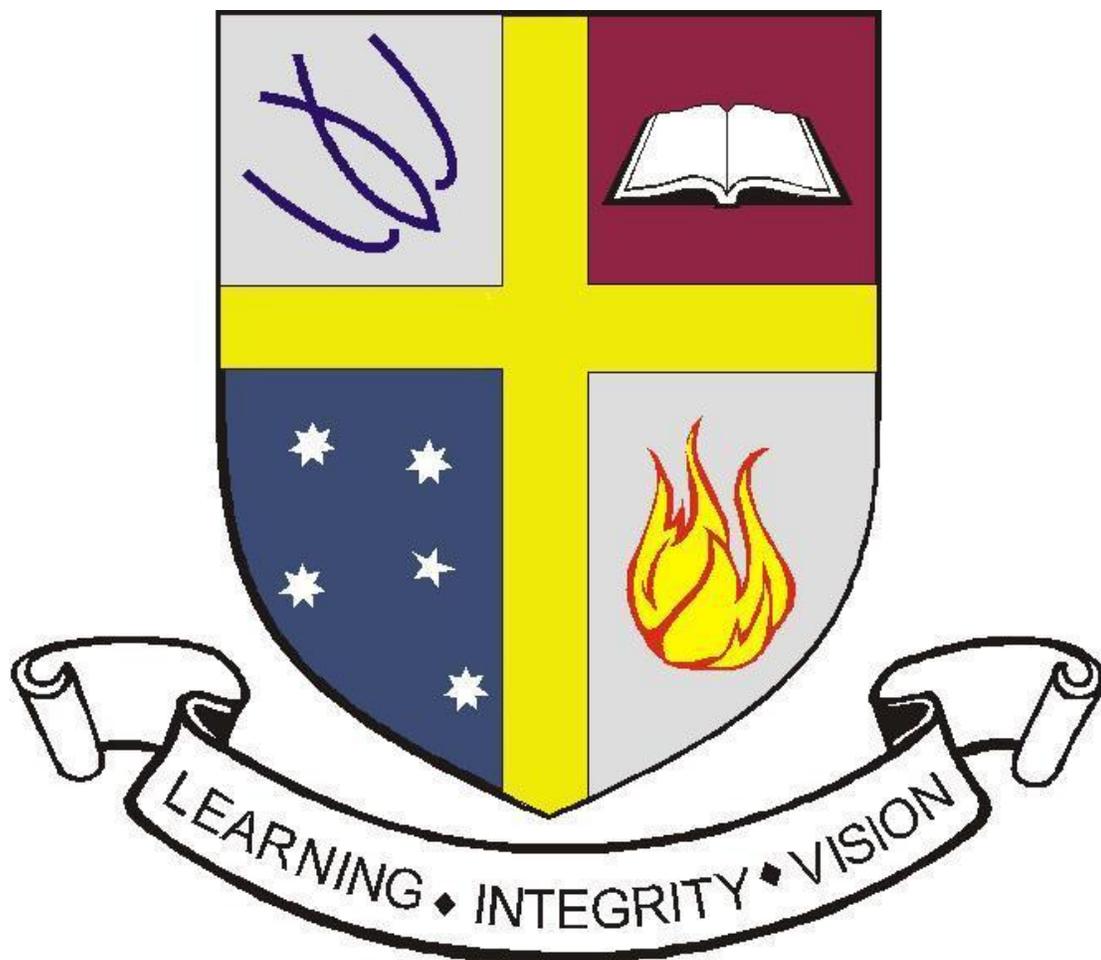


# Heatherton Christian College



**VCE SUBJECT HANDBOOK**

**2018**



# TABLE OF CONTENTS

<b>WELCOME TO THE VCE AT HEATHERTON CHRISTIAN COLLEGE.....</b>	<b>1</b>
INTRODUCTION .....	2
BENEFITS OF VCE .....	2
EXPECTATIONS OF STUDENTS .....	2
EXPECTATIONS OF HEATHERTON CHRISTAIN COLLEGE .....	2
GLOSSARY OF TERMS .....	2
VICTORIAN CERTIFICATE OF EDUCATION (VCE) .....	3
COMPLETING VCE .....	3
COURSEWORK .....	3
ASSESSMENT AND REPORTING .....	3
<b>VCE SUBJECTS .....</b>	<b>5</b>
VCE BIOLOGY .....	5
VCE BUSINESS MANAGEMENT .....	7
VCE CHEMISTRY .....	9
VCE ENGLISH AND EAL (ENGLISH AS ADDIDTIONAL LANGUAGE) .....	11
VCE FRENCH .....	13
VCE INDONESIAN .....	15
VCE HISTORY .....	17
VCE LEGAL STUDIES .....	19
VCE MATHS (GENERAL) .....	21
VCE MATHS (FURTHER) .....	22
VCE MATHS METHODS COMPUTER ALGEBRA SYSTEMS (CAS) .....	24
VCE PHYSICS .....	26
VCE PHYSICAL EDUCATION .....	29
VCE PSYCHOLOGY .....	32
VETAMORPHUS – CERTIFICATE III IN CHRISTIAN MINISTRY & THEOLOGY .....	35
VCE VET HOSPITALITY .....	36
VCE STUDIO ARTS .....	37
VCE VISUAL COMMUNICATIONS .....	39



## WELCOME TO THE VCE AT HEATHERTON CHRISTIAN COLLEGE

Welcome to VCE at Heatherton Christian College. Here at Heatherton Christian College we aim to support parents who want their children educated in a Christian environment and we seek to work in a partnership between students, parents and staff.

VCE is the level where our Vision Statement of “Growing in Christ, Striving for Excellence, Influencing the World” takes on a fuller meaning for it is at VCE where students begin to face and make more adult decisions in regard to their faith, their future, their responsibilities and their place and influence in the world.

This booklet provides an outline of the subjects we will be looking to offer for 2018. Subject choice can be expanded through enrolment in Distance Education subjects (information can be found at [www.distance.vic.edu.au](http://www.distance.vic.edu.au)). Whilst we offer several VET subjects on site, students can also undertake VETiS options off site – typically on a Wednesday.

The process for the selection of 2018 subjects will take place later in Term 2 and early Term 3 through a subject counselling process between students, parents, teachers, Heads of Senior School and our Careers teacher.

We are looking forward to continuing to work with our VCE students and we trust that God will bless their final years at Heatherton. We all have a part to play in helping them work diligently to achieve success in their studies, but to also help them know their gifts and passions and to seek Gods leading in the next stages of their journey of serving Him.

Best wishes for your VCE studies at Heatherton Christian College!



Phil Eastman  
**Head of Secondary School & Deputy Principal**  
Phone: (03) 8551 6650  
Facsimile: (03) 8551 6690  
Email: [phil.eastman@hcc.vic.edu.au](mailto:phil.eastman@hcc.vic.edu.au)  
Website: <http://hcc.vic.edu.au/>

## 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

VCE:	Victorian Certificate of Education	VTAC:	Victorian Tertiary Admissions Centre
VCAA:	Victorian Curriculum Assessment Authority	ATAR:	Australian Tertiary Admission Rank
VET:	Vocational Education and Training	GAT:	General Achievement Test
VASS:	VCE Administrative Software System	UG:	Ungraded
SAC:	School Assessed Coursework	S:	Satisfactory
SAT:	School Assessed Task	N:	Not Satisfactory
		NA:	Not Assessed

## VICTORIAN CERTIFICATE OF EDUCATION (VCE)

### 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 (6 subjects), of which English Units 1 and 2 are compulsory. Year 12 students generally take 10 units (5 subjects), 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](http://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 is a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

### Structure

The study is made up of four units.

**Unit 1:** Planning a business

**Unit 2:** Establishing a business

**Unit 3:** Managing a business

**Unit 4:** Transforming a business

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.

## **Unit 1: Planning a business**

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

## **Unit 2: Establishing a business**

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

## **Unit 3: Managing a business**

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

## **Unit 4: Transforming a business**

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

## 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

## VCE ENGLISH AND EAL (ENGLISH AS ADDITIONAL LANGUAGE)

### 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 Unit 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, student 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

## VCE FRENCH

### 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.

\* This subject is likely to be offered through Victorian School of Languages with us providing on site teacher support.

## 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

\* This subject is likely to be offered through Victorian School of Languages with us providing on-site teacher support.

## VCE HISTORY

### Rationale

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

The study of history fosters the ability to ask searching questions, to engage in independent

research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

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

## **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

### Rationale

In contemporary Australian society, there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

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

### Structure

The study is made up of four units.

**Unit 1:** Guilt and liability

**Unit 2:** Sanctions, remedies and rights

**Unit 3:** Rights and justice

**Unit 4:** The people and the law

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 and Unit 4 as a sequence. 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: Guilt and liability

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

In this unit students develop an understanding of legal foundations, such as the different types

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

## **Unit 2: Sanctions, remedies and rights**

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

## **Unit 3: Rights and justice**

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

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

## **Unit 4: The people and the law**

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

## Assessment

### 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

Please refer to the VCAA website and 2018 Legal Studies Study design at [http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD\\_2018.pdf](http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf)

### 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.

The areas of study for Unit 1 and Unit 2 of General Mathematics are 'Arithmetic', 'Data analysis and simulation', 'Algebra', 'Graphs of linear and non-linear relations', 'Decision and business mathematics' and 'Geometry and Trigonometry'.

#### Levels of Achievement

#### Units 1 and 2

Individual school decision on levels of achievement.

## 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

## VCE MATHS METHODS COMPUTER ALGEBRA SYSTEM (CAS)

### 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 effecting 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', 'Calculus', 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', 'Calculus', 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 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.

## 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 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.

## VCE PHYSICAL EDUCATION

### Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers

### Aims

This study enables students to:

- Use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise.
- Develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan.
- Engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement.
- Critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters.

### Structure

The study is made up of four units.

**Unit 1:** The human body in motion

**Unit 2:** Physical activity, sport and society

**Unit 3:** Movement skills and energy for physical activity

**Unit 4:** Training to improve performance

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.

## Unit 1: The human body in motion

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

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

## Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts.

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

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

### **Unit 3: Movement skills and energy for physical activity**

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. They investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### **Unit 4: Training to improve performance**

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

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

## **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.

In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

### Aims

This study enables students to:

- Apply psychological models, theories and concepts to describe, explain and analyse observations and ideas related to human thoughts, emotions and behavior
- Examine the ways that a biopsychosocial approach can be applied to organise, analyse and extend knowledge in psychology and more broadly
- Understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences

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

## 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 weeks x 1.5 hours = 42 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 hours x 3 seminar papers = 30 hours  
1 hour x 16 ministry/learning exercises = 16 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 all course materials.**

### 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.*

### Patisserie Stream

Students can undertake studies in Patisserie units. Further information will be available shortly.

### 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 STUDIO ARTS

### Rationale

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities.

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. VCE Studio Arts broadens students' understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

### Aims

This study enables students to:

- Express themselves creatively through art making and come to understand how to support and sustain their art practice
- Develop an individual studio process, and practise and refine specialised skills appropriate to particular art forms and media selected for art making
- Analyse and draw inspiration from the ways in which artists apply studio processes in the production of their individual artworks
- Develop an understanding of historical and cultural contexts in the production and analysis of artworks
- Develop and apply skills in visual analysis, including the use of appropriate terminology in relation to their own artwork and artists studied
- Extend their understanding of the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces
- Develop an understanding of professional art practices related to the exhibition of artworks to an audience, including the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces.

## 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 skillful 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 per cent to the study score.
- The school assessed task for unit 4 will contribute 33 per cent 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 per cent to the study score.

## VCE VISUAL COMMUNICATION DESIGN

### Rationale

Visual Communication Design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches 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, supports skill development in areas beyond design, including science, business, marketing and management.

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

### Aims

This study enables students to:

- Develop and apply drawing skills using a range of techniques
- Develop design thinking

- Develop a range of skills in selecting and applying media, materials and manual and digital methods to support design processes
- Apply a design process to create visual communications
- Understand how key 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, legal, ethical 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 within design fields

**Unit 3:** Visual Communication Design practices

**Unit 4:** Visual Communication Design development, evaluation 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 and Unit 4 as a sequence.

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.

### Unit 1: Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual

background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

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

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

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

## **Unit 3: Visual Communication Design Practices**

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

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

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

## **Unit 4: Visual Communication Design development, evaluation and presentation**

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

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

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

## 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 per cent
- Unit 4 School-assessed Coursework: 5 per cent
- School-assessed Task: 40 per cent
- End-of-year examination: 35 per cent

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