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WELCOME TO THE VCE AT HEATHERTON CHRISTIAN COLLEGE

It is an exciting time in the life of Heatherton Christian College – its students, parents and staff - as we continue to build an increasingly diverse and high quality VCE Program.

Heatherton Christian College aims to support parents who want their children educated in a Christian environment. This is never more so than with the VCE which is really a partnership between students, parents and staff.

We are looking forward to working with our VCE students and we trust that God will bless us with two fantastic years of learning that enables us to play a role in equipping students for a life of service to God.

The subjects outlined in this booklet are those we will be looking to offer for 2017. Selection of subjects will take place through a subject counselling process between students, parents, teachers, VCE Coordinators and our Careers Counsellor.

A further guide outlining all the related policies and procedures for completing VCE will be available later this year.

Best wishes for your VCE studies at Heatherton Christian College!

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INTRODUCTION

This handbook provides helpful advice for Heatherton Christian College VCE students, parents and teachers. It will provide you with invaluable information as you proceed through the VCE, so take your time and study the various policies carefully. Keep this document handy, as you may need to refer to it throughout the year.

BENEFITS OF THE VCE

The VCE is a well-recognised and valuable acknowledgement of achievement for students. Successful completion provides students with an opportunity to seek access to tertiary institutions as well as providing information to employers about a student’s ability to cope with a range of complex tasks, meet deadlines and apply knowledge and skills to various problems.

EXPECTATIONS OF STUDENTS

Heatherton Christian College has high expectations of its students, in particular its VCE students. Teachers must be able to rely on the senior students both within and outside the school environment. A number of important policies will be detailed below. However, situations may arise where guidelines are not specifically given. It is expected in such circumstances that each student will act in a mature and responsible manner.

VCE students are the most senior students on the campus and therefore have a natural leadership role within the school community. In many ways it is an opportune time for them to mature and develop as role models for the younger students. There are many avenues for senior students to exert their influence in a positive manner, which provide positive examples to younger students.

EXPECTATIONS OF HEATHERTON CHRISTIAN COLLEGE

The Victorian Certificate of Education (VCE) has presented schools with increased responsibility for determining the satisfactory progress of students throughout their final years of schooling.

The main aim of the VCE and the school is to assist the student to develop sound working habits so that all VCE studies undertaken are satisfactorily completed.

The Victorian Curriculum Assessment Authority (VCAA) requires details regarding the satisfactory completion of Outcomes and School Assessed Coursework Tasks for each unit. As a requirement of the courses set down by the VCAA, policies have been established to ensure that the correct procedures are carried out in all schools.

GLOSSARY OF TERMS

<table>
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<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td>VCE</td>
<td>Victorian Certificate of Education</td>
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<td>Victorian Curriculum Assessment Authority</td>
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<td>VET</td>
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<td>ATAR</td>
<td>Australian Tertiary Admission Rank</td>
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<td>GAT</td>
<td>General Achievement Test</td>
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<td>UG</td>
<td>Ungraded</td>
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<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>N</td>
<td>Not Satisfactory</td>
</tr>
<tr>
<td>NA</td>
<td>Not Assessed</td>
</tr>
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COMPLETING THE VCE

The VCE is made up of a series of studies, each of which is divided into semester-long ‘units’. Generally, Year 11 students will complete Units 1 and/or 2 of their chosen studies, whereas Year 12 students will complete Units 3 and 4 (which must be studied as a sequence).

Each study is conducted according to the VCAA Study Designs, details of which are given to students at the start of each unit of work. The program chosen by each student will reflect the career and/or tertiary aspirations of that student and Heatherton Christian College will endeavour to cater for the needs of individual students, although this may sometimes require that the student take a subject via Distance Education.

Year 11 students will generally take 12 units of study, of which English Units 1 and 2 are compulsory. Year 12 students generally take 10 units, of which English Units 3 and 4 are compulsory. For each student, the following must be satisfactorily completed:

- At least 16 units, including at least 3 of English; up to 8 of these units may be VCE VET Units.
- 3 Sequences of Units 3 and 4 other than English; up to 2 of these may be Units 3 and 4 VCE VET Units.

COURSEWORK

The workload of all VCE units is prescribed by VCAA but organised and administered by class teachers. Each VCE unit includes two to four ‘Outcomes’. These are achieved on the basis of the teacher’s assessment of the student’s performance on the unit’s assessment tasks.

Therefore, satisfactory completion of any unit is determined by teachers at Heatherton Christian College based on guidelines provided by the VCAA.

It is the intention of the college that every student be given every opportunity to satisfactorily complete all work by the due date. Class teachers will work with students to ensure that due dates are mapped out fairly and that completion of work is occurring according to schedule.

No student should be surprised by any due date.

ASSESSMENT AND REPORTING

Each student undertaking VCE studies will be issued with a VCE Statement of Results from VCAA at the end of the year, in addition to semester reports from Heatherton Christian College.

The VCAA Statement of Results indicates:

- That a student has satisfactorily completed a particular unit in which case an ‘S’ shall be reported, or;
• That a student has not satisfactorily completed a particular unit in which case an ‘N’ shall be reported, or;
• That a student has not completed a particular unit and has not officially withdrawn from that unit in which case a ‘J’ shall be reported.

All Unit 1 and 2 studies offered at Heatherton Christian College involve assessment tasks that are based upon the Outcomes prescribed for those units. These assessment tasks are set, monitored and graded by the teachers of each unit and will, therefore, only be reported on the Heatherton Christian College semester report.

This report will indicate:

• The study and unit undertaken.
• An overall unit result (an ‘S’ or an ‘N’ indicating that a student has either satisfactorily completed or has not satisfactorily completed the unit. NB an ‘N’ will indicate that the work was not satisfactorily completed).
• A letter grade from A+ to E for each assessment task, for school assessment purposes only (since these assessment tasks are not reported to VCAA for credit towards the VCE).

As well as:

• UG ‘Ungraded’. This symbol does not indicate that a student’s work has not been assessed but that it has not scored highly enough to receive a letter grade A+ to E.
• NA ‘Not assessed’. This symbol indicates that the student’s work cannot be marked (usually because it has not been completed for an acceptable reason).

This marking system is used because it resembles the Unit 3 and 4 assessment, which is credited towards the VCE using the same letter grades but differing percentage ranges, which must then be used to determine an overall study score for each Unit 3 and 4 sequence studied.

Unit 3 and 4 studies are based upon school assessment and either one or two examinations. This structure is designed to allow a significant amount of work to be completed during class time. All grades given by the College are checked statistically by VCAA using the results of an externally set and marked ‘General Achievement Test’ or GAT which Unit 3 and 4 students must sit during the year. Students’ overall achievements are reported as a study score between 0 and 50, provided that the units are satisfactorily completed.

From a student’s VCE results, the Victorian Tertiary Admissions Centre (VTAC) will calculate an Australian Tertiary Admission Rank (ATAR) for all students as the basis of entry into all Victorian universities and TAFE colleges.

The ATAR places each VCE student on a percentile rank and is calculated using the study score for the ‘best four’ studies, one of which must be English or Literature (NB certain subject combinations may be excluded for ATAR calculations).

A rank of 75.5 would mean that the student achieved an overall result equal to or better than 75.5% of all students in their age group for that year.

All VET Units 3 and 4 have their own study score and contribute towards the ATAR calculation. (NB ‘N’ or ‘J’ results in Unit 3 or 4 result in a zero study score for that study.)
VCE SUBJECTS

More details on subjects can be found on the VCAA website (www.vcaa.vic.edu.au)

VCE BIOLOGY

The accreditation period for the revised study design for Units 1 and 2 begins 1 January 2017.

The accreditation period for the revised study design for Units 3 and 4 begins 1 January 2018.

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. In VCE Biology students develop their inquiry, analytical and communication skills. They apply critical and creative thinking to analyse contemporary biology-related issues, and communicate their views from an informed position.

Structure

The study is made up of four units:

Unit 1: How do living things stay alive?

Unit 2: How is continuity of life maintained?

Unit 3: How do cells maintain life?

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

Each unit contains two or three areas of study.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: How do living things stay alive?

In this unit students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism’s survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the
internal environment is studied. Students consider how the planet’s biodiversity is classified and investigate the factors that affect population growth.

A student investigation related to the survival of an organism or species is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 2: How is continuity of life maintained?

In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

A student investigation into, and communication of, an issue related to genetics and/or reproductive science is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. These different perspectives enable consideration of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. Students examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

A student investigation related to biological change and/or continuity is undertaken in either Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population’s gene pool. Students explore the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies are explored for both the individual and the species.

A student investigation related to biological change and/or continuity is undertaken in either Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.
Assessment

Satisfactory Completion

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

Levels of achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Biology the student’s level of achievement will be determined by School-Assessed Coursework as specified in the VCE Biology study design and external assessment.

Percentage contributions to the study score in VCE Biology are as follows:

- Unit 3 School-Assessed Coursework: 16 per cent
- Unit 4 School-Assessed Coursework: 24 per cent
- End-of-year examination: 60 per cent.

VCE BUSINESS MANAGEMENT

Rationale

In contemporary Australian society, there are a wide variety of business organisations in terms of size, ownership, objectives, resources and location. These organisations are managed by people who establish systems and processes to achieve a range of objectives.

VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

The study recognises that there are a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.
In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community and as informed citizens, consumers and investors.

Structure

The study is made up of four units:

**Unit 1:** Small business management

**Unit 2:** Communication and management

**Unit 3:** Corporate management

**Unit 4:** Managing people and change

Each unit contains between two and four areas of study.

**YEAR 11**

**Unit 1: Small business management**

Small, rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

**Unit 2: Communication and management**

This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

**YEAR 12**

**Unit 3: Corporate management**

In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.
Unit 4: Managing people and change

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Business Management School-Assessed Coursework and an end-of-year examination will determine students’ level of achievement.

Percentage contributions to the study score in VCE Business Management are as follows:

- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

VCE CHEMISTRY

Rationale

VCE Chemistry enables students to explore the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.
Structure

The study is made up of four units:

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

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

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

**Unit 4:** How are organic compounds categorised, analysed and used?

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

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

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

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

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.
Unit 4: How are organic compounds categorised, analysed and used?

Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food.

Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

Assessment

Satisfactory completion

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

Levels of achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Chemistry the student’s level of achievement will be determined by School-Assessed Coursework as specified in the VCE Chemistry study design and external assessment.

Percentage contributions to the study score in VCE Chemistry are as follows:

- Unit 3 School-Assessed Coursework: 16 per cent
- Unit 4 School-Assessed Coursework: 24 per cent
- End-of-year examination: 60 per cent.
Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

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

Structure

The study is made up of four units.
Each unit contains between two and three areas of study.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Text selection

Units 1 and 2

In Units 1 and 2, text selection is a school-based decision, and must be made in accordance with the instructions provided on page 9 of the VCE English/EAL Study Design.

Unit 1

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

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.
Units 3 and 4

In Units 3 and 4, text selection must be made in accordance with the instructions provided on page 17 of the VCE English/EAL Study Design.

Unit 3

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

Unit 4

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

Assessment

Satisfactory completion

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

Levels of achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE English/EAL students’ level of achievement will be determined by School-Assessed Coursework (SACs) as specified in the VCE study design, and external assessment.

Percentage contributions to the study score in VCE English/EAL are as follows:

- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.
Rationale

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities, which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc.

Structure

The study is made up of four units, each involving at least 50 hours of scheduled classroom instruction.

Outcomes

Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements of the outcomes have been reproduced below and must be read in conjunction with the key knowledge and skills published in each language study design (found on the VCAA website).

Students demonstrate the achievement of the outcomes based on progressive development of skills in listening, speaking, reading and writing through activities and tasks organised around the areas of study. The areas of study in Units 1-4 focus on the areas of study for language, which are made up of the themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are published in the study design. They are tailored to the specific qualities of the language being studied.

YEAR 11

Unit 1

The three outcomes for Unit 1 are:

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.

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

3. On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.
Unit 2

The three outcomes for Unit 2 are:

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.

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.

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

Assessment

Satisfactory Completion

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

Levels of Achievement

Unit 1 and 2

Individual school decision on levels of achievement.

VCE INDONESIAN

LOTE Indonesian Second Language 2005–2018

The accreditation period has been extended until 31 December 2018

Rationale

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc.

Structure

The study is made up of four units, each involving at least 50 hours of scheduled classroom instruction.
Outcomes

Outcomes define what students will know and be able to do as a result of undertaking the study.

Outcomes include a summary statement and the key knowledge and skills that underpin them.

Only the summary statements of the outcomes have been reproduced below and must be read in conjunction with the key knowledge and skills published in each language study design.

Students demonstrate the achievement of the outcomes based on progressive development of skills in listening, speaking, reading and writing through activities and tasks organised around the areas of study. The areas of study in Units 1–4 focus on the areas of study for language, which are made up of the themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are published in the study design. They are tailored to the specific qualities of the language being studied.

Unit 1

The three outcomes for Unit 1 are:
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 or imaginary experience.

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.

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.

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 Indonesian-speaking
communities.

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

Indonesian is offered at more than one level in the VCE. Entry into these levels is governed by
eligibility criteria which are published in the VCAA website and in the current VCE and VCAL
Administrative Handbook.

Assessment

Satisfactory Completion

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

Levels of Achievement

Unit 1 and 2

Individual school decision on levels of achievement.

Unit 3 and 4

School-Assessed Coursework and end-of-year examinations:

- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- Examinations*: oral component 12.5 per cent
  written component 37.5 per cent

*A single grade is awarded

VCE HISTORY

Rationale

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.

This study builds a conceptual and historical framework within which students can develop an
understanding of the issues of their own time and place. It seeks to extend students’ cultural,
economic, social and political understanding while developing analytical skills and using imagination.

Historical understanding is communicated through written, oral and visual forms. The analysis of written documentary evidence such as letters, diaries, court proceedings and government records has long been the foundation of the study. Visual evidence, however, often pre-dates written material; for example, rock art, mosaics, scrolls. More recently, there have been many film and television documentaries presenting and interpreting historical events. It is therefore important in the study of history for students to develop the skills necessary to analyse visual, oral and written records.

The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history.

VCE History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

Structure

The study is made up of twelve units.

**YEAR 11**

**Unit 1:**

Ideology and conflict

Social and cultural change

Twentieth century history 1918–1945

**Unit 2:**

Twentieth century history 1945–2000

Competing ideologies

Challenge and change

**YEAR 12**

**Units 3 and 4:**

Australian history

Renaissance history

Revolutions
Each unit contains between two and four areas of study.

**Assessment**

Percentage contributions to the study score in VCE History are as follows:

- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

**VCE LEGAL STUDIES**

**Rationale**

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

Legal Studies also focuses on the development of skills. Students develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis. Skills for independent inquiry, critical thinking and legal reasoning to solve legal problems are also fostered. Students are required to apply legal reasoning and decision-making to contemporary cases and issues. They engage in analysis and evaluation of existing legal processes and form opinions about the operation of the legal system.

**Structure**

The study is made up of four units:

- **Unit 1**: Criminal law in action
- **Unit 2**: Issues in civil law
- **Unit 3**: Law-making
Unit 4: Resolution and justice

Each unit contains between two and four areas of study.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

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.

Unit 2: Issues in civil law

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.

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.

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.

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.
Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Legal Studies students' level of achievement will be determined by School-Assessed Coursework and an end-of-year examination.

Percentage contributions to the study score in VCE Legal Studies are as follows:

- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

VCE MATHS (GENERAL)

Rationale

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way that 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.

Structure

The study is made up of 2 units.

YEAR 11

Units 1 and 2

General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Others will also be studying Mathematics Methods Units 1 and 2 or Mathematics Methods Computer Algebra System (CAS) Units 1 and 2 and intend to study Mathematical Methods Units 3 and 4, or Mathematical Methods (CAS) Units 3 and 4 and, in some cases, Specialist Mathematics Units 3 and 4 as well.

VCE MATHS (FURTHER)

Rationale

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way that 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.

Entry

The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 or only Mathematical Methods Computer Algebra System (CAS) Units 1 and 2 will also have had access to knowledge and skills to undertake Further Mathematics.

Structure

The study is made up of two units.

YEAR 12

Units 3 and 4:

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises ‘Data analyses and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision Mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’. ‘Data analysis’ comprises 40 per cent of the content to be covered, ‘Recursion and financial modelling’ comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: ‘Computation and practical arithmetic’, ‘Investigating and comparing data distributions’, ‘Investigating relationships between two numerical variables’, ‘Linear graphs and modelling’, ‘Linear relations and equations’, and ‘Number patterns and recursion’. For each module there are related topics in General Mathematics Units 1 and 2.
In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning Mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

There are two areas of study:

1. Data analysis – core material

2. Applications – module material:
   - Module 1: Geometry and Trigonometry
   - Module 2: Graphs and relations
   - Module 3: Networks and decision Mathematics
   - Module 4: Matrices

**Assessment**

**Satisfactory Completion**

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

**Levels of Achievement**

Units 3 and 4

The student’s level of achievement will be determined by School-Assessed Coursework and two end-of-year examinations.

Percentage contributions to the study score in Further Mathematics are as follows:

- Unit 3 School-Assessed Coursework: 20 per cent
- Unit 4 School-Assessed Coursework: 14 per cent
- Units 3 and 4, examination 1: 33 per cent
- Units 3 and 4, examination 2: 33 per cent
Rationale

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way that 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.

Entry

There are no prerequisites for entry to Mathematical Methods (CAS) Units 1 and 2. However, students attempting Mathematical Methods (CAS) are expected to have a sound background in number, algebra, function, and probability. Some additional preparatory work will be advisable for any student who is undertaking Unit 2 without completing Unit 1. Mathematical Methods Units 1 and 2 contain assumed knowledge and skills for Mathematical Methods Units 3 and 4. Students must undertake Unit 3 prior to undertaking Unit 4.

Structure

Mathematical Methods Units 1 and 2 are designed as preparation for Mathematical Methods Units 3 and 4.

YEAR 11

Unit 1:

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Unit 2:

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Calculation’, and ‘Probability and statistics’. At the end of Unit 2, students are expected to have covered the material outlined in each area of study. Material from the ‘Functions and graphs’, ‘Algebra’, ‘Calculation’, and ‘Probability and statistics’ areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.
In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning Mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

**YEAR 12**

**Units 3 and 4:**

For Unit 3 a selection of content would typically include the areas of study ‘Functions and graphs’ and ‘Algebra, and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the ‘Calculus’ area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: ‘Functions and graphs’, ‘Calculus’ and ‘Algebra’, and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the ‘Calculus’ area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning Mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**Assessment**

**Satisfactory Completion**

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

**Levels of Achievement**

**Units 1 and 2**

Individual school decision on levels of achievement.
Units 3 and 4

The student’s level of achievement will be determined by School-Assessed Coursework and two end-of-year examinations.

Percentage contributions to the study score in Mathematics are as follows:

- Unit 3 School-Assessed Coursework: 20 per cent
- Unit 4 School-Assessed Coursework: 14 per cent
- Units 3 and 4, examination 1: 22 per cent
- Units 3 and 4, examination 2: 44 per cent

VCE PHYSICS

Rationale

Physics is based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, solar systems and galaxies in the Universe. Whilst many scientific understandings in Physics have stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the role of careful and systematic experimentation, and modelling, in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

In VCE Physics students develop their inquiry, analytical and communication skills. They apply critical and creative thinking to analyse contemporary physics-related issues, and communicate their views from an informed position.

Structure

The study is made up of four units:

- **Unit 1**: What ideas explain the physical world?
- **Unit 2**: What do experiments reveal about the physical world?
- **Unit 3**: How do fields explain motion and electricity?
- **Unit 4**: How can two contradictory models explain both light and matter?

Each unit contains three areas of study.
Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: What ideas explain the physical world?

In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe. Students undertake quantitative investigations involving at least one independent, continuous variable.

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

This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options.

In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation related to content drawn from Area of Study 1 and/or Area of Study 2 is undertaken in Area of Study 3.

Unit 3: How do fields explain motion and electricity?

In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton’s laws and Einstein’s theories to investigate and describe motion.

Students design and undertake investigations involving at least two independent variables, with at least one of the independent variables being continuous. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.
Unit 4: How can two contradictory models explain both light and matter?

Light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.

Assessment

Satisfactory completion

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

Levels of achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Physics the student’s level of achievement will be determined by School-Assessed Coursework as specified in the VCE Physics study design and external assessment.

Percentage contributions to the study score in VCE Physics are as follows:

- Unit 3 School-Assessed Coursework: 21 per cent
- Unit 4 School-Assessed Coursework: 19 per cent
- End-of-year examination: 60 per cent.
Rationale

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

Structure

The study is made up of four units:

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

Each unit contains between two and four areas of study.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

**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.

**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.

**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.

**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.
Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

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

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

- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

VCE PSYCHOLOGY

Rationale

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

Structure

The study is made up of four units:

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

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

**Unit 3:** How does experience affect behaviour and mental processes?
Unit 4: How is wellbeing developed and maintained?

Entry

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

Unit 1: How are behaviour and mental processes shaped?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

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

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

Unit 3: How does experience affect behaviour and mental processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine the functioning of the nervous system to explain how a person can interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a bio psychosocial approach to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Assessment

Satisfactory completion

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

Levels of achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Psychology the student’s level of achievement will be determined by School-Assessed Coursework as specified in the VCE Psychology study design and external assessment.

Percentage contributions to the study score in VCE Psychology are as follows:

- Unit 3 School-Assessed Coursework: 16 per cent
- Unit 4 School-Assessed Coursework: 24 per cent
- End-of-year examination: 60 per cent.

VETAMORPHUS - CERTIFICATE III IN CHRISTIAN MINISTRY & THEOLOGY

Successful completion of Vetamorphus offers credit towards your VCE.

Vetamorphus is a Christian Leadership and Development Program that will stretch your mind and flex your spiritual muscles. It has been designed specifically for students with a passion to develop their faith and improve their leadership skills.

Gain real skills, through real practical experiences and get stuck into hands on ministry by partnering in projects with your school, local church or through social justice and community work. The program is loaded with challenging, hands-on activities that will take you outside your comfort zone and give you exposure to a diverse range of people and experiences.

Vetamorphus will provide you with plenty of opportunities to apply what you’ve learned; all the while you’ll be completing the Nationally Accredited Certificate III in Ministry & Theology (30771QLD). You will be encouraged to delve into your faith, question your own ideas, perceptions and prejudices. You can expect to grow in your relationship with Christ and develop your understanding of what it means to live out your faith in Christ and lead in the world you live in.

The Course Components are:

1. Ministry Practice: Major ministry practice = 40 hours
   Minor ministry practice = 16 hours
2. Retreats: 3 retreats = 30 hours
3. **Peer Group:**
   
   \[28 \text{ weeks} \times 1.5 \text{ hours} = 42 \text{ hours}\]

4. **Private Study:**
   
   Students complete learning and ministry exercises that are discussed in their peer group. Students also read the majority of the New Testament, journaling their discoveries and questions.
   
   \[10 \text{ hours} \times 3 \text{ seminar papers} = 30 \text{ hours}\]
   
   \[1 \text{ hour} \times 16 \text{ ministry/learning exercises} = 16 \text{ hours}\]
   
   Bible reading and journaling 30 minutes x 3 per week x 28 weeks = 42 hours

5. **Mentoring:**
   
   10 hours with a minimum of 7 meetings = 10 hours

6. **Christian Community:**
   
   1 hour x 14 gatherings = 14 hours

**Total Commitment Time = 240 hours**

**Accreditation:**

On successful completion of Vetamorphus, students receive a nationally accredited qualification; Certificate III in Christian Ministry and Theology (30771QLD).

*Please note that there is an associated cost of approximately $1600 which covers the cost of fees to the Registered Training Organisation (RTO), three weekend camps (for all Victorian Vetamorphus students) and materials.*

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**VCE VET HOSPITALITY**

**Credit in VCE**

**Hospitality Stream**

Students who undertake the VCE VET Hospitality program (Hospitality Stream) are required to complete a minimum of 17 units of competency – six compulsory units of competency plus a minimum of six elective units of competency for Units 1 and 2 and 5 compulsory units of competency for Units 3 and 4.

Students will:

- be eligible for the award of SIT20212 Certificate II in Hospitality
- have gained recognition for a minimum of two VCE units at Units 1 and 2 levels and a Units 3 and 4 sequences.

**Kitchen Operations Stream**

Students who undertake the VCE VET Hospitality program (Kitchen Operations Stream) are required to complete a minimum of 14 units of competency – six compulsory units of competency plus a minimum of three elective units of competency for Units 1 and 2 and 5 compulsory units of competency for Units 3 and 4.

Students will:
• be eligible for completion of the SIT20312 Certificate II in Kitchen Operations

• have gained recognition for a minimum of two VCE units at Units 1 and 2 levels and a Units 3 and 4 sequences.

Note: The Units 3 and 4 sequences of VCE VET Hospitality are not designed as stand-alone studies. Students cannot undertake the Units 3 and 4 sequences without first completing the six core units of competency from the Units 1 and 2 programs, plus the appropriate stream electives.

Scored Assessment

Students wishing to receive a study score for VCE VET Hospitality must undertake Scored Assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

Scored assessment is based on the Units 3 and 4 sequences in the Hospitality or Kitchen Operations streams that comprise VCE VET Hospitality.

ATAR contribution

Students wishing to receive a study score for the Units 3 and 4 sequences VCE VET Hospitality must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

*Please note that there is an associated cost of approximately $600 for fees to the Registered Training Organisation (RTO) and course materials.

VCE VET CERTIFICATE II HORTICULTURE

Qualifications

Certificate II in Horticulture provides students with the knowledge and skills that will enhance their employment prospects in the horticulture industry. Knowledge and skills gained from this qualification are from units of competency including developing and maintaining plants and landscapes, propagation, tending nursery plants and planting, pruning, treating weeds, pests and diseases. Employment opportunities exist in a number of industry sectors such as landscaping, nursery, parks and gardens, and turf management.

Credit in VCE

AHC20410 Certificate II in Horticulture: recognition of two or more units at Units 1 and 2 levels and a Units 3 and 4 sequence.

ATAR Contributions

Students who receive a Units 3 and 4 sequence for Program 1, 2 or 3 of VCE VET Agriculture, Horticulture, Conservation and Land Management will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies). Students who receive a Units 3
and 4 sequence for any of the approved school-based apprenticeship and traineeship qualifications from the Agriculture, Horticulture, Conservation and Land Management industry area will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website: [www.vtac.edu.au](http://www.vtac.edu.au).

The VCE VET Agriculture, Horticulture, Conservation and Land Management program is competency based (i.e. students are awarded a satisfactory/unsatisfactory rather than a letter grade or % score).

*Please note that there is an associated cost of approximately $600 for fees to the Registered Training Organisation (RTO) and course materials.*

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**VCE STUDIO ARTS**

**Rationale**

This study aims to develop the ability to establish effective art practices through the use of the design process and the production of a cohesive folio of artworks. Students will explore ideas and sources of inspiration, experiment with materials and techniques, practice skills and develop visual elements to produce artworks. A work brief will define exploration which will enable students to generate a range of directions to follow. They will also develop a range of potential solutions that will be analysed and evaluated before producing final pieces. The cohesive folio of finished artworks will show clear established relationships. The use of the design process in the development of artworks is integral to the study design and constitutes a significant aspect of its content.

The theoretical component of this study will inform the student’s practice. It focuses on the development of skills in visual analysis and an understanding of how artists have interpreted sources of information, used materials, techniques and processes, created aesthetic qualities and developed distinctive styles. Students will also analyse the considerations involved in the presentation and conservation of artworks, as well as studying current art issues.

**Structure**

The study is made up of four units:

**YEAR 11**

**Unit 1:**

Students will learn to translate sources of inspiration into visual form and will evaluate this process in a visual diary and through written form. They will also experiment with and evaluate the use of materials and techniques. Study will be made of how artists from different times and locations have made art. Outcome one and two are the practical component of this study. Outcome three is theoretical.
Unit 2:

This unit focuses on establishing and using a design process to produce artworks. This includes using sources of inspiration, experimenting with materials and techniques and the development of potential solutions prior to the production of artworks. Students will also develop skills in the visual analysis of artworks. Outcome one is the practical component and outcome two is the theory component.

YEAR 12

Unit 3:

Focuses on the use of the design process to produce a range of potential solutions that will be used to create final artworks in Unit 4. This unit also explores professional art practices in relation to particular artworks and the development of distinctive styles. There are three outcomes for this unit. Outcome one involves the development of a work brief to create a framework for the design process. Outcome two is the development of practical work to create potential solutions. Outcome three requires the student to focus on professional art practices (theory).

Unit 4:

The production of a cohesive folio of finished artworks. Students are required to present visual and written documentation to support their work. The artworks should reflect skilful application of materials and techniques and the resolution of aims and ideas. Students will also analyse issues in the art industry, develop and substantiate personal points of views and study the preservation and conservation of artworks. Outcomes one and two relate to the practical aspect of this study whilst outcome three is the theory component.

Assessment

Outcomes

Outcomes define what students will know and be able to do as a result of undertaking the study. Units 1, 3 and 4 have three outcomes. Unit 2 has two outcomes. Each outcome will be assessed by a series of practical and written School Assessed Tasks (SATs).

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

Units 3 and 4

The student’s level of achievement will be determined by school-assessed tasks both practical and written, and an end-of-year examination. Percentage contributions to the study score in Studio Arts are as follows:
• The school assessed task for unit 3 will contribute 33% to the study score.

• The school assessed task for unit 4 will contribute 33% to the study score.

• The level of achievement for Units 3 and 4 is also assessed by an end of year examination that will contribute 34% to the study score.

VCE VISUAL COMMUNICATIONS

Rationale

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

Introduction

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

Aims

This study enables students to:

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

Structure

The study is made up of four units.

Unit 1: Introduction to visual communication design
Unit 2: Applications of visual communication design

Unit 3: Design thinking and practice

Unit 4: Design development and presentation

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In VCE Visual Communication Design students’ level of achievement will be determined by School-assessed Coursework, a School-assessed Task and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report students’ level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current VCE and VCAL Administrative Handbook for details on graded assessment and calculation of the study score.

Percentage contributions to the study score in VCE Visual Communication Design are as follows:

- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 5 %
• School-assessed Task: 40 %

• End-of-year examination: 35 %

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.