Introduction

Hello and welcome to an exciting new chapter in your academic life as you begin the process of undertaking the VCE. This guide has been developed with the aim of providing practical advice to you about your studies and possible programs of study.

Please take the time to carefully read and consider what subjects are on offer and the expectations of students who undertake that course of study. VCE can be highly rewarding for the diligent student and unforgiving to the ill-prepared student.

You should take your time to read this guide in its entirety and not close your mind to subjects that you may not have previously considered. Discuss possibilities with your careers counsellor, advisory teacher, parents, tutors and team leaders.

Frequently asked questions

What must I include in my VCE program?

To earn your VCE, you must satisfactorily complete at least 16 units.

Regardless of how many units you do altogether, you must satisfactorily complete:

1. At least three units from the English group listed below:
   o Foundation English Units 1 and 2
   o English Units 1 to 4
   o English as a Second Language (ESL) Units 3 and 4
   o English Language Units 1 to 4
   o Literature Units 1 to 4

   At least one of these units must be at Unit 3 or 4 level. However, VTAC advises that, for the calculation of the ATAR (Australian Tertiary Admissions Rank), students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

2. Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VCE VET programs.

If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR (Australian Tertiary Admissions Rank).
How many subjects do I have to study each year?
The VCAA does not prescribe a minimum number of subjects/units that students have to study each year. You can take as long as you need to complete the VCE.

What is a study score?
A study score shows how well you have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who undertook that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR (Australian Tertiary Admissions Rank).

The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 means that you are in the middle range of students; a score of more than 38 indicates that you are in the top 15%.

For studies with large enrolments (1,000 or more):
- 2% of students will get a score on or above 45
- 9% of students will get a score on or above 40
- 26% of students will get a score on or above 35
- 53% of students will get a score on or above 30
- 78% of students will get a score on or above 25
- 93% of students will get a score on or above 20.
Who can I ask for more information?

**Fitzroy High School**
- Jason Pietzner
- Matthew Thomas
- Matthew Nieuwenhuizen
- Sandra Dickins
- Yolanda DeSantis
- Peter Bennet

**Collingwood College**
- Michael Polack
- Lisa Owens

How can I earn a study score?

At Unit 3 and 4 level, there are three Graded Assessments for each study, consisting of school-assessed coursework (SACs), school-assessed tasks (SATs) and examinations. VCE VET subjects that have scored assessment have two Graded Assessments. The Graded Assessments are different for each study and contribute towards the study score in different ways. If you complete at least two Graded Assessments and have satisfactorily completed both unit 3 and 4, you will be awarded a study score.

How is the study score calculated?

To calculate the study score, the VCAA combines the standardised scores for each of your Graded Assessments. Each Graded Assessment in a study contributes a specific percentage, or weighting, to the final study score.

Once the scores have been standardised, weighted and totalled, your total score is compared with the scores of all other students in that study and then converted to a score out of 50.
How does the GAT affect my VCE results?

The General Achievement Test (GAT) is an important part of the VCE assessment procedures. Although GAT results do not count directly towards a student’s VCE results, they play an important role in checking that school assessments and examinations have been accurately assessed. If a student applies for a Derived Examination Score, the GAT is used in determining this derived score. Students should therefore attempt to score as high as possible on all parts of the GAT.

Achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, then their achievements are likely to be high in their school assessments and examinations.

Attendance for VCE Students

The ‘VCE and VCAL Administrative Handbook’ states the following in regards to attendance:

‘...The school sets minimum class time and attendance rules. Where a student has completed work but there has been a substantial breach of attendance rules and the school therefore wishes to assign N to the unit, the school must assign N for one or more outcomes and thus the unit.’ (p62)

Fitzroy High School has set a minimum attendance requirement of 90% for students in all classes. This means that, in accordance with the above regulation, students can fail a unit on attendance alone, even if all work has been submitted and assessed as meeting appropriate standards. Fitzroy is guided in this requirement by research that suggests that high attendance rates have positive effects on academic results, school connectedness and engagement, and student discipline and well-being.

Across the length of a unit this means that students can only be absent for four sessions for each subject before they have fallen below the attendance threshold. While there is a limited facility for attendance redemption sessions during units, students should ensure that they attend every class session in order to meet this requirement. If students have a legitimate reason for missing school (illness, family matter, sporting event etc.) parents should contact the school as soon as practicable. These absences will not count against the attendance requirement.
STUDY ROUTINES FOR VCE STUDENTS

Work-life balance and the VCE
While we understand that, for some, it is necessary to work when completing the VCE, the serious and highly academic nature of the course and the diligence that is required to perform well must be understood. Students and families should consider carefully the outside pressures that may encroach on study time. From experience we have come to believe that it is not advisable that students work on school nights or to excess over the course of a week. The school however encourages students to participate in personal interests (for example sports, hobbies, social events etc) both within and beyond the school. The effect of these pursuits should be measured in the light of their effect on a student’s studies.

A typical study program
Students in year eleven will have six subjects to study and prepare for. No subjects generally take more or less time than others in terms of study time, although folio subjects can tend to be more labour intensive, particularly at the end of each unit. This should be taken into account well before folios are due.

Across a two week block of time students will have five sessions of each subject. Generally there will be a mix of major and minor pieces of homework due during this time. Students should be prepared to complete home studies equivalent to 50% of their school subject/session contact times. For example, across each two week block:

- Each subject has 7.5 hrs contact time which equates to approximately 4hrs homework each two week block.
- All students have 6 subjects which equals a total of 24hrs of homework per two week block.
- Averaged out across weeknights this means students should be spending 2-3 hours a night completing homework.

VCE compared to the junior years
It is a common experience that students when first beginning the VCE are overwhelmed by the very different nature of this program when compared to the lower years of schooling.

The first surprise that students have is how little reward there is for natural talent. The VCE program is specifically designed to benefit those students who are diligent in their preparation for each class and each assessment task. **The VCE is not a talent quest, or an intelligence test, but an assessment of discipline and commitment.** Students who have relied on natural ability in the past very quickly realise that such reliance will be insufficient to achieve maximum potential. This means that independent study habits must be developed very early on and students need to consistently work hard throughout their studies.

The second surprise students have is how much more work is required of them at home and how inflexible the assessment due dates are. Students often experience difficulty in maintaining consistent work schedules and allow work to pile up until it is too late. It is best, should this happen, that students tell the relevant teachers so that a negotiated schedule can be arranged. Any work submitted late however will always receive an NA (not assessed).
Subjects on offer:

- PLEASE NOTE THAT, WHILE MANU SUBJECTS ARE OFFERED, DEMAND WILL Dictate WHICH SUBJECTS ACTUALLY RUN.

- Also, please note that the textbooks listed are the 2011 texts. These may change in 2012 and students should refer to the booklists provided.

List of all possible subjects
This is the complete list of all VCE units available to students in Victoria. Fitzroy High School and Collingwood College will only run subjects for which there are sufficient numbers of students wanting to undertake the unit, which the school is able to provide a qualified teacher. The determination of which subjects will run is made after students have made their decisions. As such, it is advisable for students to make a secondary list of possible subjects.

| A | Art  
|   | Australian and Global Politics |
| B | Biology  
|   | Business Management |
| C | Chemistry  
|   | Chinese  
|   | Classical Studies |
| D | Design Technology  
|   | Drama |
| E | English and ESL  
|   | English Language |
| F | Foundation English  
|   | Foundation Mathematics  
|   | Further Mathematics |
| G | General Mathematics |
| H | Health and Human Development  
|   | History: Twentieth Century  
|   | History: Revolutions |
| I | Information Technology |
| L | Legal Studies  
|   | Literature  
|   | LOTE: Italian |
| M | Mathematics - Foundation  
|   | Mathematics - Further Mathematics  
|   | Mathematics - General Mathematics  
|   | Mathematical Methods (CAS)  
|   | Mathematics - Specialist Mathematics  
|   | Media  
|   | Music Group performance  
|   | Music Solo performance  
|   | Music Styles |
| O | Outdoor and Environmental Studies |
| P | Philosophy  
|   | Physical Education  
|   | Physics  
|   | Psychology |
| S | Studio Arts |
| T | Theatre Studies |
| V | VCE VET programs  
|   | Visual Communication and Design |
Australian and Global Politics

Australian and Global 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.

Australian Politics is the study of how power is gained and exercised. It considers the significant features of the way politics is practised in Australia and the opportunities for young Australians to participate. It evaluates Australian democratic practices against particular ideas and principles that include representation, respect for rights, tolerance of diversity and freedom of speech. Australian Politics compares Australian democracy with other democratic systems. It examines the ways that national governments use their power to make and implement public policy, and the national stakeholders and international challenges that influence that policy.

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 movements, 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.

Many forms of Government have been tried, and will be tried in this world of sin and woe. No one pretends that democracy is perfect or all-wise. Indeed, it has been said that democracy is the worst form of government except all those other forms that have been tried from time to time.

Sir Winston Churchill, Hansard, November 11, 1947 British politician (1874–1965)

Unit 1 Australian and Global Politics: The National Citizen

Students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Key concepts are related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

Unit 2 Australian and Global Politics: The Global Citizen

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

IS033 Australian and Global Politics: Global Actors

In this unit 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.

For the purposes of this study, the term ‘non-state actors’ covers a range of global actors: altruistic non-governments organisations (NGOs), for example Amnesty International and Greenpeace; organised religions; terrorist movements and organised crime syndicates.

Text: tbc

IS034 Australian and Global Politics: Global Challenges

In this unit 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 the contested notion of global citizenship. 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.

Text: tbc
**BI011: Biology Unit 1: Unity & Diversity**

**Text:** Nelson Biology 1 & 2

This unit begins with the cell, the basic unit of organisms: how does everything fit into that tiny space? How does it all work? Then we put lots of cells together to make an organism. How are organisms similar? How can they be so different? And how do they work to carry out all the functions an organism needs to survive?

Practical work looks at individual cells and at the systems of multicellular organisms – digestive, circulatory, reproductive and so on.

Outcome 1: An investigation into cellular structure and organisation, and the processes within and between cells.

Outcome 2: The relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

**BI022: Biology Unit 2: Organisms & Their Environments**

Now we look at whole ecosystems – those complex combinations of the non-living environment and all the organisms which live in it. How do such systems differ, how do they change over time and how do humans affect them? What differences make some organisms survive or adapt better than others?

An important part of this unit is the field investigation of various environments, such as eucalypt woodland or rocky coastlines.

Outcome 1: Explaining and analysing the relationship between environmental factors, and adaptations and distribution of living things.

Outcome 2: A field investigation related to the interactions between living things and their environment, and explaining how ecosystems change over time.
**BI033: Biology Unit 3: Signatures of Life**
Text: Heineman Biology 2

Several important topics make up unit 3:
- Biological molecules and processes: enzymes and reactions, and how organisms obtain and use energy
- DNA and protein synthesis – how inherited information is used to make all the substances an organism needs
- Controlling internal environments: homeostasis
- Responding to disease-causing organisms: pathogens and the immune system.

Outcome 1: Analysing and evaluating evidence from practical investigations related to biochemical processes.
Outcome 2: Describing and explaining coordination and regulation of an organism’s immune responses to antigens at the molecular level.

**BI034: Biology Unit 4: Continuity & Change**

Two big, connected topics finish off Biology:
- Genetics and heredity: how characteristics are passed from one generation to the next, the importance of sexual reproduction, and the new technologies using genetic techniques to change organisms
- Natural selection: how populations change over time, adapting to their environments and diversifying into the huge diversity of living things we can observe (both currently living and in the fossil record). The last part of the course looks at human evolution, both biological and cultural.

Outcome 1: Analysing evidence for the molecular basis of heredity and patterns of inheritance.

Outcome 2: Evidence for evolutionary change and evolutionary relationships, and mechanisms for change including the effect of human intervention on evolutionary processes.
BM011: Business Management Unit 1: Small business management

Unit description: This unit involved an introduction to the world of business and then a focus on the planning and operation of small business. Students were exposed to both theoretical and practical learning opportunities to develop their knowledge and skills.

Outcome 1: On completion of this unit the student should be able to explain and apply a set of general business concepts to a range of businesses.

Outcome 2: On completion of this unit the student should be able to apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.

Outcome 3: On completion of this unit the student should be able to discuss one or more day-to-day activities associated with the ethical and socially business and apply the operation/s to a business situation.

BM012: Business management Unit 2: Management and communication

Unit description: This unit focuses on the use and importance of communication in business. After a general introduction in the first area of study, attention moves to two key areas- marketing and public relations.

Outcome 1: On completion of this unit the student should be able to explain, apply and justify a range of effective communication methods used in business related situations.

Outcome 2: On completion of this unit the student should be able to analyse effective marketing strategies and processes and apply these to business related situations.

Outcome 3: On completion of this unit the student should be able to apply public relations strategies and analyse their effectiveness.
BM033: Business Management Unit 3: Corporate management

Unit description: This subject at Unit 3 level involved an introduction to the context in which large-scale organisations operate, an examination of their internal environment and concludes with the study of operations management. Students develop an understanding of the challenge and complexity of management and have the opportunity to compare theoretical views with practical applications.

Outcome 1: On completion of this unit student should be able to discuss and analyse the context in which large-scale organisations operate.

Outcome 2: At the end of this unit the student should be able to discuss and analyse major aspects of the internal environment of large-scale organisations.

Outcome 3: On completion of this unit the student should be able discuss and analyse practices and processes related to operations management.

BM034: Business management Unit 4: Managing people and change.

Unit description: This unit focuses on two key areas: the management of people in organisations and the related area of change management. Students draw on theoretical perspectives in both and test these with analysis of real organisations.

Outcome 1: On completion of this unit the student should be able to analyse and evaluate practices and processes related to HR management.

Outcome 2: On completion of this unit the student should be able to analyse and evaluate the management of change in a large scale organisations and evaluate the impact of change on the internal environment.

(Business Management Supporting Info)

VCE Business Management is subject that supports a range of student programs. You might be directly interested in running your own business in the near future which makes it an obvious choice! But perhaps you are interested in IT, Multimedia (including game development), the Arts (design, music), Sport or Hospitality- then Business Management will give you valuable insight into related business issues at the small business (Year 11) and larger business (Year 12) levels.
**Chemistry**

**CH011: Chemistry 1: The big ideas of chemistry**

Text: Heinemann Chemistry 1

This unit begins with the basics of atoms, elements and the periodic table. Then we use these building blocks to look at the three great classes of substances: metallic, ionic and covalent. From simple rules we can build up the enormous range of materials found in nature and made by humans. Finally we look at the chemistry of carbon, the molecules that enable not only life but also the amazing properties of modern artificial materials.

Outcome 1: Collecting evidence and using it to explain theoretical principles

Outcome 2: Explaining the relationship between structure (how a substance is made up) and function (its properties).

There is a lot of practical work involved in this subject – what are the properties of materials? What happens when they react?

**CH022: Chemistry 2: Environmental chemistry**

In this unit we use the themes of water and the atmosphere to investigate the properties of substances. Why is that some materials dissolve but others don’t? Why do some form acids or bases? When substances react, what is actually happening to their atoms and molecules?

Gases have their own peculiar properties, and we investigate their behaviour when heated, compressed and reacted. There is a strong mathematical component as we investigate the quantitative relationships of the equations underlying chemical reactions.

An important aspect of this unit is the effect of human activities, which are causing profound changes to the Earth’s air and water. Understanding the chemistry of liquids and gases is fundamental to understanding these changes, and how we might improve our treatment of our home.

Outcome 1: Using balanced chemical equations to measure and predict the behaviour of reacting substances.

Outcome 2: Explaining how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.
**CH033: Chemistry Unit 3**

Unit description: This unit focuses on Chemical analysis and Organic chemistry. Students investigate the scope of techniques available to the analytical chemist, organic reaction pathways and the chemistry of organic molecules. Students complete an extended experimental investigation drawn from Chemical analysis and Organic Chemistry.

Outcome 1: On completion of this unit students will be able to Evaluate the suitability of techniques and instruments used in chemical analyses.

Outcome 2: On completion of this unit students will be able to Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

Text: Heinemann Chemistry 2 4th edition

**CH033: Chemistry Unit 4**

Unit description: In this, unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products we use and depend on every day. Access to large quantities of raw materials and reliable energy supplies for these reactions is necessary to maintain continuous production of high quality useful chemicals. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.

Outcome 1: On completion of this unit the student should be able to analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.

Outcome 2: On completion of this unit the student should be able to analyse chemical and energy transformations occurring in chemical reactions.

LO041: Chinese 1

Unit description: This unit is designed to extend students’ knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in the language on a range of topics; convey orally the meaning of the language in its cultural context; produce personal and imaginative writing in the language; understand oral, visual and written information, select from and use this information in writing in the language for a specific purpose.

Outcome 1: On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Outcome 2: On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Outcome 3: On completion of this unit the student should be able to produce a personal response to a text focusing on real experience or information introduction.

Text: NiHao text books 1-3, VSL FL U1 text book & other Chinese VCE resources for both Chinese Second Language (CSL) and Chinese First language (CFL)

Chinese Unit 2

The three outcomes for Unit 2 are:

**Outcome 1**
On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

**Outcome 2**
On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

**Outcome 3**
On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.
Chinese Unit 3

The three outcomes for Unit 3 are:

**Outcome 1**
On completion of this unit the student should be able to express ideas through the production of original texts.

**Outcome 2**
On completion of this unit the student should be able to analyse and use information from spoken texts.

**Outcome 3**
On completion of this unit the student should be able to exchange information, opinions and experiences.

Chinese Unit 4

The two outcomes for Unit 4 are:

**Outcome 1**
On completion of this unit the student should be able to analyse and use information from written texts and translate part of the text(s) into English.

**Outcome 2**
On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities.
Unit 1: Mythical worlds
This unit explores the myths of ancient Greece and/or ancient Rome. Mythic narratives were used to explain the physical world, the foundation of institutions and aspects of daily life. The deeds of Theseus, the wrath of Achilles, the epic voyages of Odysseus and Aeneas are tales that have entranced countless generations. Women such as Helen, Clytemnestra and Dido hold enduring fascination. Greek and Roman myths combine love and war, the monstrous and the human. They examine the nature of the individual and key aspects of society. As archaeological methods developed over time, sites such as Troy and Knossos were explored by pioneers of archaeology for evidence to explain the possible historical basis of particular myths. Myths were commonly represented in a range of forms including epic, sculpture, tragedy, vase and wall painting and mosaics. They were transmitted through festivals, religious rituals, art and architecture.

In this unit, teachers select the classical works and secondary sources to be used by the students.

Unit 2: Classical imaginations
This unit examines classical works across time. It begins with the study of classical Greek and/or Roman society through an exploration of intellectual and material culture. Classical works offer a means of exploring social and political life in classical antiquity. What does Homer reveal about the heroic code? How does Thucydides portray Athens during the Peloponnesian War? How does Sallust capture the demise of the Roman republic? How does Tacitus depict Roman political life over a century later? What do works of architecture such as the Parthenon and the Colosseum reveal about the societies in which they were produced?

The reception of these classical works extends beyond antiquity into the present. The cultural achievements of the classical world have fired the imagination for centuries. The works of classical artists and writers have provided reference points for subsequent generations to emulate, transform or react against. In this way, classical works are subject to constant re-imagining.

In this unit, teachers select the classical works and secondary sources to be used by the students.

Unit 3 and 4: Classical worlds
Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works lists for each unit. These units enable student classicists to engage with the intellectual and material culture of classical Greece and/or Rome. Students work with translations rather than the Ancient Greek or Latin. Analysis of individual works enables students to engage with ideas that are explored by particular writers and artists. Students evaluate the techniques used to present these concepts. They evaluate the relationship between the work and its socio-historical context. Through comparison of classical works, students consider ways in which different writers and artists dealt with the same concept. Such analysis reveals the changing nature of the classical world.
**Design Technology**

**DT011: Design Technology 1**

Unit description: This unit focuses on the tools, processes, techniques, knowledge and skills the designer has used to develop a solution to a problem. Students investigate methods and processes used by the designer to examine the need and define the problem by generating an appropriate design brief. They consider methods and information the designer uses to generate and communicate ideas and determine the suitability of appropriate materials and processes. Students learn about the production techniques used to make the product and how it is evaluated against the needs and requirements outlined in the design brief.

Outcome 1: On completion of this unit the student should be able to describe the methods used by a designer to design a product, and apply similar processes to document the redesigning of an existing product.

Outcome 2: On completion of this unit the student should be able to use and evaluate materials, tools, equipment and processes to make the product redesigned in Outcome 1, and compare the finished product with the original design.

**Unit 2: Collaborative design**

In this unit each student works as a member of a team to design and 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 solutions to design problems. Team members contribute their expertise, share research findings and develop viable solutions that conform to the needs and requirements outlined in a design brief.

Restrictions and parameters within design may be determined by 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.

In this unit, the student works both individually and as a member of a small design team to address a problem, need or opportunity that requires a product within a product range or based on a theme, or component of a group product. This provides the student with the opportunity to work with others while taking responsibility for particular aspects of the design and production processes.
DT033: Design Technology 3

Unit description: In this unit, students investigate a client or end-user’s needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

Outcome 1: On completion of this unit the student should be able to explain and demonstrate the role of a designer by writing a design brief, developing evaluation criteria, and identifying and explaining areas for research and methods that would be used to develop design ideas.

Outcome 2: On completion of this unit the student should be able to explain the factors that influence the design, development and manufacture of products within industrial/commercial settings.

Outcome 3: On completion of this unit the student should be able to present a folio that documents the procedure and decision-making processes used while working as a designer to meet the needs of a client or end-user, and commence production of the designed product.

Unit 4: Product development, evaluation and promotion

Evaluations are made at various points of product design, development and production. When judging the suitability and viability of design ideas and options designers refer to the design brief and evaluation criteria in collaboration with a client. Designers may also base design decisions on intuition and experience.

With increased focus on environmental, economical and social viability, the impact of products throughout their life cycle can be analysed and evaluated.

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

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

Often Drama / Theatre studies students want the opportunity to get more credits based on their skill sets. VCE Drama & VCE Theatre studies have a considerable amount of similar content. We offer an opportunity to all students to tackle VCE Unit 1 & 2 Drama whilst in year 10. Of course it is still available to year 11 students.

By accelerating into the combined Unit 1&2 course it allows you to do either 3&4 VCE Drama / Theatre studies in year 11 & the other in year 12. Thereby earning you two VCE study scores for largely the same subject content.

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<td>A mixture of Year 11 Drama &amp; Year 11 Theatre Studies</td>
<td>Year 10 &amp; Year 11</td>
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DR011: Drama Unit 1: Dramatic Storytelling

Unit description: This unit focuses on creating, presenting and analyzing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

Outcome 1: On completion of this unit the student should be able to use play-making techniques to devise ensemble drama work/s based on experiences and/or stories, as well as describe the dramatic processes used to shape and develop this performance work/s.

Outcome 2: On completion of this unit the student should be able to use expressive skills, theatrical conventions and stagecraft to perform stories to an audience.

Outcome 3: On completion of this unit the student should be able to analyse the development and performance of work created and presented in Outcomes 1 & 2.

Outcome 4: On completion of this unit the student should be able to identify and evaluate use of performance styles, and describe use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a drama performance.

DR022: Drama Unit 2: Creating Australian Drama

Unit description: This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

Outcome 1: On completion of this unit the student should be able to use a range of stimulus material to create a solo performance work as well as document and record the play-making techniques used to shape and develop performance work.

Outcome 2: On completion of this unit the student should be able to demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience.

Outcome 3: On completion of this unit the student should be able to analyse and evaluate the creation, development and performance of characters, as well as the use and manipulation of theatrical conventions, stagecraft and dramatic elements as applied to the performance style/s of the student’s own performance work.

Outcome 4: On completion of this unit the student should be able to identify the use of theatrical conventions, describe performance style/s and analyse and evaluate how dramatic elements have been used in a drama performance.

Text for Units 1 & 2: Text: Living Drama (Bruce Burton); Acting Smart (Richard Sallis)
**DR033: Drama Unit 3: Ensemble Performance**

Unit description: This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Students use and manipulate dramatic elements, expressive skills and performance styles whilst selecting stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Outcome 1: On completion of this unit the student should be able to develop and present character/s within a non-naturalistic ensemble performance.

Outcome 2: On completion of this unit the student should be able to analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1

Outcome 3: On completion of this unit the student should be able to analyse and evaluate a non-naturalistic performance selected from the prescribed playlist.

Text: Living Drama: Bruce Burton   Acting Smart: Richard Sallis

**DR034: Drama Unit 4: Solo Performance**

Unit description: This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the VCAA. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

Outcome 1: On completion of this unit the student should be able to create and present a short solo performance based on stimulus material, and evaluate the processes used.

Outcome 2: On completion of this unit the student should be able to create, develop and perform a character or characters within a solo performance in response to a prescribed structure.

Outcome 3: On completion of this unit the student should be able to describe, analyse and evaluate the creation, development and presentation of a solo performance.

Text: Text: Living Drama (Bruce Burton); Acting Smart (Richard Sallis)
EF011: English Foundation ‘Essentials of English’ Unit 1

Unit description: This area of study focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and processes students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English. The area of study includes the reading of texts in order to identify, extract and synthesize specific ideas and information. The purposes, structures and features of different texts are examined, for example narratives, arguments, explanations, reports, recounts and procedures. A knowledge of layout and format of a range of texts will assist students to locate, read and extract information and ideas using, for example, the index, headings, subheadings, chapter titles, section summaries. Techniques and strategies for skimming, scanning and note-taking are explored, as are strategies that enable students to identify, organise, synthesise and summarise, using techniques such as concept maps, bullet points and flow charts, as well as prose summaries.

Outcome 1: On completion of this unit the student should be able to write summaries of short texts.

Outcome 2: On completion of this unit the student should be able to write for a specific purpose for a workplace, personal or community audience.

Texts: TBC

EF011: English Foundation ‘Communication and the Workplace’ Unit 2

Unit description: This area of study focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and processes students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English. This facet of the Essentials of English area of study includes the reading of texts for enjoyment, information and critical interpretation. This area of study includes the examination of the generic conventions of different texts to enable students to identify and discuss their purposes and intended audiences. Techniques for identifying and discussing the themes, issues, ideas, characters and arguments in texts are explored as well as strategies for developing well supported written responses to fictional, factual, media and computer generated texts.

Outcome 1: On completion of this unit the student should be able to discuss key aspects of a short literary, everyday or media text, in a written response.

Outcome 2: On completion of this unit the student should be able to write for a range of purposes for workplace, personal or community audiences.

Texts: TBC
EN011c: English 1 (Collingwood)

Unit description: The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Outcome 1: On completion of this unit the student should be able to identify and discuss key aspects of the novel "Year of Wonders" through a written response.

Outcome 2: On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

Outcome 3: On completion of this unit the student should be able to identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Texts: Year of Wonders (novel) and a selection of shorter texts.

EN011: English Unit 1 (Fitzroy)

Unit description: The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Outcome 1: On completion of this outcome the student should be able to identify and discuss key aspects of a text, and to construct a response in oral or written form.

Outcome 2: On completion of this outcome the student should be able to create and present texts taking account of audience, purpose and context.

Outcome 3: On completion of this outcome the student should be able to identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Texts: TBC
EN012c: English Unit 2 (Collingwood)

Unit description: The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Outcome 1: On completion of this unit the student should be able to discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.

Outcome 2: On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

Outcome 3: On completion of this unit the student should be able to identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

Texts: Osama (film) and The Crucible (play)

EN012: English Unit 2 (Fitzroy)

Unit description: The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Outcome 1: On completion of this unit the student should be able to discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.

Outcome 2: On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

Outcome 3: On completion of this unit the student should be able to identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

Texts: 1984 and Maus (Graphic Novel)
EN013c: English Unit 3 (Collingwood)

Unit description: The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

Outcome 1: On completion of this outcome the student should be able to analyse in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

Outcome 2: On completion of this outcome the student should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Outcome 3: On completion of this outcome the student should be able to analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally, a sustained and reasoned point of view on the selected issue.

Texts: Things we didn't see coming (novel) and The Quiet American (novel)

EN013: English Unit 3 (Fitzroy)

Unit description: The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

Outcome 1: On completion of this outcome the student should be able to analyse in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

Outcome 2: On completion of this outcome the student should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Outcome 3: On completion of this outcome the student should be able to analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally, a sustained and reasoned point of view on the selected issue.

Text: Will You Please Be Quiet, Please: Raymond Carver, A Streetcar named Desire: Tennessee Williams
EN014c: English Unit 4 (Collingwood)

Unit description: The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Outcome 1: On completion of this unit the student should be able to develop and justify a detailed interpretation of the text ‘The old man who read love stories’.

Outcome 2: On completion of this unit the student should be able to draw on ideas and arguments suggested from the context ‘Encountering Conflict’ to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Texts: The old man who read love stories (film) and The Crucible (play)

EN014: English Unit 4 (Fitzroy)

Unit description: The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Outcome 1: On completion of this unit the student should be able to develop and justify a detailed interpretation of the text ‘Life of Pi’.

Outcome 2: On completion of this unit the student should be able to draw on ideas and arguments suggested from the context ‘Whose Reality’ to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Text: Life of Pi Yan Martell, The Lot in words: Michael Leunig
English Language

English Language Unit 1: Language and communication
The focus of this unit is language and its use in communication. The use of language is an essential aspect of human behaviour, the means by which individuals relate to the world, to each other, and to the community of which they are members. This unit focuses on the nature and functions of language itself and the way language is organised so that it provides its users with the means by which they can make sense of their experience and have contact with others. It enables students to explore the informational and expressive functions of language, the nature of language as a highly elaborate system of signs, the development of language in an individual, and the relationship between speech and writing as the dominant modes of use.

English Language Unit 2: Language change
The focus of this unit is language change. Languages are dynamic and change is an inevitable and a continual process. Engaging with texts from the past can show us how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse analysis, and semantics, and how English has altered over the centuries and how it continues to evolve today.

This unit explores the concepts of change, especially within Australian English, and aims to give students insight into the what, how and why of these changes. Particular attention is paid to attitudes to language change.

English Language Unit 3: Language in society
The focus of this unit is language in its social setting. Through language we communicate information, ideas, attitudes, prejudices and ideological stances. Language varies according to both the user and its occasion of use. There is a range of attitudes within society to the different varieties of language we use.

Language is a means of societal interaction. It is indicative of power structures both through the choice of a particular variety of language, and through the way in which that language variety is used in processes of inclusion and exclusion.

Language is a means of identifying and defining individual and group membership. Through it we indicate how we want others to perceive us. Language marks group boundaries, as it is used to distinguish between ‘us’ and ‘them’.

English Language Unit 4: Texts in their Australian contexts
The focus of this unit is texts in their contexts. Language is always encountered as text and it is in the large range of texts that much of the meaning of a culture, its values, knowledge and ideologies, are constructed. This unit provides a framework for the study of texts by looking at various dimensions of style: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed.
EN011 ESL: ESL Unit 1

Unit description: The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Outcome 1: On completion of this unit the student should be able to identify and discuss key aspects of a set text, and construct a response in written form.

Outcome 2: On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

Outcome 3: On completion of this unit the student should be able to identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Texts: The Wife of Martin Guerre and Growing up Asian in Australia

ESL Unit 2

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts. The term ‘set text’ refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

Texts: The Wife of Martin Guerre and Growing up Asian in Australia
EN093: ESL Unit 3

Unit description: The study of English as a Second Language encourages the development, in Standard English, of critical analytical thinking, aesthetic appreciation and the informed reading of written and film texts.

Outcome 1: This outcome concerned watching, studying and, then, discussing, in an expository or persuasive essay, the film text Twelve Angry Men.

Outcome 2: This outcome involved reading Growing Up Asian in Australia and viewing the film Skin, in order to study and respond to the Context, Identity and Belonging, in essay and story form.

Outcome 3: This outcome required the study and critical analysis of a current issue in the Australian media, with a response in the form of letters to the editor.

Texts: Twelve Angry Men (play), Growing Up Asian in Australia (stories) and Skin (film)

ESL Unit 4

Unit description: The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Outcome 1: (as above) This outcome concerned watching, studying and, then, discussing, in an expository or persuasive essay, the film text Twelve Angry Men.

Outcome 2: (as above) This outcome involved reading Growing Up Asian in Australia and viewing the film Skin, in order to study and respond to the Context, Identity and Belonging, in essay and story form.

Texts: Twelve Angry Men (play), Growing Up Asian in Australia (stories) and Skin (film)
HH011: Health & Human Development Unit 1

Unit description: Unit 1: The health and development of Australia’s youth

Outcome 1: On completion of this unit the student should be able to describe the dimensions of, and the interrelationships within and between, health and individual human development.

Outcome 2: On completion of this unit the student should be able to describe and explain the factors that impact on the health and individual human development of Australia’s youth.

Outcome 3: On completion of this unit the student should be able to outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Health & Human Development Unit 2
In this Unit, students explore the requirements for optimal health and development throughout childhood and adulthood, and investigate inequitable health and developmental outcomes that can occur as a result of social and environmental factors. Students will also examine the organisation and delivery of health care in Australia and critically evaluate its effectiveness in promoting health and development for all Australians.

Health & Human Development Unit 3
In this area of study, students will develop an understanding of the health status of Australians by investigating the burden of disease, researching the health of population groups in Australia. Students will explore the determinants of health with particular emphasis on nutrition and food intake and explain the role of nutrition in public health.

Health & Human Development Unit 4
This Unit enables students to examine the developmental changes that occur as individuals move through the lifespan and explore inherited factors that determine developmental potential. Students will also analyse the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within industrialised and developing countries.
"History is more or less bunk. It’s tradition. We don’t want tradition. We want to live in the present, and the only history that is worth a tinker’s damn is the history that we make today." – Henry Ford (1863–1947)

"Those who cannot remember the past are condemned to repeat it." – George Santayana (1863–1952)

“History is written by the victors.” – Winston Churchill (1874–1965)

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline, which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

Careers linked to the study of Humanities (History): Media, Journalism, Publishing, Film, TV, Radio, Politics, Comedy, Business, Government, Advocacy, International Development, Lobby Groups, Diplomacy, Military

Units 1 & 2: Twentieth Century

The first half of the twentieth century was marked by significant change. Students learn to:

• Analyse and explain the development of a political crisis and conflict in the period 1900 to 1945: the causes and course of World War One
• Analyse and discuss patterns of social life and the factors which influenced those changes: technology, changing social attitudes, flappers, speakeasies, bootleggers and speculators
• Analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945: Dada, Fauvism, Surrealism etc – so-called ‘degenerate art’.

In the post–World War II period individuals and communities responded in a variety of ways to the political, economic, social and technological developments in domestic, regional and international settings. Students:

• Analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems: the Cold War, from Potsdam to Poland,
• Evaluate the impact of a challenge/s to established social, political and/or economic power during the second half of the twentieth century: Civil Rights, Hippies, Women’s Lib etc.
• Analyse issues faced by communities arising from political, economic and/or technological change: the breakup of the former Yugoslavia and its wide-ranging consequences.
HI031: History Unit 1: Twentieth century history (1900–1945)

Unit description: The first half of the twentieth century was marked by significant change. The old order and certainties were challenged and overturned; new movements and organizations emerged in response to economic, social and political crises and conflicts. Patterns of daily life were to change as a result of political and social developments – including advances in science and technology. Traditional forms of cultural expression such as art, literature, music and dance, film and radio both reflected and explored these changes.

Outcome 1: On completion of this unit students should be able to analyse and explain the development of a political crisis and conflict in the period 1900–1945: World War One.

Outcome 2: On completion of this unit students should be able to analyse and discuss patterns of social life and the factors which influenced changes to social life in the first half of the twentieth century, concentrating on the USA and Germany.

Outcome 3: On completion of this unit students should be able to analyse and discuss the relationship between the historical context and cultural expression in the period from 1900 to 1945 – eg music, art, dance, film, theatre.
Unit 2: History Unit 2 Twentieth century history 1945–2000 (Fitzroy)

In 1945 the forces of Japanese imperialism and German fascism were defeated. The United States of America and the USSR emerged from the destruction of World War II as the new world superpowers. The relationship between these allies soon dissolved into acrimony and suspicion and for the next forty years a Cold War was waged between these opposing ideologies. In 1945 the atomic bombs were dropped on the Japanese cities of Hiroshima and Nagasaki. The debate over the benefits and dangers of nuclear technology was to re-occur throughout the second half of the twentieth century. In 1945 the international community was loath to experience another devastating world war. This year was to see the first meetings of the newly formed United Nations (UN), which aimed, among other things, to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The member nations of the UN grew as the former colonies in Africa, the Middle East, the Pacific and Asia gained independence through both military and diplomatic means, and new countries such as Israel, Pakistan and Bangladesh were created.

Despite advances in medicine, technology and a commitment to the diplomatic process, and internationalist efforts to improve the quality of life for humankind, wars and civil unrest continued to take a huge toll on human life across the globe, as did illness, hunger and disease. Exploitation of the environment to unsustainable levels was identified as an additional threat to the long-term health of the planet. Movements for social, political, and economic change saw the traditional power structures in both Western, communist and developing countries challenged. The individual voice of dissent could now reach across the globe through advances in communication such as television, satellite, and multimedia technology. Increasingly, art, sport, entertainment and consumerism, as well as social action, have become a global experience.

This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

This unit is based on one or more contexts from within the specified time period, 1945 to 2000; for example, the Cold War, Middle East conflicts, peace and disarmament movements, Asian, African or Middle East nationalism, globalisation.
History Unit 2: People and Power (Collingwood)

Challenge and change are fundamental processes in human history. Discontent and desire to change grow until an established idea or society is challenged by one person or by a group of formally organised people. A struggle ensues resulting in ‘old’ and ‘new’ battles for supremacy. Eventually a new balance emerges, but to what extent is there continuity and change between the ‘old’ and the ‘new’?

An established authority over time develops various mechanisms to reinforce and defend its beliefs. Ideas are codified, creeds and manifestoes written, even art and architecture are used to perpetuate the system. A hierarchy is established and often force is used to defend and extend the system. For example, by the twelfth century, the Christian church had spread across Europe as the established authority of the Middle Ages, while in the fourteenth century in central America the Aztecs created a theological and military dominance over the area. The belief in the right to enslave other humans has flourished at various times in history, from Ancient Greece to nineteenth century United States, and each time a range of arguments and laws have been created to defend and maintain the system. In many places and civilizations, discrimination on the basis of gender has been justified and codified.

Over time, both established and alternative systems have come under question. This course focuses on the process of challenge and change.

Various concepts such as ‘liberty’, ‘authority’, ‘freedom’, ‘equality’, ‘right’ and ‘truth’ are part of modern-day political language and are often used to justify ideas and actions. However, they need to be historically situated. What did they ‘really’ mean at this time? How were these challenges justified? Did it involve a struggle for different values and an introduction of change to a new order? Did the means adopted in the struggle for change ultimately influence, even pervert, the ends? Did the liberators, if victorious, introduce a freer society or did they, in their turn, create restrictive structures?

This unit explores one or more contexts in which challenge and change have occurred, and the people and groups which undertook this challenge. The context may be based on, for example, the fall of the Roman empire, late Medieval England, the Black Death and the Peasants’ revolt, the Lutheran Reformation, slavery in the 19th century, South Africa under apartheid, Northern Ireland, the Civil Rights Movement in the USA or women and patriarchy surveyed over time.
Units 3 & 4: Revolutions (Additional Information)

The big question
Q: Why would I study it?
A: Because it’s better than Desperate Housewives and Facebook put together. It’s full of tragedy, sex, treachery, murder, seduction, conspiracy and giants of history such as Mao, Sun Yat Sen, Chiang Kai-shek, Nikolai Nikolaevich, Empress Dowager Cixi, Lenin, Trotsky and Rasputin, the original mad monk.

Q: Do I need to study Units 1 and 2 in order to study Units 3 and 4?
A: No.

Q: Will I have to learn dates and names?
A: You certainly will.

Q: Is it any easy subject?
A: No. It is full of new content, which you must understand and evaluate. You have to do homework twice a week, read widely in your own time and learn how to write as a budding historian.

Students study two revolutions, considering different perspectives and the reason why different groups have made different judgments during the history of the revolution. Students learn to:

• **Evaluate** the role of ideas, leaders, movements and events in the development of the revolution.

• **Analyse** the challenges facing the emerging new order and the way in which attempts were made to create a new society; and evaluate the nature of the society created by the revolution.

• Refer to the views of a range of historians when discussing revolutions.

• **Examine** how the old regime worked, why it fell, who the important characters were, what their ideas were and how the society was changed.

• **Interpret** contemporary accounts, different generations of historians and images (much like modern day newspaper cartoons).

**Chinese Revolution**
Political power grows out of the barrel of a gun – Mao, the Great Helmsman.

**Russian Revolution**
In the starving regions people are eating human flesh...hundreds if not thousands of corpses are littering the roads... - Lenin, revolutionary leader, four years after the revolution.
HI133: History of Revolutions (Russian) Unit 3 Revolutionary ideas, leaders, movements and events & Creating a New Society

Unit description: Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution. A new political order and a new society was not created easily. Revolutions took many years to achieve their initial promise of social and political change. Questions are raised, such as: Has a completely new order been established with a significantly changed ruling group and ideology, with new methods of governing and new social institutions? Have the subjects of the new state acquired greater freedom and an improved standard of living? Has the revolution been successful in establishing a different set of values that fulfilled the ideals of the revolutionaries?

Outcome 1: On completion of this unit the student should be able to evaluate the role of ideas, leaders, movements and events in the development of the revolution.

Outcome 2: On completion of this unit the student should be able to analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.


HI134: History of Revolutions (Chinese) Unit 4: Revolutionary ideas, leaders, movements and events & Creating a New Society

Unit description: Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution. A new political order and a new society was not created easily. Revolutions took many years to achieve their initial promise of social and political change. Questions are raised, such as: Has a completely new order been established with a significantly changed ruling group and ideology, with new methods of governing and new social institutions? Have the subjects of the new state acquired greater freedom and an improved standard of living?

Outcome 1: On completion of this unit the student should be able to evaluate the role of ideas, leaders, movements and events in the development of the revolution.

Outcome 2: On completion of this unit the student should be able to analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

Information Technology

**Information Technology Unit 1: IT in action**

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. In Areas of Study 1 and 3, students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. In Area of Study 3, students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. In Area of Study 2, students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

When creating solutions, students need an understanding of the problem-solving methodology, as detailed in the accredited Study Design. In this unit the emphasis is on the problem-solving stages of design and development.

**Information Technology Unit 2: IT pathways**

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

In Area of Study 1 students analyse data from large repositories and manipulate selected data to create visualisations. In Area of Study 2 students develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied in Area of Study 3 when students solve problems for clients in the community.
Information Technology Unit 3: IT applications

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. In Area of Study 1, students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints.

Area of Study 2 focuses on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS. At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS. In Unit 4 when solving information problems students can either use spreadsheet software or continue to use an RDBMS.

Students apply the analysis, design and development stages of the problem-solving methodology when creating solutions. Details of this methodology are contained in the Study Design.

Information Technology Unit 4: IT applications

In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. In Area of Study 1 either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation. When creating solutions to ongoing information problems, students apply all stages of the problem-solving methodology. Details of this methodology are contained in the Study Design.

In Area of Study 2, students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.
Information Technology Unit 3: Software development

Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language. The programming language selected will be studied for both Units 3 and 4. When programming in Unit 3, students are expected to have an overview of the problem-solving methodology and a detailed understanding of the stages of analysis, design and development. Details of this methodology are contained in the Study Design.

Area of Study 1 focuses on the analysis stage of the problem-solving methodology, which involves students developing and applying knowledge and skills in determining the requirements of solutions, identifying relevant factors that should be taken into account when designing the solutions, and in scoping the solutions. In Area of Study 2 students engage in designing the detailed specifications of how solutions will be developed and undertake the development stage by using the selected programming language to create planned solutions.

Information Technology Unit 4: Software development

This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the programming language selected in Unit 3.

In this unit students are required to engage in the design, development and evaluation stages of the problem-solving methodology. Details of this methodology are contained in the Study Design.

Area of Study 1 focuses on the design and development stages of the problem-solving methodology when solving problems suitable for use with mobile devices. Area of Study 2 focuses on the final stage of the methodology, evaluation.
Italian

LO141: Italian Unit 1

Unit description: This unit focussed on the themes of Italy and its culture and history, travel and the issues relating to travel. Topics such as planning a trip, travel destinations and friends and the changing world of travel were also studied. Different text types were also studied to complete all outcomes. This unit also focussed on grammatical concepts required to enrich writing and speaking; with emphasis placed on aural and oral tasks.

Outcome 1: On completion of this unit should be able to establish and maintain a spoken exchange related to personal areas of experience.

Outcome 2: On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Outcome 3: On completion of this unit students should be able to produce a personal response to a text on real or imaginary experience.

LO142: Italian Unit 2

The three outcomes for Unit 2 are:

Outcome 1
On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Outcome 2
On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Outcome 3
On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.
LO143: Italian Unit 3

Unit description: This unit focussed on the themes of the changing world and the Italian speaking communities. Topics such as the world of work and job advertisements, job interviews and women in the workforce were also studied. Different text types were also studied to complete all outcomes. This unit also focussed on grammatical concepts required to enrich writing and speaking; with emphasis placed on aural and oral tasks.

Outcome 1: On completion of this unit students should be able to express ideas through the production of original texts.

Outcome 2: On completion of this unit should should be able to analyse and use information from spoken texts.

Outcome 3: On completion of this unit students students should be able to exchange information, opinions and experiences.

LO144: Italian Unit 4

The two outcomes for Unit 4 are:

**Outcome 1**
On completion of this unit the student should be able to analyse and use information from written texts.

**Outcome 2**
On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.
LS011: Legal Studies Unit 1: Criminal law in action

Unit description: Unit 1: Criminal law in action: The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion, and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law. Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria. Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Outcome 1: On completion of this unit the student should be able to explain the need for effective laws and describe the main sources and types of law in society.

Outcome 2: On completion of this unit the student should be able to explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.

Outcome 3: On completion of this unit the student should be able to describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.
**LS022: Legal Studies Unit 2: Issues in Civil Law**

Unit description: Unit 2: The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution. Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness. Individuals can influence a change in the law by taking a case to court. Students focus on cases that have had a broader impact on the legal system and on the rights of individuals. Students develop an appreciation of the role played by such cases and undertake an analysis of relevant legal issues.

Outcome 1: On completion of this outcome the student should be able to explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.

Outcome 2: On completion of this outcome the student should be able to explain and evaluate the processes for the resolution of civil disputes.

Outcome 3: On completion of this unit the student should be able to explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.

Outcome 4: On completion of this outcome the student should be able to describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.
Unit description: Unit 3: Law-making: In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual. Central to the investigation of law-making is the role played by the Commonwealth Constitution. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They learn of the importance of the role played by the High Court of Australia in interpreting and enforcing the Constitution, and ensuring that parliaments do not act outside their areas of power nor infringe protected rights. Students investigate the nature and importance of courts as law-makers and undertake an evaluation of their effectiveness as law-making bodies. They also investigate the relationships that exist between parliaments and courts. Throughout this unit, students examine relevant cases to support their learning and apply legal principles to these cases.

Outcome 1: On completion of this outcome the student should be able to explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed, and the means by which such change can be influenced.

Outcome 2: On completion of this outcome the student should be able to explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.

Outcome 3: On completion of this outcome the student should be able to describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.
LS034: Legal Studies Unit 4: Unit 4: Resolution and Justice

Unit description: Unit 4: Resolution and justice: The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range of means and processes that enables the resolution of legal disputes. Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation. Throughout this unit, students examine current or recent cases to support their learning, and apply legal principles to these illustrative cases.

Outcome 1: On completion of this outcome the student should be able to describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.

Outcome 2: On completion of this unit the student should be able to explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.
LI011c: Literature 1 (Collingwood)

Unit description: The study of literature focuses on the enjoyment, understanding and appreciation of a variety of written and film texts based on discussion and the exploration of the meaning and significance of the set texts. Students reflect on their interpretations and those of others.

Outcome 1: This outcome focused upon developing an informed and justified personal response with reference to the text, to the ideas and concerns raised in the selected text.

Outcome 2: This outcome required a critical or creative response to the ways in which the selected texts, reflected or commented on the interests and ideas of individuals and particular groups in society.

Outcome 3: This outcome involved an analysis of the construction of a selected film, and comment on the ways it represents an interpretation of ideas and experiences.

Texts: Oedipus the King (play), Silas Marner (novel), Washington Square (novel), O brother where art thou (film) and The Third Man (film)

LI011: Literature Unit 1 (Fitzroy)

Unit description: This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students’ close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

Outcome 1: On completion of this outcome the student should be able to develop more informed responses to texts as well as explore the relationship between their response and the ways texts represent human experience.

Outcome 2: On completion of this outcome the student should be able to analyse the construction of a film, television, multimedia, or radio text and comment on the ways it represents an interpretation of ideas and experiences.

Outcome 3: On completion of this outcome the student should be able to analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.

Text: The Famished Road by Ben Okri; Songs of Innocence and Experience by William Blake; The Threepenny Opera by Bertolt Brecht; Dead Man directed by Jim Jarmusch.
LI012c: Literature Unit 2 (Collingwood)

Unit description: The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

Outcome 1: On completion of this unit the student should be able to analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.

Outcome 2: On completion of this unit the student should be able to produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

Text: Parzival (Romance), King Lear (play), The Quiet American (novel) and the poetry of Emily Dickinson.

LI012: Literature Unit 2 (Fitzroy)

Unit description: The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

Outcome 1: On completion of this unit the student should be able to analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.

Outcome 2: On completion of this unit the student should be able to produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

Texts: Pride and Prejudice (book and BBC mini series); Seamus Heaney (poetry); Live theatre performance (Malthouse/MTC etc); Wuthering Heights (novel); Medea (play)
LI013: Literature Unit 3 (Fitzroy)

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

Outcome 1: On completion of this unit the student should be able to analyse how meaning changes when the form of a text changes.

Outcome 2: On completion of this unit the student should be able to analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unuestioned.

Outcome 3: On completion of this unit the student should be able to evaluate views of a text and make comparisons with their own interpretation.

Texts: If On a Winter’s Night a Traveler (novel); Wide Sargasso Sea (novel), Lady Windermere’s Fan (play and film); The Boat (short stories); Les Murray (poetry); Dead Heart (film and play); A Parisian Affair (short stories)

LI014 Literature Unit 4 (Fitzroy)

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

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

Texts: Frankenstein (novel); Hamlet (play and films); A Passage to India (novel); Lady with the Little Dog (short stories); Washington Square (novel)
## Mathematics

### VCE Mathematics Subjects

#### Year 11
- Foundation Mathematics, Units 1-2
- General Mathematics (Standard), Units 1-2
- General Mathematics (Advanced), Units 1-2
- Mathematical Methods CAS, Units 1-2

#### Year 12
- Further Mathematics, Units 3-4
- Mathematical Methods CAS, Units 3-4
- Specialist Mathematics, Units 3-4

### Choosing a Mathematics Course: Units 1–4

#### General

Before selecting a Mathematics course students should be aware of tertiary entrance prerequisite requirements. The choice of courses and the number of units undertaken should reflect the student’s ability in mathematics. Combinations of courses other than those outlined below are possible and should be discussed with your Maths teacher/adviser/Year coordinator.

### Possible two-year courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 11</th>
<th>Year 12</th>
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| Maths Methods and Specialist Maths pathway | • Mathematical MethodsCAS, Units 1 and 2  
  • General Mathematics (Advanced), Units 1 and 2 | • Mathematical Methods CAS, Units 3 and 4  
  • Specialist Mathematics, Units 3 and 4 |
| Maths Methods and Further Maths pathway | • Mathematical MethodsCAS, Units 1 and 2  
  • General Mathematics (Standard), Units 1 and 2 | • Mathematical Methods CAS, Units 3 and 4  
  • Further Mathematics, Units 3 and 4 |
| Maths Methods only pathway       | • Mathematical Methods CAS, Units 1 and 2 | • Mathematical Methods CAS, Units 3 and 4 |
| Further Maths pathway           | • General Mathematics (Standard), Units 1 and 2 | • Further Mathematics, Units 3 and 4 |
| Foundation Maths Pathway        | • Foundation Mathematics | • Dependant on student aptitude. |
MAFO011: Foundation Maths Unit 1
MAFO011: Foundation Maths Unit 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. Provision of this course is intended to complement General Mathematics and Mathematical Methods (CAS). It is specifically designed for those students who are not provided for in these two courses. Students completing this course would need to undertake further mathematical study in order to attempt Further Mathematics Units 3 and 4.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study. These units will be especially useful for students undertaking VET studies. The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Handling data’ and ‘Measurement’. At the end of Unit 1, students will be expected to have covered material equivalent to two areas of study.

Unit 1 & 2 description: This area of study covers the geometric properties of lines and curves, shapes and solids and their graphical and diagrammatic representations. Consideration of scale, and labeling and drawing conventions enables students to interpret domestic, industrial and commercial plans and diagrams. It also looks covers basic number operations and the representation of patterns in number in different forms. Consideration of approximation strategies and standard calculations enable students to obtain estimates and exact values in a variety of common contexts. Whilst examining the collection, presentation and basic analysis of data. Consideration of different forms of data representation enables students to create appropriate and effective data summaries and critically interpret common media presentations. Finally this subject considers the use of the metric system in familiar and everyday measurement activities. Consideration of conventions and practices for degree of accuracy and the use of appropriate units enable students to make measurements relevant to a variety of common contexts.

Outcome 1: On completion of this unit the student should confidently and competently use mathematical concepts and skills from the areas of study.

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

Outcome 3: On completion of this unit the student should be able to select and use technology to apply mathematics in a range of practical contexts.
**MA071: General Maths (Standard) Unit 1**

Unit description: This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Outcome 1: On completion of this unit the students should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

Outcome 3: On completion of this unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches in at least three areas of study.

Text: Maths Quest 11 Standard General Mathematics

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**MA072: General Maths (Standard) Unit 2**

Unit description: This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Outcome 1: On completion of this unit the students should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

Outcome 3: On completion of this unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches in at least three areas of study.

Text: Maths Quest 11 Standard General Mathematics
MA071: General Mathematics (Advanced) Unit 1

Unit description: This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Outcome 1: On completion of this unit the students should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

Outcome 3: On completion of this unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches in at least three areas of study.

Text: Maths Quest 11 Advanced General Mathematics

MA072: General Mathematics (Advanced) Unit 2

Unit description: This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Outcome 1: On completion of this unit the students should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

Outcome 3: On completion of this unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches in at least three areas of study.

Text: Maths Quest 11 Advanced General Mathematics
**Ma111: Mathematical Methods CAS Unit 1**

Unit description: The areas of study for Mathematical Methods Unit 1 are 'Functions and graphs', 'Algebra', 'Rates of change' and 'Probability'. There is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections among and across the areas of study being developed consistently throughout both Unit 1 and Unit 2.

Outcome 1: To define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2: To apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3: To select and appropriately use a computer algebra system and other technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Text: Essential Maths Methods 1 & 2 CAS

**Ma112: Mathematical Methods CAS Unit 2**

Unit description: The areas of study for Mathematical Methods Unit 2 are 'Functions and graphs', 'Algebra', 'Rates of change and Calculus' and 'Probability'. There is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections among and across the areas of study being developed consistently throughout both Unit 1 and Unit 2.

Outcome 1: To define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2: To apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3: To select and appropriately use a computer algebra system and other technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Text: Essential Maths Methods 1 & 2 CAS
MA073: Further Mathematics Unit 3

Unit description: Further Mathematics consists of a compulsory core area of study ‘Data analysis’ which covers the presentation, summary, description and analysis of univariate and bivariate sample data. Three modules: Geometry and trigonometry, Networks and decision mathematics, and Matrices are also undertaken.

Outcome 1: On completion of this unit the student should be able to define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.

Outcome 2: On completion of this unit the student should be able to use mathematical concepts and skills developed in the ‘Data analysis’ area of study to analyse a practical and extended situation, and interpret and discuss the outcomes of this analysis in relation to key features of that situation.

Outcome 3: On completion of this unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the area of study ‘Data analysis’ and the selected module from the ‘Applications’ area of study.

MA074: Further Mathematics Unit 4

Unit description: Further Mathematics consists of a compulsory core area of study ‘Data analysis’ which covers the presentation, summary, description and analysis of univariate and bivariate sample data. Three modules: Geometry and trigonometry, Networks and decision mathematics, and Matrices are also undertaken.

Outcome 1: On completion of this unit the student should be able to define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.

Outcome 2: On completion of this unit the student should be able to use mathematical concepts and skills developed in the ‘Data analysis’ area of study to analyse a practical and extended situation, and interpret and discuss the outcomes of this analysis in relation to key features of that situation.

Outcome 3: On completion of this unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the area of study ‘Data analysis’ and the selected module from the ‘Applications’ area of study.

Text for Unit 3 & 4 : Maths Quest 12 Further Mathematics 3E TI
**Ma113: Mathematical Methods CAS Unit 3**

Unit description: Mathematical Methods Unit 3 consists of the following areas of study: ‘Functions and Graphs’, ‘Algebra’ and applications of derivatives and differentiation to identifying and analysing key features of the functions and their graphs.

Outcome 1: Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedure

Outcome 2: Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3: Select and appropriately use a computer algebra system and other appropriate technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Text: Essential Mathematical Methods CAS Units 3 and 4

**Ma114: Mathematical Methods CAS Unit 4**

Unit description: The areas of study for Mathematical Methods Unit 4 consist of remaining content from the areas of study: ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and the study of random variables and discrete and continuous probability distributions and their applications. There is a development in the complexity and sophistication of problem types and mathematical processes used in application to contexts related to these areas of study.

Outcome 1: Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedure

Outcome 2: Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3: Select and appropriately use a computer algebra system and other appropriate technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Text: Essential Mathematical Methods CAS Units 3 and 4
Unit description: Specialist Mathematics consists of the following areas of study: ‘Functions, relations and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’ and ‘Mechanics’. Unit 3 includes content from ‘Functions, relations and graphs’ and a selection of topics from the ‘Algebra’, ‘Calculus’ and ‘Vectors’ areas of study.

Outcome 1: On completion of each unit the student should be able to define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. It is expected that students will be able to use technology as applicable in the solution of problems, as well as apply routines and procedures by hand.

Outcome 2: On completion of each unit the student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts and analyse and discuss these applications of mathematics.

Outcome 3: On completion of each unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Text: Heinemann VCE Zone Specialist Maths, CAS edition

Unit description: Specialist Mathematics consists of the following areas of study: ‘Functions, relations and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’ and ‘Mechanics’. Unit 4 will consist of the remaining content from the ‘Algebra’, ‘Calculus’, and ‘Vectors’ areas of study and the content from the ‘Mechanics’ area of study.

Outcome 1: On completion of each unit the student should be able to define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. It is expected that students will be able to use technology as applicable in the solution of problems, as well as apply routines and procedures by hand.

Outcome 2: On completion of each unit the student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts and analyse and discuss these applications of mathematics.

Outcome 3: On completion of each unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Text: Heinemann VCE Zone Specialist Maths, CAS edition
ME011: Media 1
Unit description: The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

Outcome 1: On completion of this unit the student should be able to describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.

Outcome 2: On completion of this unit the student should be able to produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.

Outcome 3: On completion of this unit the student should be able to discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

Media Unit 2: Media production and the media industry
This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.
**ME033: Media 3**

Unit description: The purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.

Outcome 1: On completion of this unit the student should be able to analyse the nature and function of production and story elements in fictional media texts and discuss how combinations of these elements structure the narrative to engage an audience.

Outcome 2: On completion of this unit the student should be able to use a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to a media form.

Outcome 3: On completion of this unit the student should be able to prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

**Media Unit 4: Media process, social values and media influence**

The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.
Music Performance Unit 1
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Music Performance Unit 2
In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.
**Music Performance Unit 3**

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

**Music Performance Unit 4**

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.
Music Investigation Unit 3
In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance. Area of Study 1, Investigation involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores. Area of Study 2, Composition/arrangement/improvisation involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the Focus Area. Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

Music Investigation Unit 4
In this unit students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance program. In Area of Study 2, the Composition/improvisation/arrangement involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the Focus Area. This composition, arrangement or improvisation builds on and extends exercises completed in Unit 3. Students rehearse and perform works for inclusion in a performance program of works that relates to the Focus Area. They develop mastery of relevant instrumental techniques and apply advanced performance conventions to realise their intended interpretations of each work. They continue to use skills in aural awareness, transcription, music theory and music analysis to support their work.
Music Style and Composition Unit 1
This unit involves an exploration of a wide range of music styles. Students listen to music excerpts from different styles, traditions, times and places. They analyse specific works from three distinct music styles including music from a non-western style or tradition. They become familiar with the elements of music and consider the various ways composers/music creators treat these elements and use compositional devices to create music works. Students compose and/or arrange brief creative exercises in response to the practices of other composers/creators.

Music Style and Composition Unit 2
This unit explores how composers and/or creators use music to create effects and elicit responses in multi-disciplinary forms.
Students listen to music excerpts from diverse styles and respond to the ways elements of music and compositional devices are used to create specific effects. Students study multi-disciplinary works that combine music and non-musical elements, and investigate how music is used in combination with these other elements. Students also consider the role and function of music in the complete work, for example ways it advances a narrative, provides commentary on a narrative or communicates a mood or feeling. Students create music for a multi-disciplinary work in a form of their choice.

Music Style and Composition Unit 3
In this unit students develop an understanding of the diverse practice of music creators working in different times, places and stylistic traditions.
Students develop skills in making critical responses to music excerpts. They analyse ways the compositional devices of contrast, repetition and variation are used in the excerpts.
Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be by an Australian composer/creator. They develop an understanding of the way contextual issues can influence works. Contextual issues may include cultural influences, social issues, practical issues, musical influences, commercial considerations and issues relating to the performer/s of the work. Students create music in response to the music characteristics and creative approaches evident in the music studied.

Music Style and Composition Unit 4
In this unit students create an original music work inspired by the study of music from different styles and traditions. They document their creative process/es from initial intention. Students develop skills in forming and presenting critical responses to music excerpts. They also analyse use of the compositional devices of contrast, repetition and variation.
Students investigate the music characteristics and style of two selected works or collections of minor works, one of which was created after 1910. They develop an understanding of the process/es used to create the works and how contextual issues may have influenced the creative process.
Outdoor & Environmental Studies

Outdoor and Environmental Studies is a study of the ways humans interact with and relate to natural environments. The study is directed towards enabling students to make critically informed comments on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. It also aims to develop student’s physical, sensory and intellectual abilities to enable them to safely participate in natural environments in a variety of activities. This provides students with the opportunity to gain an understanding of what natural environments are, what they mean to people and how social and cultural factors influence involvement and impact on the natural environment.

Outdoor & Environmental Studies Unit 1: Understanding outdoor experiences
This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and his/her personal relationship with the natural environment.

This unit provides an opportunity for students to explore the many ways in which nature is understood and perceived. Through related outdoor experiences, students develop the practical skills and knowledge required to live comfortably, with minimal impact, in natural environments.

Outdoor & Environmental Studies Unit 2: Environmental impacts
This unit focuses on characteristics of natural environments, human impacts on natural environments, and how changes to nature affect people. The focus shifts from the individual’s personal relationship with the natural environment to society’s interaction with the natural environment. It includes analyses of historical and contemporary conceptions of nature and human interactions with nature, including Nature’s impact on humans.

Outdoor recreation provides the means for studying nature’s impact on humans, as well as the ecological, social and economic implications of human impact on natural environments. A clear understanding of the impact of technology and changing human lifestyles on natural environments should also be developed.
Outdoor & Environmental Studies Unit 3: Relationships with natural environments
The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia. The impact of these relationships on natural environments is examined by reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

The unit also considers the impact of these natural environments on humans as expressed through contemporary relationships, the media and behavior in the outdoors. The dynamic nature of relationships between humans and their environment and the factors involved in shaping these relationships are also examined.

Outdoor & Environmental Studies Unit 4: The future of human–nature interactions
This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world’s human population.

The emphasis in this unit is on the need to develop a balance between human needs and the conservation of natural environments. Students consider the skills needed to be environmentally responsible citizens in the context of their lives. They investigate current policies and management strategies for achieving and maintaining healthy environments, and the actions that can be undertaken to achieve and maintain healthy and sustainable environments in contemporary Australian society.
PL011: Philosophy Unit 1: Introduction to philosophical inquiry

Unit description: The focus of this unit is to introduce students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophers and philosophical ideas at different stages in history. In Unit 1 the focus is on the traditional philosophical areas of metaphysics, epistemology, reasoning and logic.

Outcome 1: On completion of this unit the student should be able to analyse metaphysical problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

Outcome 2: On completion of this unit the student should be able to analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

Outcome 3: On completion of this unit the student should be able to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

Unit 2: Ethics and philosophical investigation

This unit engages students in philosophical investigation and critical discussion of two key areas of philosophy, developing their abilities to analyse the reasoning of others and to formulate logical responses to philosophical questions. Students apply philosophical methods as they analyse problems, develop independent ideas, and explain and defend their views in philosophical exchanges with others, evaluating viewpoints and arguments. Students also apply their skills of reasoning to philosophical analysis of contemporary debates.

Students explore basic principles of morality, assessing ethical arguments according to standards of logic and consistency, and uncovering the assumptions about values which underpin ethical viewpoints. There is broad scope to apply philosophical methods to everyday, personal ethical dilemmas as well as to issues debated in the media, including the most significant challenges faced by contemporary societies.

The second area of study focuses on another significant topic in philosophy, to be chosen from Aesthetics, Philosophy of religion, Political philosophy or Other traditions of thought.
PL033: Philosophy Unit 3: The good life

Unit description: The focus of this unit is the perennial question of what it is for a human to live well. What is the nature of happiness? What is the role of pleasure in the good life? What does the good life have to do with being morally decent to other people? The areas of study cover two different periods in which questions such as these have been at the forefront of discussion. Students critically compare the viewpoints and arguments in set texts from both the ancient and modern periods to their own views on how we should live, to contemporary experience, and to ideas about the good life presented in a range of other source.

Outcome 1: On completion of this outcome the student should be able to analyse and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.

Outcome 2: On completion of this outcome the student should be able to critically compare the viewpoints and arguments on the good life developed in the set texts.

Outcome 3: On completion of this outcome the student should be able to critically compare the viewpoints and arguments on the nature of the good life in the set texts to other ways of thinking about how we should live, and evaluate their implications for contemporary debates.

Unit 4: Mind, science and knowledge

This unit explores two areas of contemporary philosophical debate and their historical development. It involves the study and evaluation of viewpoints and arguments in these debates that occur in the set texts, and the relationship between the contemporary and historical arguments. The first area of study looks at a topic from metaphysics: What is the mind? The second considers a topic from epistemology: Does science provide us with knowledge? Since it is by using our minds as well as our senses that we are capable of acquiring knowledge, and since philosophy suggests that what we can know will influence what we think the mind is, these two questions are interrelated.
Physical Education Unit 1: Bodies in motion

In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

In Area of Study 3, there are two detailed studies: Technological advancements from a biomechanical perspective and Injury prevention and rehabilitation, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

Physical Education Unit 2: Sports coaching and physically active lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

In Area of Study 3, there are two detailed studies: Decision making in sport and Promoting active living, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.
Physical Education Unit 3: Physical activity participation and physiological performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Physical Education Unit 4: Enhancing performance

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.
PH011: Physics Unit 1

Unit description: This unit focuses on Physics as a human endeavour. Observations and ideas about the physical world related to aspects of energy are organised and explained through the use of conceptual models. Unit 1 consists of two prescribed areas of study: Nuclear physics and radioactivity; and Electricity; and a third area of study to be chosen from one of four detailed studies: Astronomy, Astrophysics, Energy from the nucleus, and Medical physics.

Outcome 1: On completion of this unit the student should be able to explain and model relevant physics ideas to describe the sources and uses of nuclear reactions and radioactivity and their effects on living things, the environment and in industry.

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

Outcome 3: The detailed study is Energy from the nucleus. On completion of this unit the student should be able to describe and explain typical fission and fusion reactions, energy transfer and transformation phenomena of importance in stars and in the production of nuclear energy, and the benefits and risks of the use of nuclear energy as a power source for society.

Text: Jacaranda Physics 1 3E

PH022: Physics Unit 2

Unit description: This unit focuses on the application of models to more complex phenomena – motion and light – developed within contexts that are familiar to students and relevant to their experiences. Newtonian ideas of motion are extended to include a range of movements and more abstract ideas, while the wave and particle models of light provide a framework for exploring light phenomena in real world applications. Students also explore Aerospace through a prac investigation.

Outcome 1: On completion of this unit the student should be able to investigate, analyse and mathematically model motion of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.

Outcome 2: On completion of this unit the student should be able to describe and explain the wave model of light, compare it with the particle model of light and apply it to observed light phenomena in practical investigations.

Outcome 3: On completion of this unit the student should be able to design, perform and report on an experimental investigation related to an aspect of flight, and to explain results and conclusions by including reference to Newton’s laws of motion and Bernoulli’s principle.

Text: Jacaranda Physics 1 3E
PH033: Physics Unit 3

Unit description: This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. Materials and their use in structures is designed to develop students’ practical skills to enable them to better understand the structures of the natural world and the restrictions of design in the technological world.

Outcome 1: On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.

Outcome 2: On completion of this unit the student should be able to investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.

Outcome 3: On completion of this unit the student should be able to analyse and explain the properties of construction materials, and evaluate the effects of forces and loads on structures and materials.

Text: Jacaranda Physics 2 3E

PH034: Physics Unit 4

Unit description: This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered. The detailed study on sound extends student understanding of waves together with aspects of electromagnetism to the recording and reproducing of sound.

Outcome 1: On completion of this unit the student should be able to investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.

Outcome 2: On completion of this unit the student should be able to use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.

Outcome 3: On completion of this unit the student should be able to apply a wave model of sound and a field model of electromagnetism to describe, analyse and evaluate the recording and reproduction of sound.
Psychology

Unit 1: Introduction to psychology (Collingwood)
In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.

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

Outcome 1
On completion of this unit the student should be able to describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.

Outcome 2
On completion of this unit the student should be able to describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

Unit 2: Self and others (Collingwood)
A person’s attitudes and behaviours affect the way they view themselves and affect their relationship with others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour.

Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested.

Outcome 1
On completion of this unit the student should be able to explain how attitudes are formed and changed, and discuss the factors that affect the behaviour of individuals and groups.

Outcome 2
On completion of this unit the student should be able to compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.
Unit 3 Psychology (Collingwood)

Area of study 1
Mind, brain and body
Why do I think and feel the way I do? How does my brain work? What is the relationship between my brain and my mind? What happens when I sleep? This area of study focuses on the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour. Students explore the relationships between consciousness and thoughts, feelings and behaviour by comparing the characteristics of normal waking consciousness with altered states of consciousness. They examine how the understanding of consciousness and sleep patterns has been enhanced by developments in brain stimulation, recording and imaging technologies, and the expansion of knowledge in cognitive neuroscience. Students explore the contribution that classic and contemporary research has made to this area of study and interpret behaviours and states of mind from psychological perspectives. They consider the ethical principles associated with the techniques used to investigate brain function and to measure states of consciousness. Students apply appropriate methods of psychological research and ethical principles to their own investigations.

Outcome 1
On completion of this unit the student should be able to explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.

Area of study 2
Memory
Why do I remember some things and forget others? How are memories formed? Can I improve my memory? These questions highlight the characteristics of memory as a cognitive process. Memory is essential to our identity: it connects our past experiences to the present and shapes our future by enabling us to adapt to daily changes in our environment. Students investigate the retention of experiences and learning as memory and the factors that affect retention and recall of information. They study the neural basis of memory and the connectivity between brain areas to explain the complexity of memory, factors that affect memory and its decline over time, and the cause of forgetfulness. Students examine models that explain processes and types of memory, consider how to measure retention of memory and investigate techniques for improving and manipulating memory.

Outcome 2
On completion of this unit the student should be able to compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.
UNIT 4 Psychology (Collingwood)

Area of study 1
Learning
How do we learn? Why do some people learn faster than others? How important are role models in shaping behaviour?
This area of study explores the characteristics of learning as a process that plays a part in determining behaviour. Students study the neural basis of learning, and examine different types of learning: classical conditioning, operant conditioning, observational learning, one-trial learning, trial and error learning, insight learning and latent learning. Behaviour not dependent on learning is also explored.

Outcome 1
On completion of this unit the student should be able to explain the neural basis of learning, and compare and contrast different theories of learning and their applications.

Area of study 2
Mental health
What does mental health mean? How can ‘normality’ be defined? Is feeling stressed ‘normal’? What is the relationship between mental health and illness? How can mental wellbeing be enhanced?

Students use a biopsychosocial framework to investigate how biological, psychological and sociocultural factors interact to contribute to the development of an individual’s mental functioning and mental health. They identify the mechanisms underpinning the range of usual human emotions such as anxiety, stress, anger, sadness and happiness. Students learn to distinguish between normal or universal experiences such as stress, anxiety and moodiness, and chronic conditions such as addiction, depression, anxiety and phobias which fall into the category of mental illness or psychological disorder. The relationship between stress and mental health is investigated together with the strategies for coping with stress.

Outcome 2
On completion of this unit the student should be able to differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.
PY011: Psychology 1: Introduction to Psychology (Fitzroy)

Unit description: Students explore the scope of psychology, and consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution that classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.

Outcome 1: On completion of this unit, students should be able to describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.

Outcome 2: On completion of this unit, students should be able to describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

PY022: Psychology 2: Self and Others (Fitzroy)

Unit description: Students explore what influences the formation of attitudes of individuals and how behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives informed by both classic and contemporary theories.

Outcome 1: On completion of this unit, students should be able to explain how attitudes are formed and changed, and discuss the factors that affect the behaviour of individuals and groups.

Outcome 2: On completion of this unit, students should be able to compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.
PY033: Psychology 3: The Conscious Self  Unit 3 (Fitzroy)

Why do I think and feel the way I do? How does my brain work? What is the relationship between my brain and my mind? What happens when I sleep? This area of study focuses on the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour. Students explore the relationships between consciousness and thoughts, feelings and behaviour by comparing the characteristics of normal waking consciousness with altered states of consciousness. They examine how the understanding of consciousness and sleep patterns has been enhanced by developments in brain stimulation, recording and imaging technologies, and the expansion of knowledge in cognitive neuroscience.

**Outcome 1**
On completion of this unit the student should be able to explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.

**Outcome 2**
On completion of this unit the student should be able to compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

UNIT 4 Psychology 4: Brain, behaviour and experience (Fitzroy)

How do we learn? Why do some people learn faster than others? How important are role models in shaping behaviour? This area of study explores the characteristics of learning as a process that plays a part in determining behaviour. Students study the neural basis of learning, and examine different types of learning: classical conditioning, operant conditioning, observational learning, one-trial learning, trial and error learning, insight learning and latent learning. Behaviour not dependent on learning is also explored.

**Outcome 1**
On completion of this unit the student should be able to explain the neural basis of learning, and compare and contrast different theories of learning and their applications.

**Outcome 2**
On completion of this unit the student should be able to differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.
SA011: Studio Art Unit 1

Unit description: Unit 1: Artistic inspiration and techniques. This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Outcome 1: On completion of this unit the student should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.

Outcome 2: On completion of this unit the student should be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.

Outcome 3: On completion of this unit the student should be able to discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

SA022: Studio Art Unit 2

Unit description: Unit 2: Design exploration and concepts. This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

Outcome 1: On completion of this unit the student should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.

Outcome 2: On completion of this unit the student should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.
SA033: Studio Art Unit 3

Unit description: Unit 3: Studio production and professional art practices: In this Unit the students plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4. The design process is individually determined by the student. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4. The study of artists and their work practices and processes may provide inspiration for students’ own approaches to artmaking.

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

Outcome 2: On completion of this unit the student should be able to present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.

Outcome 3: On completion of this unit the student should be able to discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

SA034: Studio Art unit 4

Unit description: Unit 4: Studio production and art industry contexts: This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities. This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings.

Outcome 1: On completion of this unit the student should present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas.

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

Outcome 3: On completion of this unit the student should be able to examine and explain the preparation and presentation of artworks.
TS011: Theatre Studies 1

Unit description: This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works prior to the 1880s in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play from the pre-modern era in performance.

Outcome 1: On completion of this unit the student should be able to identify and describe the distinguishing features of playscripts from the pre-modern era. Greek, Commedia Dell’Arte, Elizabethan and Restoration Theatre were styles studied.

Outcome 2: On completion of this unit the student should be able to apply acting and other stagecraft to interpret playscripts from the pre-modern era.

Outcome 3: On completion of this unit the student should be able to analyse a performance of a playscript

Unit 2: Theatrical styles of the modern era

This unit focuses on studying theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era focusing on works from the 1880s to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the modern era.

Theatrical styles in the modern era include Naturalism/Realism, Expressionism, Theatre of the Absurd, Epic Theatre, physical theatre, political theatre, feminist theatre, and Eclectic theatre (contemporary theatre that crosses traditional boundaries). Modern theatre has been influenced by practitioners such as Ibsen, Strindberg, Stanislavsky, Chekhov, Brecht, Jarry, Pinter, Beckett, Anouilh, Grotowski, Artaud, Craig, Churchill, Hewitt, Kane, Cusack and Rayson.

The term ‘playscript’ refers to play/s and/or excerpts from play/s.

Stagecraft

In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. Students apply stagecraft to interpret a playscript and consider the impact of stagecraft on audiences.

Text for Units 1 & 2: Text: Living Drama (Bruce Burton); Acting Smart: Theatre studies (Richard Sallis)
Theatre Studies  Unit 3: Production development

This unit focuses on an interpretation of a playscript through the four designated stages of production: planning, production development, production season, and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the playscript in the performance.

The term ‘playscript’ refers to play/s and/or excerpts from play/s.

Stagecraft

In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. In this unit, students apply two areas of stagecraft across the four designated stages of production to interpret a playscript.

They also analyse the influence of the areas of stagecraft they have selected on the shaping of the production across the four stages of the production process.

Unit 4: Performance interpretation

In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft. Students attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin and analyse and evaluate acting in the production.

Stagecraft

In this unit stagecraft includes acting, costume, direction, dramaturgy, make-up, multimedia, properties, set, and sound. Note, in this unit, appropriate stagecraft does not include lighting, stage management or promotion (including publicity).

Text for Units 3 & 4: Text: Living Drama (Bruce Burton); Acting Smart: Theatre Studies (Richard Sallis)
VC011: Visual Communication & Design 1

Unit description: The main purpose of this unit is to enable students to develop an understanding of instrumental drawing methods and freehand drawing including drawing from direct observation. The unit also introduces students to the diversity of visual communication and the role of the design process in visual communication production.

Outcome 1: On completion of this unit the student should be able to complete instrumental drawings using a range of paraline drawing systems.

Outcome 2: On completion of this unit the student should be able to draw from direct observation, in proportion, and render the drawings.

Outcome 3: On completion of this unit the student should be able to explore and apply design elements and principles to satisfy a stated purpose.

Outcome 4: On completion of this unit the student should be able to describe the nature of the design process in the production of visual communications.

Unit 2 Visual Communication & Design: Communication in context

The main purpose of this unit is to enable students to develop and refine practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communications technology. In the development of visual communications, this unit enables students to develop an awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated.
**VC033: Visual Communication & Design 3**

Unit description: The main purpose of this unit is to enable students to develop an understanding of visual communication production through the application of the design process to satisfy specific communication needs. Within the unit, students consider existing visual communication and analyse and evaluate examples. Students will also investigate the production of visual communications in a professional setting and examine the nature of professional practice in the design and production of visual communications.

Outcome 1: On completion of this unit the student should be able to apply the design process to produce a final visual communication presentation that satisfies a specified communication need.

Outcome 2: On completion of this unit the student should be able to analyse and evaluate the effectiveness of a range of visual communications.

Outcome 3: On completion of this unit the student should be able to discuss the roles and relationships involved in the design and production of visual communications in the context of professional practice.

Outcome 4: On completion of this unit the student should be able to describe the nature of the design process in the production of visual communications.

**Unit 4: Visual Communication & Design: Designing to a brief**

The main purpose of this unit is to enable students to apply their knowledge of the components of the design process in the preparation of one design brief. Students apply their practical skills to the development and production of two distinct final visual communication presentations through application of the design process and based on the requirements of the brief.
VOCATIONAL EDUCATION AND TRAINING
VET IN THE VCE

VCE VET programs are designed to
• Expand vocational opportunities for senior secondary students
• Link schools to industry and training providers
• Help meet the needs of industry
• Prepare young people for the workplace of the future
• Provide opportunities for students to participate in workplace learning.

All training qualifications are within the National Training Framework. They are comprised of industry competency standards/modules and are delivered by Registered Training Organisations.

All VCE VET units, with a 3 - 4 sequence, make a contribution to the ATAR (Australian Tertiary Admissions Rank), either by providing a 10% increment to the ATAR or by inclusion in the primary four subjects for the calculation of their ATAR for those VET programs with scored assessment.

On successful completion of the VCE and a VET program students will receive a VCE certificate
• A nationally recognised VET qualification
• Enhanced training pathways and
• Enhanced employment opportunities.

Scored VET subjects (3 and 4 sequence)

Please examine the VET Handbook 2012 for detailed information.
VCAL: The Victorian Certificate of Applied Learning

*Not offered at Fitzroy High or Collingwood College.

The hands-on option for Year 11 and 12 students

While the VCE is a good option for students who would like to go onto further education at University, you might feel that this is not the right option for you. The VCAL is an accredited senior secondary qualification undertaken in Years 11 and 12 with a ‘hands-on’ applied learning approach. If you choose to do the VCAL, you will gain practical experience and employability skills, as well as the skills you will go on to further training in the workplace or TAFE.

At the end of your study you will get a VCAL Certificate and Statement of Results. VCAL can be completed in one year or over two years. In some case, VCAL is completed over three years.

You will study:

- Literacy and numeracy Skills
- Industry Specific Skills (involves components of nationally accredited VET Certificates)
- Work Related Skills
- Personal Development Skills

Ideally you will attend school three days each week, TAFE one day per week and be in the workplace one day per week. The VCAL is made up of accredited courses and certificates.

The VCAL is assessed by your teacher in accordance with assessment requirements for each part of the program. The assessment is competency based – no examinations or SACs.

The VCAL will give you practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help you move into work, an apprenticeship or traineeship and/or further training at TAFE.

If you have completed VET Units as part of your VCAL Certificate you will have developed knowledge and skills that employers value, for example industry awareness, use of tools required in the industry. Completed VET units will also help demonstrate to an employer that you are keen to work in this industry.
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Graphics calculators, calculators that have graphical, symbolic or programmable capabilities, Computer Algebraic Systems (CAS) calculators or Computer Algebraic System (CAS) software are not allowed to be used in the VCE examinations.
Your guide to Subject Selection 2012

Selecting your VCE subjects for 2012

Selection is done online, at http://goo.gl/blpRw by 3.00 PM on Friday September 2.

Before going to the site you will need to know what subjects you are going to select. Further information is available from:

- Your advisor or form teacher
- Your careers advisor
- The VCE Subject Selection Booklet jointly published by Fitzroy High School and Collingwood College
- Information meetings run by the two schools
- Your VET coordinator

The information you give us in the online form will be used to design the VCE blocks for 2012, so it is important that it be as accurate as possible. If you need to make changes before the cutoff date (Friday September 2), fill in the form again noting in the comments box that it is your 2nd try.

You will be able to change your preferences again during term 4, but by this time the blocks will be set and you will have to choose from what is still available.

Which subjects will run in 2012?

Our VCE program changes each year in response to student needs. If a lot of students want to do a subject, we will do our best to run it. If there are not many, it is unlikely that the subject will run. This is why your preferences are important, as it is the initial selections that we use to plan the VCE courses and organise the required staffing and resources.

If you choose a subject in your initial selection and it runs, you are almost certain to get a place in it. If you choose a subject after the cutoff, you are dependent on there being a vacant place – you may have to go on a waiting list, and we cannot guarantee you will get a spot.

There is no definite number required to run a class as it is affected by many different factors, including the total number of students and the distribution of students across subjects.
**Clashes:** inevitably we cannot give everyone their first choices – there will always be a small number of clashes where two subjects you want to do coincide on the timetable. This happens mostly to students with unusual combinations, as the timetable is worked out to give as many people as possible their desired programs. If you are unlucky enough to have a clash, we will help you work out the best possible alternative program.

**Why am I asked for 8 preferences?**
If you choose a subject which is clearly not going to run at the first tally, we can quickly sub in your next choice so that you are not disadvantaged when we plan the timetable.

**When is the last date for changing my course?**
You can change up to the end of week 2 in 2012. However we expect that many classes will be full by this time so you will have a restricted set of choices available. You can also change at the end of semester 1 in year 11 (but not in year 12).

**Do I have to do 6 subjects in year 11?**
The normal program is 6 subjects in year 11 and 5 in year 12. You will only be allowed to vary this with special permission from your team leader, under unusual circumstances.