



St Leonard's College

VCE Course Guide 2019





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Foreword

This booklet is designed to provide specific information on the studies available in the Victorian Certificate of Education program at year 11 in 2019 and year 12 in 2020.

It helps to provide a reference in the process where students make choices for their final two years of secondary education laying a foundation for future work or study. The booklet should be read in conjunction with the Year 11 Course Guide 2019.

Each of the VCE studies offered at St Leonard's College is described in this booklet, including mention of any prerequisites, a description of the Units 1 to 4, and some advice on assessment.

St Leonard's College is in the process of offering a greater number of electives to accommodate the interest of our student cohort. However, it must be remembered that these classes will only run if there is sufficient interest from students. While every effort will be made to accommodate student preference, strategic decisions will need to be made and students may need to rely on second and third preferences in some cases.

It is important that students ensure that their choices satisfy any prerequisites for courses they may be interested in for future study.

If you have any queries please do not hesitate to contact us at the College.

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Australian and Global Politics

Australian and Global Politics will only run subject to viable student numbers.

Introduction

What caused the conflict in Syria and can it be resolved? Was the World Health Organisation successful in stopping the spread of Ebola? Could the international community have done more to stop the genocide in Sudan? How powerful is China? Does democracy work? How can the rise of Donald Trump be explained?

The study of Australian and Global Politics requires a consideration of a range of important questions and also helps to develop a deep understanding of the key events and theories that continue to shape the world we live in.

In the 21st century political decisions and actions taken by individuals, organisations and governments are increasingly global in their impact. The study of Australian and Global Politics will enable students to understand and reflect on contemporary international political issues, problems and events, and the forces that shape them.

Unit 1 – The national citizen

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and states. In Area of Study 1, students consider key concepts related to power and democracy. Students

also consider how political power can be challenged and analyse the various alternatives to democracy. In Area of Study 2, students consider the role and function of political parties, interest groups and the media. Historical events and contemporary case studies will be used to provide students with a practical understanding of the main concepts in this unit. Case studies used to explore these topics include the actions of China in the South China Sea, the 2011 Revolution in Egypt, the power of the NRA, the rise of Donald Trump, the role of Amnesty International, and the significance of the Cambridge Analytica data scandal.

Unit 2 – The global citizen

This unit focuses on the contemporary international community. In Area of Study 1 students will analyse the increased interconnectedness of the world and consider the positive and negative social, economic and political consequences of globalisation. Case studies to be considered include the influence of transnational corporations, the Greek debt crisis, the interconnection of the Australian and Chinese economies, and environmental pollution. In Area of Study 2, students assess whether the international community has been successful in managing international cooperation and conflict. The following case studies will be used to assess international cooperation and conflict: the Syrian refugee crisis, the 2014 Ebola epidemic, the 2003 genocide in Sudan, and the 2011 military intervention in Libya.

Unit 3 – Global actors

In this unit students investigate the key actors in 21st century global politics through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives. In Area of Study 1, students will study the aims, role and power of the following actors: the International Monetary Fund, the International Criminal Court, the United Nations, one transnational corporation (Shell), Islamic State and Amnesty International. Students will also consider specific challenges to the power of states. In Area of Study 2, students will explore the power of China. This exploration will include a consideration of the national interests of China and the extent to which those interests have been achieved. Students will also explore tensions in the South China Sea, the relationship between China and their regional neighbours and various internal challenges to Chinese power including separatist movements in Tibet and Xinjiang.

Unit 4 – Global challenges

In this unit students investigate key global challenges facing the international community in the 21st Century. In Area of Study 1, students will analyse the law and ethical debates relating to the protection of human rights and consider how human rights are being challenged. They will also analyse the law and ethical debates relating to people movement and consider how global actors have responded to the issue. In Area of Study 2, students will analyse two contemporary global crises and evaluate the effectiveness of global actors' responses to the relevant crises. The first crisis

will be the ongoing armed conflict in Darfur, Sudan. The second crisis will be the sovereign debt crisis in Europe.

For each case study, students will be required to consider the context and cause of each crisis and evaluate the overall effectiveness of responses to those issues.

Assessment Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

Biology

Introduction

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell, to that of the whole organism. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries.

Unit 1 – How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play

in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Unit 2 – How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore asexual and sexual reproductive strategies, and consider the advantages and disadvantages of each. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined. Students use chromosome theory to 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 genetic conditions.

Unit 3 – How do cells maintain life?

An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the plasma membrane in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider the binding of enzymes and substrates, the response of receptors to signaling molecules and reactions between antigens and antibodies. At the molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

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 investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. Students examine 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 is explored for both the individual and the species.

Assessment Unit 1 and 2

School-assessed coursework

Unit 3 and 4

School assessed coursework – 40%

End-of-year examination – 60%

Business Management

Introduction

Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

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 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

Units 1 and 2

School-assessed coursework including tests, essays and case studies

Units 3 and 4

School-assessed coursework – 50%

Final examination – 50%

Chemistry

Introduction

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society. Students examine classical and contemporary research, models and theories to understand how knowledge in chemistry has evolved and continues to evolve in response to new evidence and discoveries.

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 of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of materials and relate their structures to specific applications.

Unit 2 – The chemistry of water

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 polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate

solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and apply these to determine concentrations of different species in water samples, including chemical contaminants.

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. They investigate the combustion of fuels, including the energy transformations involved and the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

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

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Assessment

Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework – 40%

End-of-year examination – 60%

Chinese Language, Culture and Society

Please note that Chinese Language, Culture and Society will only run subject to viable student numbers.

Introduction

The Chinese language is spoken by about a quarter of the world's population. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia. This study enables students to strengthen their communication skills in Modern Standard Chinese and to learn about aspects of the culture, history and social structures of Chinese speaking communities. It also prepares students for further study and employment in areas such as tourism, technology, finance, services and business.

Through this study, students develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities. They extend their study of the Chinese language, develop the skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between languages, cultures and societies.

The language to be studied is Modern Standard Chinese. For the purpose of this study design, Modern Standard Chinese is taken to be Putonghua in the spoken form and simplified character text in the written form. Throughout the Chinese-speaking communities, Modern Standard Chinese may also be known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen and Zhongguohua.

All language learning helps students to engage with new cultural realities and ideas. Language students develop greater intellectual curiosity along with the understanding that there are different ways of presenting reality.

The study of Chinese in the VCE continues the development of the skills of listening, speaking, reading and writing. With more knowledge, students will gain a greater appreciation of China, its history, traditions and peoples. They have opportunities to converse with a Chinese language assistant on a weekly basis to build their experience and confidence in spoken Chinese. The course will vary slightly each year to respond to the needs and interests of students in the class. To enter the year 11 course students, need to have successfully completed year 10 Chinese.

Unit 1

Culture and society in Chinese speaking communities

Chinese family culture, filial relationships and education

Chinese language

Family and school life

Unit 2

Culture and society in Chinese speaking communities

Chinese myths and legends

Chinese art

Chinese language

Travel experience and geography

Assessment

School-assessed coursework including formal tasks in listening, speaking, reading and writing.

Chinese First Language

Please note that Chinese First Language will only run subject to viable student numbers.

Introduction

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, cognitive development, literacy and general knowledge. It provides access to the cultures of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Chinese develops students' ability to understand and use the language which is spoken by about a quarter of the world's population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

All language learning helps students to engage with new cultural realities and ideas. Language students develop greater intellectual curiosity along with the understanding that there are different ways of presenting reality.

The study of Chinese in the VCE continues the development of the skills of listening, speaking, reading and writing. With more knowledge, students will gain a greater appreciation of China, its history, traditions and people. They have opportunities to converse with a Chinese language assistant on a weekly basis to build their experience and confidence in spoken Chinese. The course will vary slightly each year to respond to the needs and interests of students in the class. To enter the year 11 course students need to have successfully completed year 10 Chinese.

Self and others

Personal World

Personal views of an ideal world and views on issues

Personal beliefs and ideals

Personal priorities, student's view of an ideal world and views on an issue, personal belief/views on religion

Personal views of an ideal world and views on issues

Education

Aspirations and expectations

Traditions and change in Chinese speaking communities

Arts and entertainment

Chinese art, music and dance

Lifestyles

Changing lifestyles Education

Single child Families

Stories from the past

Family issues

Legends and ancient philosopher

Global issues

The nature and future of work The impact of modern technology Gender equity in the world Caring for the environment

Students will read texts, participate in roleplays, debates, write essays, discuss, complete mock exams, prepare oral presentations, interviews, and watch videos to enhance their learning.

Assessment

Units 1 and 2

School assessed coursework including formal tasks in listening, speaking, reading and writing.

Unit 3

Outcome 1: Express ideas through the production of original texts. Students will write a 500-600 character imaginative piece.

Outcome 2: Analyse and use information from spoken texts. A response to specific questions, or instructions,

analysing and using information requested.

Outcome 3: Exchange information, opinions and experiences. A four- to five-minute evaluative oral presentation focusing on points for and against an aspect related to texts studied.

Unit 4

Outcome 1: Analyse and use information from written texts. A response to specific questions, or instructions, analysing and using information requested.

Outcome 2: Respond critically to spoken and written texts which reflect aspects of language and culture. A 500–600 character persuasive or evaluative written response, for example, report, essay, article or review.

And

A four- to five-minute interview on an issue related to texts studied.

Computing

Please note that Computing will only run subject to viable student numbers.

Introduction

Four key concepts underpin VCE Computing: data and information; digital systems; approaches to problem solving; and interactions and impacts. These concepts are used as a way to understand and organise Computing content. They provide a conceptual framework for teaching and learning programs and establish a way of thinking about problems, opportunities and digital systems. They also assist students in recognising these concepts after they have encountered several examples in action.

Units 1 and 2 Computing is open for year 11 students, year 10 students who are organised, and have demonstrated a commitment to Computer based learning in previous studies may undertake Units 1 and 2.

There are two distinct subject on offer for Units 3 and 4 and both must be taken as a sequence. Year 11 students who are well organised, committed and have programming experience may undertake either Software Development Units 3 and 4 or Informatics Units 3 and 4.

Software Development focuses on the structure, design and implementation of information systems.

Informatics focuses on data, information and information systems. The study examines how data is acquired, managed manipulated and interpreted using a variety of tools such as websites, spreadsheets and databases.

Unit 1 Computing – Data, networks, collaboration and communication

On completion of this unit students should be able apply problem-solving methodology to various projects, as well as work in a collaborative computing environment.

In Area of Study 1 students should be able to acquire, secure and interpret data, then design and develop a graphic solution that communicates the findings of an investigation. Area of Study 2 concentrates on designing network with wireless capability that meets an identified need or opportunity. Area of Study 3 covers designing and developing a website collaboratively with others that presents an analysis of a contemporary IT issue.

Unit 2 – Programming and data management

In this unit students focus on data and how the application of computational, design and systems thinking skills to support the creation of solutions that automate data processing.

In Area of study 1, the student should be able to design working modules in response to solution requirements, and use a programming or scripting language to develop the modules. In Area of study 2, the student should be able to apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user's needs. In Area of study 3, the student should be able to apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

Computing: Informatics Units 3 and 4

For students who are specifically interested in business computing as well as computer networking. A large project is part of this course and will suit students who like to work on extended projects

Unit 3 Organisations, data management and data analytics part 1

In unit 3 students consider data and how data is acquired, managed, manipulated and interpreted to meet a range of needs.

In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions by creating a database (RDMBS)

In area of Study 2 students complete the first part of their project, they frame a hypothesis and collect

data to confirm or refute this hypothesis. The data is converted into information using software tools in readiness for use in Unit 4

Unit 4 Data analytics part 2 and information management

In unit 4 students focus on strategies for manipulating and securing data and information to meet a range of needs.

In Area of Study 1 students draw on the analysis and conclusion in unit 3 to produce an online solution that effectively communicates their findings.

In Area of Study 2 students explore how different organisations manage the storage and disposal of data to minimise threats and misuse.

Computing: Software Development Units 3 and 4

Unit 3 Programming practice, analysis and design

In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

In Area of Study 1, students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules.

In Area of Study 2, students analyse a need or opportunity, plan and design a solution, and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Unit 4 Software solutions, interactions and impact

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

In Area of Study 1, students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. In Area of Study 2, students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Assessment Units 1 and 2

School-assessed coursework

Units 3 and 4

School assessed coursework – 20%

School assessed task – 30%

End-of-year examination – 50%

Drama

Unit 1 and 2 Drama and Unit 1 and 2 Theatre Studies are offered in alternate years. In 2019 Unit 1 and 2 Theatre Studies and Unit 3 and 4 Drama will be offered. In 2020 Unit 1 and 2 Drama and Unit 3 and 4 Theatre Studies will be offered.

Unit 1 - Introducing performance styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance

styles.

In this unit the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

Unit 2 - Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas.

Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

Unit 3 - Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work.

Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

In this unit the terms character, performance, story and style can be understood as one or more characters, performances, stories or styles.

Unit 4 - Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Students are encouraged to attend performances that incorporate a range of performance styles to support their work in this unit.

Assessment Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework – 40%

End-of-year performance examination – 35%

End-of-year written examination – 25%

Economics

There are no prerequisites for entry to Units 1, 2 and 3, however students who intend to undertake Units 3 and 4 are strongly encouraged to undertake Unit 1.

Unit 1 - The behaviour of consumers and businesses

In this unit students explore their role in the economy, how they interact with businesses, and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts and examine basic economic models where consumers and businesses engage in mutually beneficial transactions. They investigate the motivations and consequences of both consumer and business behaviour, examine how individuals might respond to incentives, and consider how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples. Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Unit 2 - Contemporary economic issues

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. Students focus on the possible trade-off between the pursuit of growth in incomes and production, and the goal of environmental sustainability and long-term economic prosperity. They examine whether the goals of economic growth and environmental sustainability can be compatible, and discuss the effect of different policies on the achievement of these important goals. Economic growth is generally associated with improvements in living standards as real incomes grow over time. Students explore how the benefits of economic growth are shared in an economy. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency. Students consider the influence of the global economy on the world's living standards by investigating one or more contemporary global issues, such as international transactions and the trade-offs involved.

Unit 3 - Australia's economic prosperity

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. This unit also focuses on the macro economy. Students investigate the factors that influence the level of aggregate demand and aggregate supply in the economy. Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate, and evaluate the effect of trade liberalisation

Unit 4 - Managing the economy

Area of Study 1 focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government's domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets. In Area of Study 2 students

consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. If the productive capacity of the economy is expanding, growth in aggregate demand can be met and economic growth can be maintained both now and into the future. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives, and consider how they increase competition and efficiency in the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity.

Assessment Units 1 and 2

School-assessed course work

Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

English/English as Additional Language (EAL)

Introduction

The VCE course focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The course aims to develop 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. Unit 1 and 2 EAL (English as Additional Language) is also offered, subject to student numbers.

Units 1 and 2

In Unit 1 students read and respond to texts analytically and creatively. In Unit 2 students compare the presentation of ideas, issues and themes in texts. In both Units 1 and 2 students analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. They also develop their skills in creating written, spoken and multimodal texts.

Reading and creating texts

In this area of study students explore how meaning is created in two texts. They identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes

and build the world of the text for the reader. Students develop the ability to respond to texts in written and spoken and/or multimodal form. They develop analytical responses dealing with the ways in which texts convey meaning on key issues. They also develop creative responses to texts, exploring how purpose and audience affect the choices they make as writers in developing ideas and planning work.

Reading and comparing texts

In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the readers' understanding of one text is broadened and deepened when considered in relation to another text. Students produce a written comparison of the selected texts, discussing important similarities and differences, and exploring how the text deals with similar or related ideas, issues or themes from different perspectives.

Analysing and presenting argument

In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in various ways. They explore the use of language for persuasive effect and the structure and presentation of an argument. Students practice written analysis of the presentation of argument and the uses of language to position the intended audience. They craft and present reasoned, structured and supported arguments and experiment with language to position audiences.

English as Additional Language (EAL)

Units 1 and 2 EAL students develop and refine their English language skills in reading, writing, listening and speaking. Emphasis is placed on active listening skills, where students understand information, develop ideas and explore opinions through specific speaking and listening activities.

Units 3 and 4

In Unit 3 students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. In Unit 4 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.

Reading and creating texts

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

Analysing argument

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one and other in positioning the reader. Students develop written and spoken critical analyses of the use of argument and language in written, spoken and/or multimodal forms, including analysis of the quality

of the reasoning presented and the use of features to position audiences. They compare different written texts presenting argument on similar ideas or issues, considering the ways authors use language to express arguments.

Reading and comparing texts

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values.

Presenting argument

In this area of study students build their understanding of both analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue. This area of study focuses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view.

Assessment Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework – 50%

End of year examination – 50%

Extended Investigation

Please note that Extended Investigation will only run subject to viable student numbers.

Introduction

The VCE Extended Investigation enables students to develop, refine, and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. Through this study, students develop their capacity to explore, justify, and defend their research findings in both oral and written forms to an educated non-specialist audience.

The Extended Investigation provides an opportunity for students to explore and research an area of interest that may not be addressed in other subject areas.

Unit 3: Designing an extended investigation

In this unit students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students document their progress in their Extended Investigation Journal.

The research question is formally lodged with the VCAA during Term 1.

The development and application of critical thinking skills underpins the student's preparatory work for their investigation.

Unit 4

This unit is comprised of two parts that together constitute the student's completion of their investigation. The results of the investigation are presented in a final written report of 4000 words and in an oral presentation of 15-20 minutes.

The Extended Investigation Journal continues to be used to record the progress of their investigation and any assistance they receive from teachers, mentors, and others.

Assessment

Unit 3

Outcome 1: Design and justify a research question

Outcome 2: Write a research plan, begin research, and present an oral report that explains the investigation and methods

Unit 4

Outcome 1: Complete a written report for an educated non-specialist audience that presents and evaluates the results of the investigation.

Outcome 2: Explain the investigation, critically evaluate their research process, and defend research findings in a presentation to an educated non-specialist audience.

Food Studies

Introduction

The food sector is dynamic, diverse and creative. Innovative food products are continually being introduced in response to society's changing social, economic and environmental needs. Technology plays an important role in food product development and the way food is produced, processed, packaged and marketed. An understanding of the links between the history of food, food processing, nutrition, health and wellbeing is a high priority in contemporary society. Food Studies challenges students to make these links and provides them with the knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods.

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Units 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4. In view of the sequenced nature of the study and the skills required, it is advisable that students undertake Units 1 through to 4.

Unit 1 – Food origins

Students explore the origins and cultural roles of food, from early civilizations through to today's industrialized and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures.

Unit 2 – Food makers

In this area of study students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors. Students apply an inquiry approach, with emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. Students will then consider the influences on the effective provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements.

Unit 3 – Food in daily life

In this unit students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind food selection models including the Australian Dietary Guidelines. Students develop knowledge of the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children. In this unit students demonstrate their practical skills through developing a repertoire of healthy meals suitable for children and families.

Unit 4 – Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Firstly, students explore issues about the environment, ecology, ethics, farming practices, the development and application of technologies, the challenges of food security, food safety and food wastage, and the use and management of water and land. Students finish the unit by focusing on individual responses to food information and misinformation, and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Assessment Units 1 and 2

School-assessed coursework including planning, production and evaluation reports for at least eight sessions, short written report, materials testing.

Units 3 and 4

School-assessed coursework – 30%

School-assessed task – 40%

End-of-year examination – 30%

French

Introduction

French is widely spoken throughout the world, from the province of Quebec in Canada, through North, West and Central Africa, the French Pacific Islands (such as New Caledonia and French Polynesia), the Indian Ocean (Mauritius and Reunion Islands), and of course to Europe. In Europe, French is an important language in Belgium, Luxemburg and Switzerland, as well as being the national language of France. French, along with English, is one of the two official languages of the United Nations and its agencies. French is also a key language in many international organisations such as the International Olympic Committee, Doctors Without Borders and Red Cross. France plays an important role in international affairs, is an important cultural beacon, and is referred to as one of the “motors” of European integration.

All language learning helps students to engage with new cultural realities and ideas. Language students develop greater intellectual curiosity along with the understanding that there are different ways of presenting reality. French students often find they can learn other romance languages, such as Italian and Spanish, more easily.

The study of French in the VCE continues the development of the skills of listening, speaking, reading and writing. With more knowledge students will gain a greater appreciation of France, its history, traditions and peoples. They have opportunities to converse with

a French language assistant on a weekly basis to build their experience and confidence in spoken French. The course will vary slightly each year to respond to the needs and interests of students in the class. To enter the year 11 course students, need to have successfully completed year 10 French.

Unit 1 – Topics of interest

Through the exploration of youth issues, family and future relationships, and education students develop a broad vocabulary and knowledge of grammar. School life and the future are examined. This enables them to share their opinions about the topics and to respond to written and spoken texts through a variety of text types such as invitations, articles, debate, dialogue, email, interview and letters. In class students take part in normal conversations and debates.

Unit 2 – Tourism, society and customs

Students examine tourism, travel, issues related to wildlife and the media. They examine and respond to texts such as advertisements, editorials, folk tales, films, and radio interviews. Students consolidate and build on grammar studied in previous units and have further opportunities to enhance their spoken French through conversations with the language assistant.

Unit 3 – Understanding the traditional way of life

Students explore issues relating to the environment and social issues such as racism and equal opportunities. The plight of homeless people is addressed and a study is made of the beliefs, customs and traditions of the French. School life and the future are examined. Students respond to written and spoken texts through a variety of text types such as imaginative stories, reports and speeches.

Unit 4 – Exploring the written and oral language

Students explore and compare aspects and culture of the French speaking community by completing a detailed study of a selected topic. They will study a range of written and oral texts which will enable them to develop an in-depth understanding of the chosen topic. They continue to consolidate and further enhance their skills through written and oral responses.

Assessment Units 1 and 2

School-assessed coursework including formal tasks in listening, speaking, reading and writing.

Units 3 and 4

Comprises written pieces and responses to spoken and written texts, role plays and interviews.

School-assessed coursework – 50%

End-of-year oral examination – 12.5%

End-of-year written examination – 37.5%

Geography

Introduction

Geography is the study of where geographical features are located, why they are there, what makes one place different from another and how and why these differences matter. It looks at the interaction between human activities and natural processes and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective.

The study of geography addresses the following questions: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? Should it be like this? What will it be like in the future? Through studying geography, students develop knowledge and skills that enable them to understand the complex interactions of their world from a spatial perspective. They learn to participate effectively as global citizens in the sustainable use and management of the world's resources. Fieldwork is undertaken in Units 1, 2 and 3. Units 1, 2 and 3 have no prerequisites but students must take Unit 3 prior to Unit 4.

Unit 1 – Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and people's responses to them. Hazards include a

wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Unit 2 – Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the

structure provided.

Unit 3 – Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification, and melting glaciers and ice sheets. Students investigate the distribution and causes of these three processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided.

Unit 4 – Human population – trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

Assessment

Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

Health and Human Development

Introduction

The study of Health and Human Development aims to enable students to:

- Understand the complex nature of health and wellbeing, and human development.
- Develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors.
- Examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age.
- Develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks.
- Develop understanding of the Australian healthcare system and the political and social values that underpin it.
- Apply social justice principles to identify health and wellbeing inequities and analyze health and wellbeing interventions.
- Apply objectives of the United Nations Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs.
- Propose and implement action to positively influence health and wellbeing, and human development outcomes at individual, local, national and/or global levels.

There are no prerequisites for entry to Units 1, 2 and 3. However, students who intend to undertake Units 3 and 4 are encouraged to undertake Unit 1 and 2.

Unit 1 – Health and development of Australia’s youth

This unit takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including Aboriginal and Torres Strait Islanders.

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort.

Unit 2 – Individual human development and health issues

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

Students enquire into the Australian healthcare

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

Unit 3 – Australia’s health

This unit explores the dynamic and subjective nature of Australia’s health and wellbeing and the benefits of optimal health on an individual and global scale. Students enquire into health being used as an individual and collective resource and research the fundamental conditions required for health improvement as listed by the World Health Organisation (WHO). They use this knowledge as a background to analyse data in interpreting variations in the health status of Australians.

Students will also investigate the Australian healthcare system and models of health, looking at improvements in population health through social interventions and the Ottawa Charter. While the emphasis is on the Australian system, the progression and focus of public health approaches can be applied within the global context.

Unit 4 – Global health and human development

This unit focuses on global health and human development and explores the interrelationship between health, human development and

sustainability. Students will investigate health status and burden of disease in different countries through data analysis, specifically exploring factors that contribute to health inequalities. They will consider health implications of increased globalization and worldwide trends relating to climate change, digital technologies, world trade and mass movement of people (migration).

They will analyse global action to improve health and human development using the United Nation’s Sustainable Development Goals (SDG’s) and the work of the World Health Organisation (WHO). Students will explore the role of non-government organisations and Australia’s overseas aid program and reflect on their capacity to take action.

Assessment Units 1 and 2

School-assessed coursework including short tests, written reports and examinations

Units 3 and 4

School-assessed coursework – 50%

End-of-year examination - 50%

History

There are no prerequisites for entry to Units 1, 2, and 3. Units 3 and 4 must be taken as a sequence.

Units 1 and 2

Twentieth Century

Unit 1 – 1918-1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. They study the events, ideologies and movements of the period after World War I including the post-war peace treaties, the emergence of extremism and the causes of World War II. In addition, students investigate social life and cultural expression in the interwar period and their relation to technological, political and economic changes of the era.

Unit 2 – 1945-2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the 20th Century. They investigate the causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict. They also study the ways in which traditional ideas, values and political systems were challenged and changed by individuals and group in a range of contexts

during the period 1945-2000. This may include experiences of decolonisation in the post-war world or social and political movements such as the civil rights movement in the United States.

Units 3 and 4

Revolutions

This subject provides the opportunity to study two revolutions, one in Unit 3 and one in Unit 4. Students will study the French Revolution and one of either the American or Russian Revolutions.

The French Revolution

The revolution is covered from 1774 and the growing signs of trouble in the Ancien Régime to 1795 (Year III of the republic), just after the end of the terror.

The American Revolution

This unit covers the first stirrings of revolt in 1763, when the British began trying to exert greater control over their American colonies, through to 1789 and the inauguration of George Washington as the first president.

The Russian Revolution

This unit looks at the causes of the downfall of the archaic Romanov regime, one of the world's last remaining absolute monarchies, and the consequences that resulted from the revolutions of 1917.

Australian History

Through studying Australian history, students explore four time periods from the last 200 years, which span the most transformative events and processes that have created modern Australia.

Unit 3 – Colonies and conflict

Area of Study 1: Students begin by investigating the clash of cultures between traditional Aboriginal societies and introduced British ideals. Radical change occurred in just 25 years to completely transform Victoria into the most dynamic of the Australian colonies, and Melbourne into a world-famous city. Students construct and evaluate arguments to analyse the changing nature of Victoria in the period 1834-1860.

Area of Study 2: The visions of and for the new nation, created at Federation in 1901, were transforming Australia into one of the world's most progressive countries. However, those visions were challenged in 1914 by World War I. Australia's involvement in the war reinforced its loyalty to the British Empire, but at the same time led to a growing sense of independence. Students analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes to these visions that resulted from participation in World War I.

Unit 4 – Challenge and Transformation

Area of Study 1: World War II represented a direct threat to Australia's security unlike previous conflicts. Government actions in aid of the war effort affected the whole nation and enormous numbers of both men and women were mobilised into the armed forces or wartime industries. Allegiances were reconsidered and plans for post-war Australia were created, all while the war was still being fought. Students analyse the social, economic, and political consequences of the crisis of World War II.

Area of Study 2: Post-World War II Australia was a time of prosperity and economic growth but also a time of challenge to traditional attitudes. Changing patterns of immigration and involvement in the war in Vietnam resulted in significant changes to Australian society. Students evaluate the nature and extent of change brought about by post-war immigration and Australia's involvement in the Vietnam War.

Assessment Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

Indonesian

Please note that Indonesian will only run subject to viable student numbers.

Introduction

Indonesia is one of Australia's closest neighbours and links with and mutual understanding of this country and its people are important for our country's future. The study of Indonesian offers our students an Asian language with a Romanised script and the opportunity to explore fascinating cultural traditions based on an agricultural and religious heritage.

The language is useful for students when visiting Indonesia, Malaysia and Singapore and when mixing with Indonesians and Malaysians in Australia or in future careers. The study of the language reveals the workings of language in general and imparts strategies of learning that can be applied in further language studies.

The study of Indonesian at VCE continues the development of the skills of listening, speaking, reading and writing. Students learn more sophisticated modes of expression so they can relate to the different groups in society. With more knowledge students will gain a

greater appreciation of Indonesia and Malaysia, their traditions and peoples.

To enter the year 11 course, students should have completed year 10 Indonesian.

Unit 1

In this unit we focus on themes relevant to the lives of young people such as travel, arts and entertainment, student exchanges, school life and international relationships. Students will explore differences in attitudes and culture between the two nations, focusing on issues of particular interest to young people.

Unit 2

Following on from Unit 1, we expand on the students' knowledge of Indonesia, studying the cultural diversity of its society, its tradition as well as its historical background. Students will study the problems of urbanisation and overpopulation and its impact on the environment.

Unit 3

In this unit we focus on health and wellbeing as well as the stresses and pressures which are faced by students in their everyday lives. Other topics include the process of work and careers, Westernisation in Indonesia, the environment and sustainability.

Unit 4

This unit focuses on the detailed study, involving research about social problems in Indonesia or other current issues. This unit is also vital preparation for the oral examination.

Assessment

Units 1 and 2

School-assessed coursework

Units 3 and 4

Comprises written pieces and responses to spoken and written texts, role plays and interviews.

School-assessed coursework – 50%

End-of-year oral examination – 12.5%

End-of-year written examination – 37.5%

Legal Studies

Introduction

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.

This study enables students to:

- understand and apply legal terminology, principles and concepts
- apply legal principles to actual and/or hypothetical scenarios

- explore solutions to legal problems, and form reasoned conclusions
- analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- analyse the methods and institutions that determine criminal cases and resolve civil disputes
- propose and analyse reforms to the legal system to enable the principles of justice to be achieved

Unit 1 – Guilt and liability

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

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

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

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

Units 1 and 2

Suitable tasks for assessment in these units include: tests, classroom presentation, structured questions and examination.

Units 3 and 4

School-assessed coursework - 50%

External end-of-year examination - 50%

Literature

Introduction

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced, and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Unit 1 - Approaches to literature

A variety of genres is studied including poetry, plays, novels, short stories and films and will include at least one Australian text.

There are three areas of study in this unit:

- Readers and their responses
- Ideas and concerns in texts
- Views and values

Unit 2 - Contexts and connections

A variety of genres will be studied with an emphasis of texts from past eras and their transformation into modernised versions.

There are two areas of study in this unit:

- The text, the reader and their contexts
- Connections between texts

Units 3 and 4

We study two Australian texts and a combination of plays, poetry, short stories and novels.

There are three areas of study in Unit 3:

- Adaptations and transformations
- Views, values and contexts
- Considering alternative viewpoints

There are two areas of study in Unit 4:

- Creative response to texts
- Close analysis of texts

Assessment Units 1 and 2

School-assessed coursework including reading journals, oral and written reviews, text analyses, essays and dramatic presentations.

Units 3 and 4

School-assessed coursework – 50%

End-of-year examination – 50%

Mathematics

Introduction

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. Essential mathematical activities include conjecturing, hypothesising, problem posing and problem solving, generalising, applying the known to the unknown, investigating and modelling.

This study is designed to provide access to worthwhile and challenging mathematical learning. This study enables students to develop mathematical concepts, knowledge and skills; apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar and use technology effectively as a tool for working mathematically.

Subjects offered

The following units of study are offered:

Units 1 and 2 (year 11)

- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Units 3 and 4 (year 12)

- Further Mathematics
- Mathematical Methods
- Specialist Mathematics

A student may count a maximum of two Unit 3 and 4 mathematics subject marks in their top four for the purpose of calculating their ATAR. A third Unit 3 and 4 mathematics subject can only be counted as their fifth or sixth subject.

Calculators

A CAS calculator is required for all VCE Mathematics subjects (retained from year 10).

Units 1 and 2 Subjects

Foundation Mathematics Units 1 and 2

This subject provides for students who wish to continue to develop their mathematical studies but do not wish to undertake any studies in mathematics at Units 3 and 4 level. There is a strong emphasis on the use of mathematics in practical contexts. The areas of study for Units 1 and 2 are space, shape and design, patterns and number, data, and measurement.

General Mathematics Units 1 and 2

This subject provides a non-calculus based course for a broad range of students. The six possible areas of study for Units 1 and 2 are algebra and structure, arithmetic and number, discrete mathematics, geometry, measurement and trigonometry, graphs of linear and non-linear relations, and statistics.

Mathematical Methods Units 1 and 2

This subject provides a course for able and interested students of mathematics who enjoy the challenges of abstract concepts and applying these in both standard

and unfamiliar contexts. The areas of study are functions and graphs, algebra, calculus, and probability and statistics.

Students must have studied, and successfully completed, year 10A Mathematics to be able to study Mathematical Methods.

Specialist Mathematics Units 1 and 2

This subject provides a course for very able and interested students of mathematics who enjoy the challenges of abstract concepts and applying these in both standard and unfamiliar contexts. The areas of study are algebra and structure, arithmetic and number, geometry, measurement and trigonometry, graphs of linear and non-linear relations, discrete mathematics and statistics.

Students must either have studied previously, or be concurrently studying, Mathematical Methods in order to take Specialist Mathematics at either Units 1 and 2 level or Units 3 and 4 level.

Assessment (all Unit 1 and 2 subjects)

School-assessed coursework

Units 3 and 4 Subjects Further Mathematics Units 3 and 4

This is a non-calculus course designed to be widely accessible for a broad range of students. The content provides general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The areas of study consist of the core topics of data analysis and recursion, and financial modelling, and two modules selected from: matrices, networks and decision mathematics, geometry

and measurement, or graphs and relations. Students will be advised at the start of the academic year which modules have been chosen by the College.

Assessment

School-assessed coursework – 34%

Examination 1 – 33%

Examination 2 – 33%

Mathematical Methods Units 3 and 4

This course extends the content studied in Units 1 and 2, preparing students for background or further study in, for example, science, humanities, economics and medicine. The areas of study are functions and graphs, algebra, calculus, and probability and statistics. Students should have successfully completed Units 1 and 2 Mathematical Methods in order to undertake Units 3 and 4.

Assessment

School-assessed coursework – 34%

Examination 1 – 22%

Examination 2 – 44%

Specialist Mathematics Units 3 and 4

This subject extends the content studied in Units 1 and 2. The areas of study are functions and graphs, algebra, calculus, vectors, mechanics, and probability and statistics. Students should have successfully completed Units 1 and 2 Specialist Mathematics in order to undertake Units 3 and 4.

Assessment

School-assessed coursework – 34%

Examination 1 – 22%

Examination 2 – 44%

Course combinations

The following table gives possible combinations of units for students who choose to continue with Mathematics at Units 3 and 4 level.

Units 1 and 2	Units 3 and 4
General Mathematics 1 and 2	Further Mathematics 3 and 4
Mathematical Methods 1 and 2	Mathematical Methods 3 and 4
General Mathematics 1 and 2 Mathematical Methods 1 and 2	Further Mathematics 3 and 4 Mathematical Methods 3 and 4
Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4 alone or with Specialist Mathematics 3 and 4
Mathematical Methods 1 General Mathematics 2	Further Mathematics 3 and 4
Mathematical Methods 1 and 2	Further Mathematics 3 and 4
Mathematical Methods 1 and 2	Further Mathematics 3 and 4 Mathematical Methods 3 and 4

Media

Introduction

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories narratives are constructed that engage, and are read, by audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever increasing technological sophistication, ease and speed to engage audiences.

Developments in technologies have transformed media at a rapid pace. The interplay between print and broadcast media and multinational-networked database platforms has enabled creative communication opportunities and reworked notions of key media concepts including audiences, forms and products, storytelling, influence, institutions and industries.

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control.

Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

This study is designed to enable students to:

- investigate and analyse their and others' experience of the media
- examine the relationship between audiences and the media
- understand the codes and conventions that are used to construct media narratives and products
- develop an understanding of traditional and contemporary media forms, products, institutions and industries through theoretical study and practical application
- develop an understanding of the nature, roles, structure and contexts of creation and distribution of media forms and products
- analyse media stories and narratives to understand how meaning is constructed and how audiences are engaged
- develop an understanding of the relationship between the media and audiences that produce and engage with it
- develop the capacity to investigate, examine and evaluate debates around the role of contemporary media and its implications for society
- develop skills in critically understanding the significance and aesthetics of the media
- develop and refine skills in the design, production, evaluation and critical analysis of media products in a range of contexts and forms for different audiences.

The study of Media comprises written responses (short answer and extended response), research and discussion. Students should have sound writing skills in order to successfully complete a range of formative and summative assessment tasks. The practical components of the course are weighted roughly half of the subject's assessment, but the theoretical components of the course are given a greater focus in class because the concepts explored inform both theory and production assessments.

Although it is not a formal prerequisite, students attempting Units 1 and 2 are strongly advised to have undertaken Year 10 Media, whilst students wishing to study Units 3 and 4 Media should have successfully completed Units 1 and 2 Media.

Unit 1 – Media forms, representations and Australian stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Unit 2 – Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience

engagement, consumption and reception.

Unit 3 – Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Unit 4 – Media production and issues in the media

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

Assessment Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework – 20%

School-assessed task – 40%

End-of-year examination – 40%

Music Investigation

This subject is only offered at Units 3 and 4 level.

Introduction

Students will research performance practices relevant to a music style, tradition or genre. This study may be representative of music practice in a specific time, place or culture, and/or the work of a particular performer or composer. Students design an Investigation Topic as a basis for study of performance techniques and conventions, interpretative possibilities and contextual issues. Through this study they develop listening, aural, theoretical, interpretative and technical musicianship skills and demonstrate findings through performance of established repertoire, music they have composed, and commentary about issues that have informed their interpretation of a representative program of works.

Students electing to undertake this study choose whether they will present their end-of-year performance examination program as members of a group or as a soloist.

Students are required to be having private music lessons when they are undertaking Music Investigation.

In each unit students:

- critically listen and analyse performances and music works
- research, learn, interpret and rehearse a

representative and characteristic program of works

- build required technical and expressive skills
- select and create exercises to support development and refinement of specific techniques
- explore relevant contextual issues and performance conventions
- design and present performances to communicate their knowledge and understanding
- compose, improvise or arrange music in a style, tradition or genre relating to the Investigation Topic.

Unit 3

In this unit, students select a work from the prescribed list. They define their Investigation Topic and explore this through investigation, composition, improvisation, arrangement, and performance.

Unit 4

Students continue to explore their Investigation Topic which includes the preparation of program notes to accompany their end of year performance.

Assessment

Units 3 and 4

School-assessed coursework – 50%

Solo music performance or group performance - 50%

Music Performance

Introduction

Music Performance aims to broaden and enrich students' musical experience and encourage a lifelong engagement with music and music making. In each unit students build on their performance and musicianship skills. They present a range of performances, study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges and endeavour to address these specific areas. Students also develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Students are required to be having private music lessons when they are undertaking Music Performance.

Unit 1

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works that they are preparing for performance and practice technical work to address these challenges. Students study music language and develop their ability to write, hear, identify and sing fundamental components such as intervals, scales and triads. They refine their ability to notate music by hand.

Unit 2

This unit focuses on further building performance and musicianship skills. In addition to building on the group and solo performance skills and music language skills of Unit 1, students also engage in composition tasks. They explore a range of strategies within a selected stylistic framework to explore creative possibilities and extend music ideas. Use of music concepts such as choice of key, chord progression and instrumentation are explored.

Unit 3

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in an end-of-year examination. Students doing solo performance will prepare a program of works selected entirely from the VCE prescribed list of notated Solo Works. solo works. Students doing group performance will prepare a minimum of two works from the VCE prescribed list of group works and then include their own choice pieces. A wide range of performance styles and techniques are to be demonstrated in the performance program. Students study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 4

In this unit students further develop their performance and musicianship skills, increasing their focus on preparations for the end-of-year examinations.

They refine their performance program according to the requirements of the VCE and the VCAA Music Performance criteria for assessment syllabus.

Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

Assessment Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed course work - 30%

End-of-year aural and written examination - 20%

End-of-year exam performance examination (solo or group) - 50%

Outdoor and Environmental Studies

Introduction

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between human impacts on outdoor environments and nature's impact on humans.

Outdoor experiences could include guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state

or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects.

Unit 1 – Exploring outdoor experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2 – Discovering outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments. In this unit students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Unit 3 - Relationships with outdoor environments

In this unit students focus on the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students will consider a number of factors that influence relationships with outdoor environments and examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

Unit 4 - Sustainable outdoor relationships

In this unit students are encouraged to explore the sustainable use and management of outdoor environments. They will examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Assessment Units 1 to 4

All assessments at Units 1 and 2 are school-based. Students are required to demonstrate two outcomes that encompass the areas of study in the unit. Students will also complete internal College Examinations.

The major assessment task for this unit is a journal or report demonstrating links between theoretical content studied and practical experiences undertaken.

Additionally, at least one task for assessment of each outcome is to be selected from the following:

- a case study
- an oral presentation including the use of multimedia and podcasts
- data analysis
- structured questions
- written responses, including essays and web discussion forums.

Unit 3

The level of achievement in Unit 3 will be determined by School-assessed Coursework that must be completed mainly in class and within a limited timeframe.

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

The level of achievement for Units 3 is also be assessed by an end-of-year examination, which will contribute 50 per cent of the years' result.

Unit 4

The level of achievement in Unit 4 will be determined by School-assessed Coursework. This will be completed mainly in class and within a limited timeframe.

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

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

The examination will contribute 50 per cent of the end of year result.

Philosophy

Introduction

Philosophy, literally translated as “love of wisdom”, grapples with some of the most profound questions we can ask. What is the nature of reality? Is it possible to attain absolute certainty about anything? What is the purpose of human existence? Are “right” and “wrong” simply matters of culture? Does God exist? Exploring these questions is fascinating and intellectually challenging. Philosophy asks us to move beyond routine thinking and to interrogate our thought processes and beliefs. We learn to examine our prejudices, probe the assumptions behind what we believe, and offer justifications for our views.

Doing philosophy is not about coming up with a single “correct” answer, but rather developing the ability to think critically and creatively, analyse problems, clarify concepts, and construct reasonable, organised arguments. Most importantly, philosophy demands that we think for ourselves. It has been described as “an extreme sport for the mind”. Philosophy should help us to see the difference between clear, careful, creative thinking, and sloppy, superficial thinking. Such skills of independent, logical thinking are highly transferable. The essential thinking skills fostered by Philosophy not only assist us to be better thinkers and communicators in other disciplines and life as a whole, but also provide excellent preparation for any future career. Studying philosophy nurtures students’ curiosity, problem-solving skills, open-mindedness, persistence and intellectual confidence.

The study also focuses on philosophers and philosophical ideas at different stages in history. Students will gain an appreciation for the history of western ideas, and how the assumptions of our own contemporary culture have their roots in ancient ways of thinking. Philosophy is a challenging and stimulating subject that often confronts students with ideas they haven’t considered before. These four VCE units are designed for able and motivated students who are not afraid to think hard. Strong reading and writing skills are essential. Students are advised to complete Units 1 and 2 before proceeding to Units 3 and 4.

Unit 1 – Existence, knowledge and reasoning

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central

concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

Metaphysics is the study of the basic structure and categories of what exists, or of reality. We explore questions including: What is the nature of concepts such as mind, soul, thought and consciousness? How are views on the mind and body significant for contemporary debates such as artificial intelligence or the treatment of animals?

Epistemology addresses problems of knowledge. We explore questions including: How can we know things? Can we know anything with certainty? What is the difference between knowledge and belief? What are our sources of knowledge in areas such as the physical and human sciences and how reliable are they?

Unit 2 – Questions of value

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Unit 3 – Minds, bodies and persons

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person

over time? Students critically compare the viewpoints and arguments put forward in texts by historical philosophers from the Western tradition such as Plato, David Hume and John Locke with more contemporary views, Buddhist perspectives, and their own common sense assumptions. Implications for these debates on areas such as artificial intelligence and post-humanism are considered.

Unit 4 – The good life

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well-lived life? Is morality central to a good life? How does our social context impact on our conception of a good life?

In this unit, students explore texts by both ancient philosophers such as Plato and Aristotle and modern philosophers such as Friedrich Nietzsche and Peter Singer. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates surrounding foreign aid, the environment, and attempts at censorship in the internet age.

Assessment Units 1 and 2

School-assessed coursework including journal entries, short written exercises, essays and oral responses

Units 3 and 4

School-assessed coursework - 50%

End-of-year examination - 50%

Physical Education

Introduction

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. It examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. It is strongly recommended and would be most advantageous to have an appreciation of human movement, anatomy and physiology.

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.

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. 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. 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 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, and evaluate the chronic adaptations to training.

Assessment Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework – 50%

End-of-year examination - 50%

Physics

Introduction

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world, which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and other sciences.

Unit 1 – What ideas explain the physical world?

In this unit students explore how physics explains phenomena which are not always visible to the unaided

human eye. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity, and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Unit 3 – How do fields explain motions 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. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories.

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

In this unit students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. 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 learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

Assessment Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework – 40%

End-of-year examination – 60%

Psychology

Introduction

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a bio-psychosocial approach. The study explores the connection between the brain and behaviour by focusing on the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

Unit 1 – How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. 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. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories.

Unit 2 – How do external factors influence behaviour and mental process?

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. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

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 both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. 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. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

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 Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework – 40%

End-of-year examination – 60%

Studio Arts

Introduction

The creative nature of visual art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer insight into the diverse interpretations of life and experiences of artists. 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 knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education.

There are no prerequisites for entry to Units 1, 2 and 3 but prior studies in year 10 Visual Arts subjects is recommended. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1 – Studio inspiration and techniques

This unit focuses on developing an individual understanding of the stages of studio practice and how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques

related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Students also research and analyse ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2 – Studio exploration and concepts

This unit focuses on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge of art history. Comparisons of contemporary art with historical art styles and movements is embedded in course content.

Unit 3 – Studio practices and processes

This unit focuses on the implementation of an individual studio process leading to the production of a range of potential directions.

Students plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to artmaking. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

Unit 4 – Studio practice and art industry contexts

This unit focuses on the planning, production and evaluation required to develop, refine and present artworks. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions to produce at least two finished artworks. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

Assessment Units 1 and 2

School-assessed coursework
Examination

Units 3 and 4

School-assessed coursework - 10%
School-assessed task - 60%
End-of-year examination - 30%

Theatre Studies

Unit 1 and 2 Drama and Unit 1 and 2 Theatre Studies are offered in alternate years. In 2019 Unit 1 and 2 Theatre Studies and Unit 3 and 4 Drama will be offered. In 2020 Unit 1 and 2 Drama and Unit 3 and 4 Theatre Studies will be offered.

Unit 1 – Pre-modern theatre styles and conventions

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

Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/

Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms.

Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2 - Modern theatre styles and conventions

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

Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre

of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

Unit 3 - Producing theatre

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

Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Unit 4 - Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of

the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.

Assessment Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework 45%

End-of-year stagecraft examination – 25%

End-of-year written examination – 30%

Visual Communication Design

Introduction

Visual communicators in fields such as architecture, engineering, graphic design, multimedia, industrial design, advertising, fashion and interior design all depend on visual imagery to develop and communicate ideas and information. This subject uses text and images in imaginative and original ways, to communicate a message to an audience. This study is designed to teach an understanding of the application and function of freehand drawing, drawing conventions such as technical drawing, computer aided design and design elements and principles. Students learn about Australian and international designers, and have the opportunity to learn how contemporary design has been influenced historically, socially and culturally.

At year 11 students are able to undertake Visual Communication Design Units 1 and 2 only. A student must have successfully completed Visual Communication Design Units 1 and 2 in order to undertake Units 3 and 4.

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.

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.

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.

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.

Assessment Units 1 and 2

School-assessed coursework

Units 3 and 4

School-assessed coursework – 25%

School-assessed task – 40%

End-of-year examination – 35%

VCE Vocational Education and Training (VET)

Introduction

Completion of a VCE VET program enables students to graduate with both a VCE certificate (with an ATAR) and a nationally recognised Vocational Education and Training qualification. All VCE VET programs may be included in a student's primary four studies for the calculation of the ATAR score.

Advantages of a VCE VET program

- Students can complete a Vocational Education and Training qualification as they complete their VCE
- Completion of a Vocational Education and Training Certificate provides students with additional pathways including university, diploma and certificate courses
- Both part-time and full-time employment opportunities are enhanced as students develop skills relevant to the industry

Beyond school students may:

- apply for a university course with an ATAR as with any other VCE program
- proceed to a TAFE course, entering the program with credit for units of competence already completed
- proceed directly to employment using the qualification and vocational skills acquired

VET assessment and contribution to the VCE Program

Students completing both years of a VET subject will receive four unit credits towards their VCE: two at Units 1 and 2 and a Units 3 and 4 sequence.

Students undertake a Scored Assessment to receive a contribution to the ATAR and to gain a Study Score. This Study Score can contribute directly to the primary four or as a fifth or sixth subject when calculating the ATAR. If the subject is unscored (no exam or study score) it can count as a 5th or 6th subject.

Creative and Digital Media

Creative and Digital Media will be taught at St Leonard's College subject to viable student numbers. Therefore, no external travel to TAFE may be necessary.

Screen and Media/Certificate III Media

This qualification provide students with a broad range of knowledge and creative computing skills to pursue a career or further training in the screen and media industry in areas such as film and television production, 2D and 3D animations, 3D modelling, radio broadcasting, graphic design, digital imaging, photography, web design and web authoring.

VCE VET Creative and Digital Media gives students the opportunity to gain practical skills in multimedia/ screen and media (interactive digital media) design and development. Students learn, create, develop and broaden a range of skills and knowledge in a wide variety of digital media contexts. Students focus mainly on Adobe Master Suite CC applications, such as Photoshop, Bridge, Animate, Dreamweaver, Illustrator, After Effects, Premiere Pro, InDesign, and Auto Cad Maya.

Through this program, students will have the opportunity to gain practical skills in multimedia design and development. The students will receive hands-on experiences with hardware and software, which is currently in use by industry. There are no prerequisites for this course.

Course structure – Units 1 and 2 (2019)

Core

- Develop and extend critical and creative thinking
- Contribute to health and safety of self and others
- Work effectively in the creative arts industry

Elective

- Produce and prepare photo images
- Maintain interactive content: websites
- Follow design process in animation

Course structure – Units 3 and 4 (2020)

- 2D digital animations
- Write content for a range of media
- Explore and apply the creative process to 2D forms
- Author interactive sequences
- Create visual design components

Career opportunities

With additional training and experience potential employment opportunities can include camera/lighting assistant, radio program maker/presenter, editing assistant, interactive media author, games designer, photographer, production assistant, web designer, web author, 2D and 3D animator or special effects producer.

Hospitality

This program offers the appropriate knowledge and skills that prepare students for a diverse range of occupations in the hospitality industry, including commercial cookery and catering, food and beverage service and accommodation service.

Certificate II in Hospitality – Stage 1 – VCE Units 1 and 2

Certificate II in Hospitality is designed to provide students with the necessary training and skills for the achievement of competency in food and beverage service. Depending on the electives chosen, Units 1 and 2 include developing and updating hospitality industry knowledge, serving food and beverage to customers, organising and preparing food, providing visitor information and workplace hygiene.

Classes are on Wednesday afternoons 2.30pm – 7.00pm with practical classes finishing later. Students will complete the Certificate II in Hospitality in the first year and also receive a food handlers certificate.

Certificate II in Hospitality - Enhanced Stage 2 – VCE units 3 and 4

Units 3 and 4 offers scored assessment and incorporates units such as providing food and beverage service, preparing and serving non-alcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee. Students will receive a Statement of Attainment and a Responsible Service of Alcohol Certificate.

Studies in Stage 1 and Stage 2 lead to advanced standing in the Diploma/Advanced Diploma of Hospitality and the Holmesglen Bachelor of Hotel Management.

Completion of Certificate II in Hospitality may provide employment opportunities in a variety of roles, such as: food and beverage attendant, bar/bottle shop attendant, front office/receptionist, catering assistant, kitchen hand, waiter or barista. With additional training and experience, future employment opportunities may include restaurant manager, sommelier and maître d'.

Certificate II in Hospitality (Kitchen Operations)

Certificate II in Hospitality (Kitchen Operations) provides students with the skills and knowledge to be competent in a range of kitchen functions and activities needed to work in various hospitality enterprises where food is prepared and served. Students will complete the same first year as the Certificate II in Hospitality (above) followed by a bridging program prior to commencing stage 2.

Units 3 and 4 offer scored assessment and incorporate units such as preparing, cooking and serving food for service, and preparing appetisers, salads, stocks, sauces, soups, and desserts. Students continuing studies after year 12 will receive advanced standing in the Certificate III in Commercial Cookery, or other related hospitality studies.

With additional training and experience, future employment opportunities may include chef, pastry chef, caterer, breakfast cook, short order cook and fast food cook.

Note: The Training Package for Hospitality has recently been updated and the options for VCE are currently under review by VCAA. There may be some changes to the information supplied above.

The following courses are available to study at Holmesglen Moorabbin on Wednesday afternoons and can form part of your VCE program. St Leonard's College will contribute towards the fees for these courses up to a maximum on \$1,800 per year.

The following subjects have scored assessment in year 12:

- Certificate III Screen and Media
- Certificate III Community Services
- Certificate III Laboratory Skills
- Certificate III in Information, Digital Media and Technology
- Certificate III in Sport and Recreation
- Certificate II in Hospitality
- Certificate II in Engineering
- Certificate III in Allied Health Assistance

The following subjects can be used as block credit:

- Certificate III in Tourism
- Certificate III in Events
- Certificate II in Electrotechnology
- Certificate III in Early Childhood Education and Care





St Leonard's College