertake one VET subject as part of their VCE. Students must start a VET subject in Year 11.
- All students undertaking VET must sign a VET contract, outlining their responsibilities.

## Scored VET Programs

For scored VCE VET programs, the study is calculated using assessments of each student's level of performance and are based on evidence from two sources:

- School assessment coursework (a set of coursework tasks set by the assessor)
- An examination set by VCAA

***It is important to note that the Units 3 and 4 sequences of VCE VET programs are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.***

## VCE VET Programs with a Study Score

To view the full list of scored VCE VET subjects please refer to the VCAA website.

## ATAR Contribution for scored VCE VET programs

The Australia Tertiary Admissions Rank (ATAR) is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE and using the study scores students have received for their VCE studies.

The contribution of a scored VCE VET program is as follows:

- Any contribution to the ATAR is subject to satisfactory completion of the designated Units 3 and 4 sequence.
- The study score will contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.
- A contribution to the ATAR is subject to receiving a study score.

## Structured Work Place Learning (SWL)

Students undertaking VET are recommended and sometimes required to undertake a SWL placement. SWL complements the training and also is an

- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of units of competency/modules, as determined by the registered training organisation (RTO)
- Increased employment opportunities.

***For students undertaking a VCE/VET program their SWL placement must be undertaken during school holidays. This is to ensure students meet VCE attendance requirements as per VCAA guidelines.***

Students completing a VET course need to be aware that it is not an 'easy option'. Rather it offers students the chance to pursue areas of interest and gain skills that will assist in developing competencies that may also be carried over into employment. VET courses also offer pathways into other TAFE courses. Students wishing to complete a VET course will need to be committed to these courses, have an interest in the area and be able to work independently in many cases.

Further information regarding VET programs and requirements should be directed towards the VCAL/VET Coordinator and Careers Coordinator.

Please note there will be:

- A materials fee which is dependent on the course and ranges from \$200 - \$600. The materials charge covers items such as:
  - Timber
  - Beauty kits
  - Hairdressing kits
  - Uniforms for Hospitality

## School Reporting

Reporting enables students to be aware of whether they have met the goals of the study, their strengths and weaknesses and areas for improvement. Reporting is also important for parents to enable them to provide help and support to students.

Written progress indicators and oral reports are given to parents and students at parent/teacher conferences at the end of Term 1 and start of Term 3 for Year 12 students and the end of Term 3 for Year 11 students.

For Year 11 and 12 students written reports are issued for Units 1 and 3 at the end of Term 2 and Unit 2 in December. A Statement of Results is issued by VCAA in December for all students who have undertaken a VCE/VET subject.

## Authentication

Authentication is the term used to cover the procedures for ensuring that the work submitted by students is genuinely their own work completed for assessment tasks taken over an extended period of time. These tasks are usually completed in class under teacher supervision to ensure all students are treated fairly and that the teacher can attest that the work is that

of the student. Teachers also authenticate work by;

- Consulting with the student.
- Ensuring work is mainly completed in class under a teacher's supervision.
- Teacher recording submission of work in progress.

Where the school is satisfied, on the basis of evidence, that work submitted is not the student's own, the Student Managers, in consultation with the Principal, Assistant Principal and Sub School Leader, shall determine the penalty by using guidelines set out by VCAA. Further details can be found in the VCE Policy Handbook.

## Changing Courses and Withdrawing From a Study or Unit:

After choosing a course of study a student may decide that the course does not meet their needs or expectations and want to make a change.

In Year 12 students can only change subjects in the first two weeks of Term 1 if the Sub School Leader approves the change. All relevant paperwork must be completed by a parent. It should be noted that all Unit 3 & 4 subjects must be completed as a sequence therefore it is not possible for a student to move

into a subject for Unit 4. All Year 12 students are expected to complete 5 subjects at the College, as part of their enrolment.

Year 11 students may have an opportunity to change at the end of Unit One. In Year 11 the student must consult the Sub School Leader about the reasons for changing. It may not be possible to change from one study to another if the class is full or the change requires major changes to the student's timetable. Students will be required to complete a form indicating the changes requested and have it signed by parents and the Careers Coordinator. All changes must be completed within two weeks of the start of the semester as VCAA must be notified. In making changes the student should be aware of the possible consequences and ensure that all VCE and Tertiary/TAFE entrance requirements are met.

## Textbooks

Please note that book lists for textbooks and other resources required by students will be available to students and parents later in the year. Books will be available from the second hand book sale where possible. Some VCE studies have new or amended courses for 2021 and therefore new textbooks will need to be purchased.

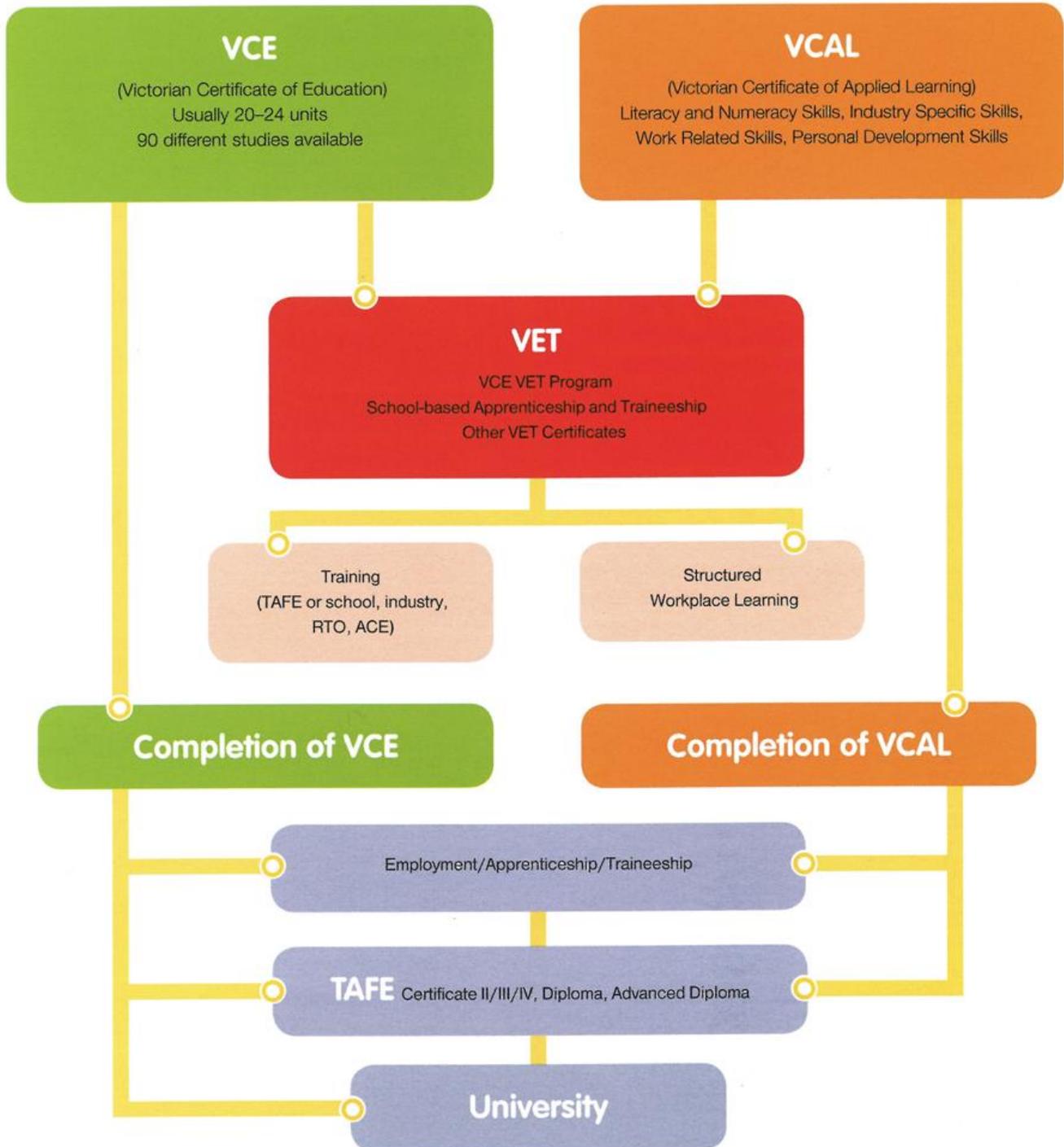


## Resources

There are a variety of resources available, including the Careers Coordinator, however, the main websites are:

<p><b>Year 10 Guide</b></p>	<p>A guide published by VTAC that includes information on key terms, institution specific study requirements for courses in 2 years' time and examples to explain subject choices and the impact of these on a student's ATAR. This is distributed to all students at the Year 10 Subject Selection Evening.</p>
<p><b>Year 10 VCE Planner Herald Sun lift out</b></p>	<p>A newspaper lift out that lists all known courses with the pre-requisite subjects required to be eligible to apply. This is distributed to all Year 10 students prior to subject selection with activities based around it in their Year 10 Careers classes to help with their subject choices for VCE.</p>
<p><b>VTAC Website and app.</b> <a href="http://www.vtac.edu.au">www.vtac.edu.au</a></p>	<p>This website holds all information pertaining to applications at the end of Year 12. Students can research course offerings based on key words, interest areas and subjects. Information regarding key processes, publications and all reports are also available in online versions and phone apps.</p>
<p><b>Lalor Secondary College Careers Website</b> <a href="http://www.lalorsccareers.com">www.lalorsccareers.com</a></p>	<p>Specifically for LSC students which contains parent and student information. Prerequisite study course search, careers quizzes, career outlooks and students online careers portal. A fortnightly careers newsletter is also sent to parents and students who sign up.</p>
<p><b>My Future Website</b> <a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a></p>	<p>This website run by the Australian Government Department of Education is an easy to use resource that allows for occupation research. It includes activities to help you consider which types of occupations may suit your skills, interests, values and ambition.</p>
<p><b>Apprenticeships Australia</b> <a href="http://www.australianapprenticeships.gov.au/">http://www.australianapprenticeships.gov.au/</a></p>	<p>A great source of information and links to resources to help with exploring and locating apprenticeship opportunities. Advice, support and personal stories are available online.</p>
<p><b>Job Outlook</b> <a href="http://joboutlook.gov.au/">http://joboutlook.gov.au/</a></p>	<p>A government website providing data and statistics on a variety of different occupations. National, state-wide and local data is included as well as a quiz you can take to consider career options.</p>
<p><b>Youth Central</b> <a href="http://www.youthcentral.vic.gov.au/">http://www.youthcentral.vic.gov.au/</a></p>	<p>Youth Central offers a range of information and advice for young people on issues like jobs, study, travel, money and events and provides young people with the opportunity to participate.</p>

# Learning Pathways



# Subjects offered at Lalor Secondary College

## Arts/Humanities/Health

### Science Subjects

- Accounting
- Business Management
- Economics
- English
- English (EAL)
- Geography
- Global and Australian Politics
- Health and Human Development
- History – Australian
- History – Revolutions
- History – Modern History
- Languages
- Legal Studies
- Literature
- Media
- Music Performance
- Physical Education
- Sociology
- Studio Arts
- Theatre Studies
- Visual Communication Design
- VET course are available through the VET cluster & a wide variety of courses are available for students.

## Maths/Science/

### Technology subjects

- Applied Computing
- Applied Computing – Data Analysis
- Applied Computing – Software Development
- Biology
- Chemistry
- Environmental Science
- Food Studies
- Foundation Mathematics (Units 1 & 2 only)
- Further Mathematics
- General Mathematics
- Maths Methods
- Specialist Mathematics
- Physics
- Psychology
- Product Design Technology

# Accounting

“You have to understand accounting and you have to understand the nuances of accounting. It’s the language of business and it’s an imperfect language, but unless you are willing to put in the effort to learn accounting – how to read and interpret financial statements – you really shouldn’t select stocks yourself.”

*Warren Buffett*

If you like working with numbers and like to solve problems, then accounting may be for you. You will develop real-life skills relating to your own financial literacy including budgeting, keeping financial records using accounting software, making careful investment decisions and reading and understanding financial data.

## Unit One

### Role of accounting in business

The unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Samples of knowledge include:

- Reasons for establishing a business.
- Factors that lead to the success or failure of a business.
- Price-setting methods.
- Discussing ethical considerations faced by business owners.

## Unit Two

### 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.

Samples of knowledge and skills include:

- Documents used by business to record financial transactions.
- Strategies for effective management of accounts’ receivable and accounts’ payable.
- Identify, classify and manually record financial data.
- Determine the valuation of a non-current asset.

## Unit Three

### 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.

Samples of knowledge and skills include:

- The general ledger.
- The GST Clearing account.
- Distinguishing between product and period costs.
- Explain and apply appropriate internal control procedures.

## Unit Four

### 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 and ICT are used to record and report.

Samples of knowledge and skills include:

- The purchase of non-current depreciable assets for cash and financed by a loan.
- Methods of depreciation: straight line and reducing balance.
- Characteristics and use of classified accounting reports.
- Analyse and interpret accounting reports.

## Assessment Tasks

The final examination accounts for 50% of the assessment. The other 50% is completed at school and consists of one or more of the following; structured questions, folio or exercises, a case study and a report.

# Applied Computing

“For one person who is blessed with the power of invention, many will always be found who have the capacity of applying principles.”

*Charles Babbage*

**VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information systems including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.**

***Note: Students completing Unit 1 & 2 Applied Computing can enrol in either Unit 3 & 4 Applied Computing -Data Analytics or Unit 3 & 4 Applied Computing – Software Development the following year.***

## Unit One

### 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.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions.

In Area of Study 2 students select and use a programming language to create a working solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

## Unit Two

### 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.

In Area of Study 1, students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem solving methodology.

In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

# Applied Computing – Data Analytics

## Unit Three

### Data Analytics

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

In Area of Study 1, students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2, students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-Assessed Task (SAT) this is completed in Unit 4, Area of Study 1.

## Unit Four

### Data Analytics

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

In Area of Study 1, students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-Assessed Task (SAT).

In Area of Study 2, students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

### Assessment

The final written assessment contributes 50% to the assessment of this subject, whilst the school assessed task (SAT) contributes 30% and school assessed coursework (SAC) 20% to the overall assessment.

# Applied Computing - Software Development

## Unit Three

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.

In Area of Study 1, students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules.

In Area of Study 2, students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software 'part of the School-assessed Task (SAT) this is completed in Unit 4, Area of Study 1.

## Unit Four

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.

In Area of Study 1, students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT).

In Area of Study 2, students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

### Assessment

Students will solve teacher provided problems and complete a case study, analysing the development of security strategies and recommend a risk management plan.

The final written assessment contributes 50% to the assessment of this subject, whilst the school assessed task (SAT) contributes 30% and school assessed coursework (SAC) 20% to the overall assessment.

# Biology

“Biology is truly a land of unlimited possibilities. We may expect it to give us the most surprising information, and we cannot guess what answers it will return in a few dozen years... They may be of a kind which will blow away the whole of our artificial structure of hypothesis.”

Sigmund Freud

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

## Unit One

### How do organisms regulate their functions?

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

Students will adapt/design and conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question.

## Unit Two

### How does inheritance impact on diversity?

Students explore reproduction, the transmission of biological information from generation to generation and the impact this has on species diversity. They explain the process of meiosis and consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. Students analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse asexual reproductive strategies, including reproductive cloning technologies. They study structural, physiological and behavioural adaptations and explore interdependences between species. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Students complete a student-directed research investigation into a contemporary ethical issue related to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

## Unit Three

### How do cells maintain life?

Students explore the structure and function of nucleic acids and proteins and their relationship as key molecules in cellular processes. Students analyse gene structure and expression in prokaryotic and eukaryotic cells and examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students examine the biochemical pathways of photosynthesis and cellular respiration and how the application of biotechnologies to biochemical

pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

## Unit Four

### How does life change and respond to challenges?

Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time and the impact various change events have on a population's gene pool and allele frequencies. Students examine the evidence for relatedness between species using evidence from palaeontology, structural morphology, molecular homology and comparative genomics and examine structural trends in the human fossil record.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue.

### Assessment

A student-designed scientific investigation related to cellular processes and /or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units. The design, analysis and findings of the investigation are presented in a scientific poster format.

The final exam accounts for 50% of the assignment. The other 50% is completed at school.

# Business Management

“To succeed in business, to reach the top, an individual must know all it is possible to know about that business.”

*J.P. Getty*

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

## Unit One

### Planning a business

This unit covers the following:

- How and why business ideas are created and developed, and explain the methods by which a culture of business innovation is generated in a nation
- Identifies various factors including taxes, laws, customers, suppliers and others which may affect business planning
- Examines the variety of influences such as finance, employees, location, impact on business plans. Students will generate a business plan.

## Unit Two

### Establishing a business

This unit covers the following:

- When establishing a business, owners must ensure they are complying with legal and financial record keeping requirements. The process of establishing effective policies and procedures.
- The importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analysis effective marketing and public relations.
- The staffing needs for a business and evaluating the benefits and limitations of management strategies in this area.

## Unit Three

### Managing a business

This unit covers the following:

- The key characteristics of businesses and their stakeholders, and an analysis of the relationship between corporate culture, management styles and management skills.
- The different ways to manage and motivate employees.
- The relationship between business objectives and the operations of a business. Business strategies to improve the efficiency and effectiveness of business operations will be evaluated.

## Unit Four

### Transforming a business

This unit covers the following:

- The way business change may come about, using key performance indicators to analyse the performance of a business, discussing the driving and restraining forces for change and evaluating management strategies to position a business for the future.
- Identifying and evaluating the effectiveness of a variety of strategies used by managers to implement change and discussing the effect of change on the stakeholders of a business.

### Assessment

The final examination accounts for 50% of the assessment. The other 50% is completed at school and consists of one or more of the following; case study, test, report and structured questions.

### Additional Costs

Excursion – cost approximately \$15 to \$30. Costs may be subject to change.

# Chemistry

“Chemistry itself knows altogether too well that – given the real fear that the scarcity of global resources and energy might threaten the unity of mankind – chemistry is in a position to make a contribution towards securing a true peace on Earth.”

*Kenichi Fukui*

Embark on a journey of scientific investigations and learn to speak the language of chemists. You may find the answers to questions such as what holds everything together and are diamonds forever? How will nanotechnology shape the future? How can 'green chemistry' assist in reducing pollution? This subject also emphasises how evidence is used to develop or refine chemical ideas, knowledge and models. Practical activities and experiments assist in developing your understanding of the chemical concepts and theory.

**Prerequisites – Science 60%**

## Unit One

### How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. There are three 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 properties of metals and ionic compounds and how they are formed. Fundamental quantitative aspects of chemistry are introduced including the mole concept, relative atomic mass, percentage abundance and composition by mass and the empirical formula of an ionic compound.
- 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. They explore the modification of polymers and the use of carbon-based nanoparticles for specific applications.
- 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 Two

### What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit, students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. There are three 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. Students relate the properties of water to the water molecule's structure, polarity and bonding and explore the significance of water's high specific heat capacity and latent heat of vaporisation for living systems and water supplies.

- 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, and to analyse water samples for various solutes including chemical contaminants.
- Practical investigation – In this area of study students design and conduct a practical investigation into an aspect of water quality. The 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.

### Additional Costs

Visit to La Trobe University, approximately \$30. Costs may be subject to change.

**Prerequisites – Chemistry Units 1&2 70% (average). The principles will be built upon in Units 3&4.**

## Unit Three

### How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. 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.

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

In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, 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 Four

### How are organic compounds categorised, analysed and used?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. 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.

- **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. They examine the structural features of members of several homologous series of compounds, including some of the simpler structural and stereo isomers, and learn how they are represented and named.

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

Food contains various organic compounds that are the source of both the energy and the raw materials that the human body needs for growth and repair. In this area of study students explore the importance of food from a chemical perspective.

### Assessment

The final examination accounts for 60% of the assessment. The other 40% is completed at school and may consist of a range of the following; scientific poster, report of a laboratory investigation, structured questions and evaluation of research.

### Additional Costs

Visit to VSSEC, approximately \$35. Costs may be subject to change.



# Economics

“Never spend your money before you have earned it”

*Thomas Jefferson*

If you are interested in finding out about how resources are used like water, fuel and timber, why governments regulate spending and issues such as poverty, inflation and the global financial crisis then Economics is a subject you will enjoy. Economics fills our newspapers and other media each day. It looks at how and why individuals, businesses and governments spend their money. It is one of the major subjects in most tertiary business courses. Economics looks at questions such as, why has funding to schools and hospitals been cut? How can employment be increased? Do Australians pay too much tax?

## Unit One

### The behaviour of consumers and businesses

In this unit, students explore:

- The contributions of economics as a discipline and some of the factors that motivate people to act in the way they do and the consequences of their actions.
- Their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.
- Fundamental economic concepts such as:
  - the motivations and consequences of both consumer and business behaviour;

- basic economic models where consumers and business engage in mutually beneficial transactions;
- how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact.
- A simple microeconomic model to explain how markets work, demand, supply and changes in prices and quantities traded as well as how resources are allocated in an economy.

## Unit Two

### Contemporary economic issues

In this unit students will examine economic issues such as:

- Economic growth and the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity.
- Students will explore the concept of ‘trade-offs’.
- The influence on the world’s living standards of the decisions made and the actions taken in the Global Economy. Students will investigate the Global Economy.

## Unit Three

### Australia’s economic prosperity

In this unit, students will investigate:

- The role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services.

- Students consider contemporary issues to explain the need for government intervention in markets.
- The factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government’s domestic macroeconomic goals and affect living standards.
- The importance of international economic relationships in terms of their influence on Australia’s living standards.

## Unit Four

### Managing the economy

In this unit, students will:

- Develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.
- Examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy to influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

### Assessment

The final examination contributes 50% of the total assessment and the other 50% consists of one or more of the following; essay, tests, folio of applied exercises.

# English

“The limits of my language are the limits of my world!”

*Ludwig Wittgenstein*

English is a compulsory subject for most students. It provides a range of ‘real life’ skills and helps in many areas such as providing the means to write a letter about something you feel strongly about, winning an argument, enhancing your communication skills and recognising how writers and speakers use language to try to persuade you.

## Unit One

1. Reading and creating texts
2. Analysing and presenting argument

## Unit Two

1. Reading and comparing texts
2. Analysing and presenting argument

## Assessment

Assessment may take the following forms and will consist of at least eight pieces of formal assessment throughout the year.

- Text response essay
- Creative response
- Comparative essay
- Oral presentation
- Argument analysis task
- Examination (at the end of both Semester One and Two).

## Unit Three

1. Reading and creating texts
2. Analysing argument

## Unit Four

1. Reading and comparing texts
2. Presenting argument

## Assessment

School assessed coursework for Units 3 and 4 contribute to 50% of the final Study Score with the three hour end of year examination contributing 50% to the final score. School based assessment will include; text response essay, an oral presentation, an argument analysis task and a creative response.



# English as an Additional Language (EAL)

“One language sets you in a corridor for life. Two languages open every door along the way.”

*Frank Smith*

EAL caters for students who have had less than seven years of their formal schooling in English. The course has formal admission requirements set out by VCAA and students need to meet these in order to enrol in EAL. Further information can be gained from the Year 11 Student Managers.

## Units One and Two

The focus in Units One and Two is to read and respond to texts analytically and creatively. Students will develop their skills in creating written, spoken and multimodal texts. Students will be able to analyse how argument and persuasive language are used.

In Unit One students will complete analytical and creative responses to texts. Students will draw on key knowledge and key skills to create their own text for an intended audience.

### Areas of study:

1. Reading and creating texts
2. Analysing and presenting argument

In Unit Two students will compare the ideas, issues and themes in texts. Students understanding of one text will be considered against another text in written form. Students will analyse how argument and persuasive language attempt to influence an audience and in doing so present a point of view.

### Areas of study:

1. Reading and comparing texts.
2. Analysing and presenting argument.

## Units Three and Four

The focus in Units Three and Four is to read and respond analytically and creatively; students will analyse arguments and the use of persuasive texts. Comprehension of a spoken text is also a key element of EAL. Students will develop, explore and compare meaningful connections between two texts.

The main areas students study include reading and creating texts, analysing argument, listening to texts, reading and creating texts and presenting argument.

### Assessment

In Unit Three students complete a text response essay, a creative response, an analysis and comparison of texts that present a point of view and comprehension of a spoken text. In Unit Four students will write a detailed comparison of two texts and present a viewpoint in oral form.

School assessed coursework for Units 3 & 4 contributes 50% of the final assessment and the end of year examination contributes 50%.



# Environmental Science

“ The object is to teach the student to see the land, to understand what he sees, and enjoy what he understands.”

*Aldo Leopold*

Are you interested in environmental issues? Do you want to know more about the Earth's structure and the impact of humans on the environment? If you do, then this is a subject you will enjoy.

## Unit One

### How are Earth's systems connected?

This unit focuses on the examination of the Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. From a systems' perspective, it explores the physical requirements for life and considers the effects of natural and human-induced changes in ecosystems. Investigations are conducted into the physical environment, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Consideration of the biotic and abiotic components of local ecosystems can be monitored and measured.

## Unit Two

### How can pollution be managed?

This unit explores the concept of pollution and associated impacts on the Earth's four systems through global, national and local perspectives.

Examination of wastes, contaminants and pollutants is undertaken and the management of pollution is considered. The effects of pollutants on the health of humans and the environment over time are analysed. The rules for the use, treatment and disposal of pollutants are considered and the different perspectives of those who are affected by pollutants are evaluated. The significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants are examined.

## Unit Three

### How can biodiversity and development be sustained?

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the concept of biodiversity, its value and management and the services provided to all living things. The threats to biodiversity and management of selected threatened endemic species are looked at through scientific principles.



## Unit Four

### How can the impacts of human energy use be reduced?

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. Greenhouse effects and their impacts on living things and the environment, including climate change are examined. Students develop skills in data interpretation, extrapolation and interpolation, test predictions and reliability of evidence.

### Assessment

Tasks include one or more of the following; Practical investigation, scientific poster, journal/logbook, research evaluation, data analysis, model, structured questions, graphic organiser, media analysis. School assessed coursework for Units 3 & 4 contributes 50% to the final assessment and the end of year examination contributes 50%.

# Food Studies

“Cooking is an art and patience a virtue... Careful shopping, fresh ingredients and an unhurried approach are nearly all you need. There is one more thing – love. Love for food and love for those you invite to your table. With a combination of these things you can be an artist.”

*Keith Floyd*

## Unit One

### Food Origins

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

1. Food around the world.
2. Food in Australia.

## Unit Two

### Food Makers

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

1. Food Industries.
2. Food in the Home.

### Assessment

The assessment is:

- A range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures. Records can include production plans and evaluations of products or analysis of dietary intake. In addition,
- A short written report: media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation
- An oral presentation
- A practical demonstration
- A video or podcast.

## Unit Three

### Food in daily life

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

1. The Science of Food.
2. Food Choice, Health and Wellbeing.

## Unit Four

### Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

### Areas of study:

1. Environment and ethics.
2. Navigating food information.

### Assessment

The final examination accounts for 40% of assessment. The other 60% is completed at school and may include written reports, practical activities, annotated visual report and structured questions.

**Additional Costs:** Cost \$75 per semester to cover food and materials. Costs may be subject to change.



# Geography

“Geography is important because we are inextricably linked to the world we live in. We can only live on this planet with a knowledge of how it works and a commitment to respect it”

*Anonymous*

Geography is the study of where geographical features are located and why they are there, what makes one place different from another and how and why these differences matter. The study of Geography attempts to explain characteristics of the Earth's human and natural environments through the use of spatial concepts such as location, distribution, region and spatial association.

**Please Note:** Units One and Two only will be offered in 2022 whilst in 2023 Units Three and Four will be offered as a pathway for students if there is sufficient demand.

The knowledge and skills developed in this study have relevance and practical application for students' everyday lives and will enhance their ability to influence decisions about the environments in which they live.

## Unit One

### Hazards and Disasters

This unit investigates how people have responded to specific types of hazards and disasters. Students study two types of hazards in depth, investigating their characteristics and analysing the impacts of those hazard events. They also undertake evaluation the effectiveness of responses of organisations to hazards or disasters, including preparation for dealing with a hazard event or clean up after a disaster has occurred. Students will continue their study of one of the hazards in the field, collecting and analysing primary data, in addition to using topographical maps to analyse characteristics of the hazard and scope of the associated disaster.

## Unit Two

### Tourism: Issues and Challenges

In this unit, students investigate examples of a variety of types of tourism, both in Australia and abroad. They study the characteristics of various types of tourism and the factors that influence people to engage with each type of tourism and different locations. Students also explore the environmental, economic, social and cultural impacts of different types of tourism, including an in depth analysis of the impact of a Victorian tourism site through fieldwork. Students will evaluate the interconnection between their fieldwork site and the surrounding region, state or the country.

## Unit Three

### Changing the Land

In this unit, students investigate two aspects of change in the land – change in land cover and change in land use. They study two different processes that have led to land cover change, such as deforestation or desertification, across different scales, including the causes of these changes and an analysis the responses to these challenges. They then undertake field work to investigate land use change on a local scale, using their primary data and secondary research to inform an evaluation of the impact of the change of land use.

## Unit Four

### Human population: Trends and Issues

Students study population dynamics on a global scale in this unit, including historical trends in population growth and factors that have impacted changes in population. They then undertake a deep study of two countries and their population trends across time, including one country with a growing population and the other an aging population. Students will evaluate of the effectiveness of the policy responses of these countries to their population challenges.

## Assessment

The final examination contributes 50% to the total assessment and the other 50% is based on school assessed coursework, including fieldwork report, structured questions, analysis of geographic data, case studies and research reports.

# Global and Australian Politics

“Remember that our nation’s first great leaders, were also our first great scholars”

*Former U.S. President John F. Kennedy*

Global and Australian Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.

**Please Note:** Units One and Two only will be offered in 2022 whilst in 2023 Units Three and Four will be offered as a pathway for students if there is sufficient demand.



Global Politics is the study of the political, social, cultural and economic forces that shape interactions between state and non-state actors in the twenty-first century. It examines the interconnectedness of twenty-first century global citizens and the impact of globalisation on culture, language, human rights and the environment. It examines the nature and effectiveness of key global actors in the twenty-first century and global challenges, including human rights, people movement, development issues and weapons

proliferation. It explores the nature of global crises such as environmental degradation, war and terrorism, and the effectiveness of responses and proposed solutions by key global actors.

## Unit One

### Ideas, Actors and Powers

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

## Unit Two

### Global Connections

Students are introduced to the global community and the global actors that are part of this community. They explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. Students also 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.

## Unit Three

### Global Actors

Students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

## Unit Four

### Global Challenges

Students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

### Assessment

The final examination accounts for 50% of the assessment. The other 50% consists of school-based assessment, which may include case studies, an essay, a report, short answer questions and extended response.

# Health & Human Development

“Health is a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity”.

World Health Organisation.

Health and Human Development is a subject that can be used in everyday life. You learn about physical, mental and social health and development across the human lifespan, as well as the factors that determine these.

## Unit One

### Understanding health & wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization’s (WHO) definition and also explore other interpretations.

Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purpose of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders.

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

## Unit Two

### Managing health and development

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

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

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

### Assessment

Assessment for Unit 2 include data analysis, case study analysis and structured questions.

### **Unit Three**

#### **Australia's health in a globalized world**

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

### **Unit Four**

#### **Health and human development in a global context**

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

### **Assessment**

The final exam accounts for 50% of the total mark. The other 50% is assessed through a range of school based tasks, which may include an oral presentation, structured questions, written report and a visual presentation.

### **Costs:**

Excursions or incursions may be planned for this subject that will incur a cost.

# History – Modern History

“If you don’t know history, then you don’t know anything. You are a leaf that doesn’t know it is part of a tree.”

*Michael Crichton*

Does History repeat itself?  
How does History and what has happened in the past influence our lives today?  
Make the past and present come alive as you examine the process of change

Modern History only covers Unit 1 and 2. To complete a Unit 3 and 4 sequence in History, students will choose Australian History or Revolutions.

**Please Note:** Units One and Two only will be offered in 2022 whilst in 2023 Units Three and Four will be offered as a pathway for students if there is sufficient demand.

## Unit One

### Change and Conflict

In this unit students dive into the tail-end of the long nineteenth century, the time of the industrial Revolution and the origins of the First World War. Students explore the significant events, ideas, individuals, and movements that shaped the conditions in those crucial years that gave birth to the modern world we inhabit today. This unit particularly focuses on the infancy of the new movements in economics and ideology that would drive the titanic clashes that defined the conflicts of the 20<sup>th</sup> Century.

## Unit Two

### The Changing World Order

In this unit students examine and debate the origins of the prolonged tensions, and bursts of violence, that characterised the Cold War. They learn how the conclusion of the Second World War, and the advent of nuclear weapons, redefined the human experience in the latter half of the short twentieth century: how culture and everyday life changed radically due to the explosion of new technologies in computing, communications, and the processes of decolonisation and civil rights campaigning.



# History – Australian History

“Unless we learn from history, we are destined to repeat it. This is no longer merely an academic exercise, but may contain our world’s fate and our destiny.”

*Alex Haley*

To understand our present we must investigate our past. Australian History is the study of how the impact of the first European settlers has affected every facet of our lives. This subject traces the development of our society, politics, organisations, culture and visions to obtain an understanding of where we have come from and, possibly, where we may go.

**Please Note:** *Will not be offered in 2022 whilst in 2023 will be offered as a pathway for students if there is sufficient demand.*

## Unit Three

### **Transformations: Colonial society to nation**

In this unit, students explore the transformation of the Port Phillip District (late Victoria) from the 1930s through to the end of the tumultuous gold rush decade in 1960. They examine the transformations in the life of the aboriginal peoples and to the environment as the European society consolidated itself. Students explore the type of society Australians attempted to create in the early years of the newly federated nation and they evaluate the effect that Australian involvement in World War One had on the country’s egalitarian and socially progressive aspirations.

## Unit Four

### **Transformations: Old certainties and new visions**

In this unit, students investigate the continuing development of the nation

in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. Students will focus on one of the crisis faced by the nation: The Great Depression or World War Two.

In the second Area of Study, students explore social, economic and political changes in the latter part of the twentieth century that challenged the structure of Australia’s earlier society. Students will examine two changes drawn from Australia’s involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

### **Assessment**

The final exam contributes 50% to the total assessment and the other 50% is based on school assessed coursework, including historical inquiry, analysis of historical sources, an essay and extended responses.

# History – Revolutions

“A revolution is the struggle to the death between the future and the past.”

*Fidel Castro*

Students learn about regimes prior to revolution and the factors that enabled the revolution to occur. They study the role of leaders and ideology in the revolutions and examine the crises that arose during the revolutions.

Finally they determine whether the revolution brought about change to the existing social structures or whether more continuities could be found between the ‘old’ and ‘new’ regimes.

**Please Note:** *Will not be offered in 2022 whilst in 2023 will be offered as a pathway for students if there is sufficient demand.*

## Unit Three

French Revolution

Students will study the major contributing factors to and the consequences of the French Revolution between the rise of Louis XVI as monarch of France in 1774 to the dissolution of the Convention of Year III in 1795. Students examine the roles of ideas, events and other conditions of the *ancien regime*, significant individuals and popular movements that created conditions under which a revolution could occur. Student analyse the extent of continuity and change throughout the time period and make judgements about whether the aims of the revolution were achieved.

## Unit Four

Russian Revolution

This unit focused on the causes and consequences of the Russian Revolution of October 1917. Students study and analyse the characteristics of Russian society under the autocratic rule of the Tsar, the roles of significant individuals and the ideas that contribute to the Revolution, including Marxism. They also investigate the challenges to the consolidation of the new regime and the extent to which the Revolution brought change to Russian society.

## Assessment

The final exam contributes 50% to the total assessment and the other 50% is based on school assessment coursework, including historical inquiry, analysis of historical sources, an essay and extended responses.

# Languages: French

“Language is not a genetic gift, it is a social gift. Learning a new language is becoming a member of the club – the community of speakers of that language.”

*Frank Smith*

Learn French and embark on an unforgettable journey into the arts and culture of France.

French is a great example of a subject where the work truly pays dividends and at the end, you have skills that you can use for life. In this subject you learn the French language, as well as the customs and traditions of France. An additional consideration is the ‘scaling up’ of French which contributes extra points to your ATAR score. If you are good at languages, you should seriously consider completing a language as part of your VCE.

**Please note:** Units One and Two only will be offered in 2022, whilst Units Three and Four will be offered as a pathway for students in 2023 if there is sufficient demand.

**Prerequisites** – *Students must have completed Year 10 French or equivalent.*

## Unit One

In this unit, students develop an understanding of the language and culture/s of French-speaking communities through the study of a range of topics, including personal identity and lifestyles, relationships, aspirations, education and careers. French cultural perspectives, global and contemporary society and communication and media. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

## Unit Two

In this unit, students will look into topics about the individual, French-speaking communities and the world around us. Students will analyse visual, spoken and written texts. They will access and share useful information on the topics and subtopics through French, and consolidate and extend vocabulary, grammar knowledge and language skills.

## Unit Three

In this unit, students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities. They reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

## Unit Four

Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

## Assessment

The final written and oral examinations contribute 50% to the assessment. The other 50% consists of school-based assessment including written texts, orals and responses to written and spoken texts.

# Legal Studies

“There is no better way to exercise the imagination than the study of law.”

*Jean Giraudoux*

Do you enjoy reading and discussing legal issues? Do you know what your rights and responsibilities are? Are you interested in how laws change over time and whether a court decision is just and fair? If you have answered ‘yes’ to these questions you will enjoy Legal Studies.

## Unit One

### Guilt and Liability

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

## Unit Two

### Sanction, Remedies and Rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or

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

## Unit Three

### Rights and Justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates’ Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties and the ability of sanctions and remedies to achieve their purpose. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability

of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

## Unit Four

### The People and the Law

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

## Assessment

The final end of year examination contributes 50% of the total assessment. The other 50% consists of school based tasks and may include one or more of the following: a case study, structured questions, a test, an essay, a report in written format, a report in multimedia format, a folio of exercises.



# Literature

“That is part of the beauty of all literature. You discover that your longings are universal longings, that you’re not lonely and isolated from anyone. You belong.”

*F. Scott Fitzgerald*

Literature improves your English skills and helps with subjects across the board. It exposes you to classical and modern texts and broadens your general knowledge. If you have a passion for reading and wish to read and view a variety of challenging texts, this subject is the one for you! You may decide to study Literature instead of, or as well as, English.

**Prerequisite – Year 10 English – 60% (average).**

Students focus on the close study of a range of different kinds of texts. This includes poetry, plays, novels, short stories and films. Texts from a range of different genres, styles and historical periods are examined. The structure of texts is a focus, as well as the language used by authors to create meaning. The complexities within the text are examined by students and they explore the historical and cultural contexts of each one. Students write responses to text in formal and structured ways, but also complete more personal journal-style tasks, and they explore their own interpretations of each text in a thoughtful manner.

**Please Note:** Units One and Two only will be offered in 2022 whilst in 2023 Units Three and Four will be offered as a pathway for students if there is sufficient demand.

## Unit One

### Approaches to Literature

1. Reading practices
2. Ideas and concerns in texts

## Unit Two

### Context and Connections

1. The text, the reader and their contexts
2. Exploring connections between texts

### Texts:

Students will purchase four texts for study throughout the semester including two plays, a collection of short stories and a novel.



### Prerequisites (averages) –

**English/Literature – 60%. If Literature is the only Unit Three English selected – English – 70% (average).**

## Units Three and Four

The focus in Units Three and Four is on the way writers construct their work and how meaning is created. Students respond critically and creatively to texts. Students consider how the form of the text affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience.

## Unit Three

### Form and Transformation

1. Adaptations and Transformations
2. Creative Responses to Text

## Unit Four

### Interpreting Text

1. Literary Perspectives
2. Close Analysis

### Assessment

School assessment coursework for Units 3 and 4 contributes to 50% of the final assessment and the end of the year examination contributes 50% to the final assessment. School tasks include; a comparative essay, analytical essay, review analysis, creative response, reflective commentary and an interpretative essay.

## VCE Mathematics Pathways

“The best investment is an education. It compounds exponentially.” Anonymous

Year 11 – Units 1 & 2	Year 12 – Units 3 & 4
Foundation Maths Units 1 & 2	No Units 3 & 4
General Maths Units 1 & 2	Further Maths 3 & 4
Maths Methods Units 1 & 2	Maths Methods 3 & 4 and/or Further Maths 3 & 4
Maths Methods Units 1 & 2 Specialist Maths Units 1 & 2	Maths Methods 3 & 4 and Specialist Maths 3 & 4

\*NB Specialist Maths 1 & 2 is not required for Specialist Maths 3 & 4, but it is highly recommended that students do this subject at Year 11.

Prerequisites			
Year 10 requirements to study Units 1 & 2 (average)	Units 1 & 2	Year 11 requirements to study Units 1 & 2 (average)	Units 3 & 4
Maths Methods – 30% General Maths – 40% Foundation Maths – 50 %	Foundation Maths	-	No Units 3 & 4
Maths Methods – 40% General Maths – 50% Foundation Maths – 80% (*Students must apply to change to Year 10 General Maths in Semester Two)	General Maths	Maths Methods – 50% General Maths – 60%	Further Maths
Maths Methods – 60% General Maths – 70% (**Students must apply to change to Year 10 Maths Methods in Semester Two)	Maths Methods	Maths Methods – 70%	Maths Methods
Maths Methods – 70% General Maths – 90% (***Students must apply to change to Year 10 Maths Methods in Semester Two)	Specialist Maths (1 & 2)	Completion of Maths Methods – 80%	Specialist Maths (3 & 4) (Must complete Maths Methods in conjunction with this subject)

## Mathematics

### Foundation Maths

– Units One and Two

## Mathematics

### General Maths

– Units One and Two

## Mathematics

### Maths Methods

– Units One and Two

*Prerequisites – Please note that there are prerequisites for all mathematical subjects*

This subject is designed to support students in VET studies or other VCAL/ VCE studies requiring mathematics skills.

Students undertaking this subject cannot continue with Maths at the Units 3 and 4 level. Foundation Mathematics strongly emphasises using Mathematics in practical situations.

#### Unit One

The course is skills and applications based, providing students with the opportunity to use mathematics in many real-life contexts. Areas of study include; Patterns in Numbers, Number Skills, Space, shape and design and using technology Business Travel and Loans and Tax are other topics.

#### Unit Two

This course allows students to continue to use the mathematical skills in real life situations. The areas of study include Patterns and number, Data and Measurement.

#### Equipment

Scientific Calculator

This subject is designed as preparation for Further Mathematics Units 3 and 4. General Maths helps you to apply maths to everyday life and gives you skills you can use outside school.

#### Unit One

This unit is divided up into three main study areas: Statistics, Discrete Mathematics and Arithmetic and Number. Students cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy. Graphs and networks and number patterns and recursion are extensively covered. Students cover all types of data analysis.

#### Unit Two

This unit promotes the development of students' ability to apply mathematical concepts in a range of contexts. Students study matrices, functions and Inequalities and Linear Programming. Students cover linear and non-linear relations and their graphs.

#### Equipment:

CAS Calculator

TI-nSPIRE

This subject is designed as a continuation of Year 10 Maths Methods. It introduces students to topics which are in Maths Methods at Unit 3 and 4. Units 1 and 2 are divided up into four main study areas: Functions and Graphs, Algebra, Calculus and Probability & Statistics.

#### Unit One

Students cover the graphical representation of simple algebraic functions. Students cover constant and average rates of change and an introduction to instantaneous rate of change of a function. The concepts of event, frequency and probability are covered.

#### Unit Two

Students cover graphical representation of functions of a single real variable. Students investigate inverse functions and transformations. They revise the index laws and logarithm laws. First principles approach to differentiation. Differentiation and anti-differentiation of polynomial functions and power functions by rule are studied. Students cover introductory counting principles and techniques and their application to probability.

#### Equipment

CAS Calculator

TI-nSPIRE

# Mathematics

## Specialist Maths

– Units One and Two

# Mathematics

## Further Mathematics

– Units Three and Four

This subject is designed to introduce students to topics which are in Specialist Mathematics at Unit 3 and 4. Students need to meet the requirements of this subject. Students must also be enrolled in Mathematical Methods, Units 1 and 2. Excellent results in Year 10 Maths are required before students consider this subject.

### Unit One

This unit contains two main prescribed study areas: Arithmetic and number and Geometry, measurement and trigonometry. Students study Number systems and recursion. They investigate Geometry in the plane and use proof. Vectors in the plane are also studied.

### Unit Two

This unit is a continuation of concepts studied in Unit One with the addition of the prescribed topic Graphs of linear and non-linear relations. Other topics such as Complex Numbers, Transformations, trigonometry and matrices may also be studied in either unit.

### Equipment

CAS Calculator  
TI-nSPIRE

Further Mathematics consists of 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'.

### Unit Three

This unit comprises the Core topics of Data Analysis and Recursion and financial modelling.

### Unit Four

This unit comprises two modules: Matrices and Linear Programming.

### Equipment

CAS Calculator  
TI-nSPIRE

### Assessment

Two final examinations contribute 66% to the final assessment. The other 34% consists of school-based assessment and include application and modelling or problem-solving tasks.

## Maths Methods

### – Units Three and Four

Mathematical Methods Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

#### Unit Three

For Unit 3 a selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

#### Unit Four

For Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. The content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

#### Equipment

CAS Calculator  
TI-nSPIRE

#### Assessment

Two final examinations contribute 66% to the assessment. The other 34% consists of school-based assessment and include application and modelling or problem-solving tasks.

## Specialist Maths

### – Units Three and Four

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'.

#### Unit Three

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study.

#### Unit Four

In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

#### Equipment

CAS Calculator  
TI-nSPIRE

#### Assessment

Two final examinations contribute 66% to the assessment. The other 34% consists of school-based assessment and include application and modelling or problem-solving tasks.

# Media

“If media content didn’t fascinate us, there would be no desire to engage with it; but if it didn’t frustrate us on some level, there would be no drive to rewrite or remake it.”

*Henry Jenkins*

We live in a society which is increasingly saturated with new forms of media. Media literacy therefore, is a crucial aspect of modern education, and the ability to understand what is being presented to us on our television and in newspapers and magazines, on a deeper level, gives those of us who study Media a much more sophisticated appreciation of the media as a whole.



**Recommendation** – *There are no prerequisites for this subject, but satisfactory completion of Year 10 Media is recommended.*

## Costs

\$20 per semester. Costs are subject to change.

## Unit One

### Media Forms, Representations and Australian Stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes used to determine meaning and the conventions by which audiences interpret them. They will investigate how Australian society has been constructed and represented and the role they are actively playing in the creation of a new Australian identity in the media.

## Unit Two

### Narrative Across Media Forms

In this unit students will explore the intentions of media creators and further develop an understanding of the concept of narrative in media products across a range of media forms. Students will apply the media production process to create, develop and construct their own media narratives. They will also investigate the influence of new media technologies on society, audiences, the individual, media industries and institutions.

**Recommendation** – *There are no prerequisites for Units Three and Four Media, but completion of Units One and Two Media is recommended.*

## Unit Three

### Narrative and Pre-Production Design

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts. Students also use the preproduction stage of the media production process to plan and design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent.

## Unit Four

### Media Production and Issues in the Media

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

## Assessment

The end of year examination contributes 40% to the final assessment, whilst the school assessment coursework (SAC) contributes 20% and the school task (SAT) contributes 40%. School-based assessment may include an oral report, written report, structured questions or a presentation using digital technologies.

# Music Performance

“Without music, life would be a mistake.”

*Friedrich Nietzsche*

Music Performance aims to broaden and enrich students’ musical experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music and to encourage life-long engagement with music and music making.

## Units One and Two

These units focus on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

## Units Three and Four

These units focus on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-the-year examination. As part of their preparation, students will also present performances of both group and solo works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

## Assessment

The final performance examination will contribute 50% to the assessment and the written examination will contribute 20%. The other 30% consists of school-based assessment, which may include oral or multimedia presentations and aural, theory, written and practical tests.

*Please Note: Units One and Two only will be offered in 2022, whilst Units Three and Four will be offered as a pathway for students in 2023 if there is sufficient demand.*

# Physical Education

“You don’t stop playing because you grow old, you grow old because you stop playing.”

*George Bernard Shaw*

Physical Education is recommended to anyone who is interested in learning about the body and enhancing their knowledge and performance of a skill. The course is mainly theory based, however practical activities are undertaken to help support students in developing their understanding.

## Unit One

### The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

## Unit Two

### Physical activity, sport and society

This unit develops students’ understanding of physical activity, sport and society from a participatory perspective.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and

environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/ or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

## Costs

Excursions and incursions may be planned for this subject that will incur a cost.

## Unit Three

### Movement skills & energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of

fatigue and consider different strategies used to postpone fatigue and promote recovery.

## Unit Four

### Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

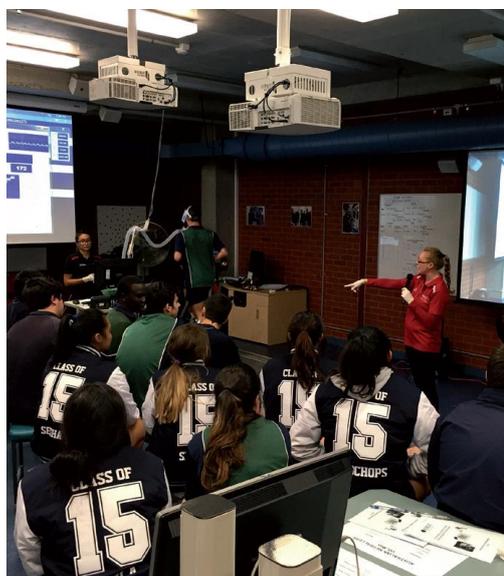
Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

### Assessment

The final examination accounts for 50% of the total mark. The other 50% is assessed through a range of school based tasks. There will be three assessments for Unit 3 (25% of overall mark) and four assessments for Unit 4 (25% of overall mark).

### Costs:

Excursions or incursions may be planned for this subject that will incur a cost.



# Physics

“Learn from yesterday, live for today, hope for tomorrow. The important thing is to not stop questioning.”

*Albert Einstein*

In Physics you study everything you ever wondered about and gain a wide understanding of how the world works. Physics gives you a greater understanding of why things do what they do. It's more than just textbook questions; it is knowledge that can be applied to everyday life.

**Prerequisites** – (averages) Year 10 Maths Methods – 50%, Year 10 General Maths – 60%, any Science – 60%.

## Unit One

### What ideas explain the physical world?

In this unit students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth's thermal systems. Students also 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. 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 Two

### What do experiments reveal about the physical world?

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. On completion of this unit the student should be able to construct, test and analyse circuits that change AC voltage to a regulated DC power supply, and explain the use of transducers to transfer energy.

**Prerequisites** – Physics Units 1&2 – 70% (average). The principles studied will be built upon in Units 3&4.

## Unit Three

### How do fields explain motion and electricity?

*Area of Study 1 – 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 explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, main satellite orbits and to accelerate particles.

*Area of Study 2 – How are fields used to move electrical energy?*

The production, distribution and use of electricity has had a major impact on human lifestyles. 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. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

### *Area of Study 3 – 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. Newton's laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. 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 Four**

### **How can two contradictory models explain both light and matter?**

#### *Area of Study 1 – How can waves explain the behaviour of light?*

In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy and is important in explaining phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.

#### *Areas of Study 2 – 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. When light and matter are probed they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.



#### *Area of Study 3 – Practical Investigation*

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work. The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question, ensuring compliance with safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary quantitative data analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question posed in Unit 4 'How can two contradictory models explain both light and matter?' and suggest further investigations that may be undertaken.

The student is expected to design and undertake an investigation involving two continuous variables, communicating results through a scientific poster format. A practical logbook must be maintained by the student also.

#### **Assessment**

The final examination accounts for 60% of the assessment. The other 40% consists of school based assessment, which may include a scientific poster, annotations of practical activities, a report and structured questions.

#### **Equipment**

A scientific calculator is also required.

# Product Design and Technology

Do you like designing solutions for real world problems? Do you like using technology and making products? If so, Product Design and Technology is the subject for you.

Product design is part of people's responses to changing needs to improve quality of life by designing and creating artefacts. Product design is enhanced through knowledge of social, technological, economic, historic, ethical, legal, environmental and cultural factors. These factors affect the aesthetics, form and function of products developed in the past and those yet to be developed. Central to VCE Product Design and Technology, is the Product design process, which provides a structure for students to develop effective design practice. The design process involves identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional functional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

## Unit One

### Product re-design and sustainability

This unit focuses on the analysis, modification and improvement of product design. It provides a structured approach towards the design process, and looks at examples of design practice used by a designer to develop a solution to a specific problem.

On completion of the unit, students should be able to: use methods and processes used by the designer to design and manufacture a product. They should know how to use and evaluate the use of materials, tools, equipment and processes applied in the production of a product.

## Unit Two

### Collaborative Design.

In this unit students work as a member of a team to develop a product range or contribute to the design and production of a group product. This mirrors professional design practice where designers often work within a multidisciplinary team to develop a solution to design problems. The students learn about restrictions and parameters within design set by the end-user's needs, producer's requirements, social

conventions and environmental concerns. This unit focuses on the impact of these factors on the design solution.

On completion of this unit students should be able to: work as a member of a team to identify a need and use a structured approach to problem-solving. They should know how to justify, manage, safely use and evaluate appropriate production processes.

## Unit Three

### Applying the product design process.

This unit focuses on the design and development of a product for the mass market. It requires students to design for others. Product development in industry is investigated through the study of ways of establishing needs and other considerations that are observed when developing the design and product for a client.

On completion of this unit students should be able to: explain the role of the designer and how products are designed and produced to meet the needs of the client. They also need to explain how products are designed and produced within an industrial/commercial setting. Finally students are asked to develop a product for a client.

## Unit Four

### Product development and evaluation.

This unit focuses on how judgements about the success of products can be informed by a comparison in terms of a product's quality, usefulness and appeal. The role and influence of product promotion and marketing are also considered.

On completion of this unit students should be able to: explain the relationships linking aesthetic appeal, function of products and user needs. They need to develop a product for a client and evaluate the final design and production in relation to the needs of the client.

## Assessment

The final written examination contributes 30% to the assessment of this subject, whilst the school assessment task (SAT) contributes 50% and school assessed coursework (SAC) contributes 20% to the overall assessment.

**Costs:** \$50.00 per semester per unit. Costs are subject to change.

# Psychology

“The brain struggling to understand the brain is society trying to explain itself.”

*Colin Blakemore*

Do you want to know how the brain works? How do individuals develop? Why are individuals all different and unique? How does the brain function and how do people learn? If you are interested in this, Psychology is a good subject for you to do.

## Unit One

### How are behaviour and mental processes shaped?

In this unit, students are introduced to the development of contemporary and classical theories in order to understand the brain and its functions, and to explain the development of thoughts, feelings and behaviours. Impairments of brain functioning and human development are investigated with reference to Parkinson's disease and brain damage. The way biological, psychological and social factors interact to affect a person's psychological development are explored. Students consider the interactive nature of hereditary versus environmental factors in investigating typical or atypical psychological development including emotional cognitive and social development, and disorders of psychological development.

## Unit Two

### How do external factors influence behaviour and mental processes?

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students investigate how perception of stimuli enables an individual to interact with the world around them and how distorted perceptions can impact how they interact with the world. They way factors and contexts can influence the way an individual or group behaves is explored in order to understand human perception. Students complete a practical investigation related to external influences on behaviour.

## Unit Three

### How does experience affect behaviour and mental processes?

**Area of Study 1** – How does the nervous system enable psychological functioning?  
This area focuses on how the structure and function of the human nervous system enables a person to integrate, coordinate and respond to internal and external sensory stimuli. Students explore specialist structures of the neuron, ways in which stress affects the mind and body and the role the nervous systems plays in these processes.

**Area of Study 2** – How do people learn and remember?  
This area focusses on memory and learning as crucial components of human identity. Students will 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.

## Unit Four

### How is wellbeing developed and maintained?

**Area of Study 1** – how do levels of consciousness affect mental processes and behaviour?  
Students explore states of consciousness and the relationship between conscious thoughts, feelings and behaviours. They look at the ways that consciousness can be studied from a psychological perspective and how states of consciousness can be altered.

**Area of Study 2** – What influences mental wellbeing?  
Students will explore the concept of a mental health continuum and how the biopsychosocial model is used to analyse mental health and mental health disorders. A specific phobia will be used to illustrate how the biopsychosocial model is used to describe the development and management of a mental disorder. Students will also explore the concepts of resilience and coping and the psychological basis of strategies that contribute to mental wellbeing.

**Area of Study 3** – Practical investigation  
Students undertake their own investigation into a topic covered in Units 3 or 4, which requires them to collect, collate and present primary data and an analysis of that data in response to a research question on their choosing.

### Assessment

The final examination accounts for 60% of assessment. The other 40% consists of school based assessment that may include a scientific poster, test, structured questions and a flow chart.

# Sociology

“I know you won’t believe me, but the highest form of Human Excellence is to question oneself and others.”

*Socrates*

Have you ever wondered why people behave the way they do? Have you ever questioned why people break the rules and commit crimes? Have you ever questioned what makes people connect? You may then be interested in Sociology. Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. It assists in the development of an understanding of human behaviour and social structures.

## Unit One

### Youth and Family

In this unit students will seek to understand the way youth and adolescence are constructed as social categories through observing the differing experiences of young people. The reasons for the differing experiences will be investigated as well as the potential negative impacts of categorisation, including stereotyping,

prejudice and discrimination. Students will also investigate the social institution of the family to explain the purpose and experiences of family life. Factors such as globalisation, feminism, individualism, technology, changes in the labour market, and government policies will be explored as they have been identified as influencing the traditional view of the family.

## Unit Two

### Crime and Deviance

This unit will explore the concept of deviance, particularly the differing explanations of what constitutes deviant behaviour. Students will also explore the phenomenon known as moral panic and the impact this has on individuals in society. Students investigate crime and punishment through exploring patterns of crime and considering the significance of a range of factors, such as class, gender, age and race/ethnicity. Students explore different methods of punishment and the extent to which each of these methods serves its aims.

### Assessment

Assessment will include one or more of the following tasks: interview and report, structured questions, film analysis, annotated media file, extended responses or multimedia presentation.

## Unit Three

### Culture and Ethnicity

Students will study the expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Australian Indigenous cultures are diverse and are comprised of a range

of symbols, languages, values and norms. Students will investigate historical and contemporary representations of Indigenous culture found in the media and how these representations build awareness and views of the culture. Students will also examine the concepts of race and ethnicity and how identity is formed and experienced by different Australian ethnic groups, including those who migrated and those who were born in Australia.

## Unit Four

### Community, Social Movements and Social Change

In this unit students delve into the ways sociologists have thought about the idea and experiences of community as well as the relationship between social movements and social change. Students examine the changing definitions and experiences of community and the challenges posed by political, economic, cultural, environmental and technological change. Students investigate the role social change plan in creating movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements and focus on how people in positions of power can influence a social movements ability to create social change.

### Assessment

The final examination contributes 50% to the total assessment and the other 50% is based on school assessment tasks such as interview and report, research report, structured questions and representation analysis, film analysis, annotated media file, extended responses, essay or multimedia presentation.

# Studio Arts

“Creativity is piercing the mundane to find the marvellous”:

*Bill Moyers*

Studio Arts provides students with a great way to express themselves and to learn skills that are not taught in other subjects. It provides a chance to work on something practical and 'hands on'.



**Recommendation – There are no prerequisites for this subject however, Year 10 Art specialist subject is recommended.**

## Unit One

### Studio inspiration and techniques

This unit involves students researching and recording art ideas that are documented in a selected form. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques. Students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork. 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.

## Unit Two

### Studio exploration and concepts

This unit focuses on students developing artworks through an individual studio process based on visual research and inquiry. Students also focus on the analysis of historical and contemporary artworks by at least two artists from different times and cultures.

## Unit Three

### Studio practices and processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio 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 studio process to support the making of finished artworks in Unit Four.

## Unit Four

### Studio practice and art industry context

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit Three. To support the creation of artworks, students present a visual and written evaluation. Students also investigate art industry context.

### Assessment

Assessment is based on a final examination worth 30%, School Assessed Task (SAT) which is a folio worth 60% and School Assessed Coursework (SAC) for each unit worth 10%.

### Costs

\$40.00 per semester per unit.  
Costs are subject to change.

# Theatre Studies

“You need three things in the theatre – the play, the actors and the audience, and each must give something.”

*Kenneth Haigh*

**Please note:** Units 1 & 2 only will be offered in 2022, whilst Units 3 & 4 will be offered as a pathway for students in 2023 if there is sufficient demand.

## Unit One

### Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920's. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

## Unit Two

### Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920's to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

## Unit Three

### Producing theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the way in which production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

## Unit Four

### Presenting an interpretation

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

## Assessment

The final written examination contributes 30% to assessment and the performance examination contributes 25%. The other 45% is school based assessment and may include an analytical essay, structured questions and roles in a production.

## Costs

Excursion fees for seeing the required plays for the purposes of assessment.



# Visual Communication Design

“Stop looking at yourself as a designer, and start thinking of yourself as a deliverer of ideas.”

*Stle Melvr*

**Recommendation – There are no prerequisites for Units Three and Four however, Units One and Two of VCD are strongly recommended.**

Do you enjoy designing and do you have a creative mind? If the answer is ‘yes’ then you should choose this subject. VCD requires you to be very organised. It is one of the few subjects with minimal boundaries. It is recommended to anyone with artistic flair and an edge for design. It is a very rewarding subject which will take up a lot of time and requires high quality drawing skills and a mind open to ideas.

## Unit One

### Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to 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.

## Unit Two

### Applications of visual communication 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.

## Unit Three

### Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain

insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

## Unit Four

### VCD design development, evaluation and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

### Assessment

Assessment is based on an end of year examination worth 35%, a folio (School Assessed Task) worth 40% and coursework worth 25%, which may include a written report, annotated visual communications and structured questions.

### Costs

\$30.00 per semester. Costs are subject to change.



## Glossary of terms

VCAA	Victorian Curriculum and Assessment Authority, the body which administers the VCE.
VCE	Victorian Certificate of Education.
VCAL	Victorian Certificate of Applied Learning (VCAL).
VTAC	Victorian Tertiary Admissions Centre. The centre processes student applications to most Tertiary and TAFE courses.
VET	Vocation Education Training
FIELD OF STUDY	Subject. Most VCE subjects are made up of 4 units.
UNIT	A unit normally lasts for one semester or half a year.
SEMESTER	Half-year. Semester One ends in mid-June on a date determined by the College.
PROGRAM OF STUDY	A sequence of studies taken over two years normally made up of 22/24 units.
PREREQUISITES	These are units which must be passed and must be included in a student's program.
RECOMMENDED	These are units which are desirable and their knowledge may be assumed but they do not affect selection to tertiary courses.
UNITS 1 AND 2	Units 1 and 2 are equivalent to Year 11 level.
UNITS 3 AND 4	Units 3 and 4 are equivalent to Year 12 level. Students may be able to select Units 3 and 4 in their first year of VCE.
OUTCOME	These define what the student will know and be able to do as a result of satisfactorily completing a study. Each outcome has a definition, the key knowledge to be learnt and the key skills to be acquired.
GAT	General Achievement Test – is a test of general knowledge and skills in written communications, mathematics, science, technology, humanities, the arts and social sciences.





