OXLEY
CHRISTIAN COLLEGE

VCE
CURRICULUM

VCE Subject Curriculum Overview

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VCE Accounting

This study summary is VCAA excerpts.
Accreditation period Units 1–4: 1 January 2019 – 31 December 2024.

Scope of study

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners.

In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Structure

The study is made up of four units:

- Unit 1: Role of accounting in business
- Unit 2: Accounting and decision-making for a trading business
- Unit 3: Financial accounting for a trading business
- Unit 4: Recording, reporting, budgeting and decision-making

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

Entry

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

Assessment

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Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

Levels of achievement

Units 1 and 2

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

Units 3 and 4

School-assessed Coursework (SAC) as specified in the VCE study design, and an end of year examination

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

Each unit contains between two and four areas of study.

Unit 1: The role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

On completion of this unit should be able to:

- Outcome 1: the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.
- Outcome 2: identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

Unit 2: Accounting and decision-making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

On completion of this unit the student should be able to

- Outcome 1: record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
- Outcome 2: record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.
- Outcome 3: record and report for non-current assets and depreciation.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental

On completion of this unit the student should be able to:

- Outcome 1: record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.
- Outcome 2: record transactions and prepare, interpret and analyse accounting reports for a trading business.

Unit 4: Recording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.
Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure

business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

On completion of this unit the student should be able to:

- Outcome 1: record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
- Outcome 2: prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

VCE Art Creative Practice

Units 1–4: 1 January 2023 – 31 December 2027
Implementation of this study commences in 2023.

Scope of Study

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society.

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice.

Rationale

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

Throughout the study students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and viewer or audience. In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes. Students develop skills in research, art history and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

VCE Art Creative Practice uses inquiry through art practice to develop students' critical and creative thinking skills and individual responses through researching, exploring, experimenting, developing, reflecting, refining and resolving. Through Making and Responding, and through the presentation of artworks in different contexts, students understand and appreciate the role of visual art in past and present traditions, societies and cultures.

By building skills in visual literacy and creative and critical thinking, which are essential to both artist and viewer or audience, learning in VCE Art Creative Practice empowers young people to be discerning, and to engage with and make sense of what they see and experience.

Students are equipped with practical and theoretical skills that enable them to follow pathways into tertiary art education, further training in art-related careers, as well as roles that require highly developed critical and conceptual engagement with ideas and issues. VCE Art Creative Practice also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art-making practices.

Structure

The study is made up of four units.

- Unit 1: Interpreting artworks and exploring the Creative Practice
- Unit 2: Interpreting artworks and developing the Creative Practice
- Unit 3: Investigation, ideas, artworks and the Creative Practice
- Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3; however, Units 1 and 2 form the foundation of the key knowledge and key skills for Units 3 and 4. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to the equivalent standard of the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Levels of Achievement

Satisfactory completion

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Levels of achievement

Units 1 and 2

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

Units 3 and 4

School-assessed Coursework (SACs), a School-assessed Task (SAT) as specified in the VCE study designs, and an external assessment (examination).

Percentage contributions to the study score in VCE Art Creative Practice are as follows:

- Units 3 and 4 School-assessed Task 60%
- Units 3 and 4 School-assessed Coursework: 10%
- End-of-year examination: 30%

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Unit 1: Interpreting artworks and exploring the Creative Practice

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Through their analysis and interpretation students learn how to formulate and substantiate personal opinions about artworks. Students apply the Structural Lens and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice.

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of both traditional and contemporary art practices. They are guided through an Experiential learning process to research, explore, experiment and develop, and to evaluate and reflect upon their use of the Creative Practice.

On completion of this unit the student should be able to:

- Outcome 1: discuss the practices of three artists, and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist
- Outcome 2: use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas
- Outcome 3: document and evaluate the components of the Creative Practice used to make personal visual responses

Unit 2: Interpreting artworks and developing the Creative Practice

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Artworks can acknowledge specific ideas or beliefs, or commemorate people, institutions, social movements and events. They can reinforce the intentions and purpose of a social, cultural or community group, or they can challenge social or cultural attitudes and assumptions. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts.

Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

While the focus of this unit is on the Cultural Lens, students should continue to apply aspects of the Structural and Personal Lenses where relevant in the analysis and interpretation of artworks and in the documentation of their art practice.

On completion of this unit the student should be able to:

- Outcome 1: use the Cultural Lens, and the other Interpretive Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times
- Outcome 2: use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches
- Outcome 3: critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses

Unit 3: Investigation, ideas, artworks and the Creative Practice

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

In Unit 3, the Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

On completion of this unit the student should be able to:

- Outcome 1: develop personal ideas using research that examines one artwork and the practice of an artist, and produce at least one finished artwork using the Creative Practice
- Outcome 2: apply and explore ideas and an area of personal interest using the Creative Practice

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

In Unit 4, Areas of Study 1 and 2 are taught concurrently. The critique in Area of Study 1 takes place before the resolution and presentation of the Body of Work. Documentation of the Creative Practice is carried throughout Areas of Study 1 and 2 in the refinement, resolution and presentation of the student's Body of Work.

The students' use of the Creative Practice involves both Making and Responding and is underpinned by the Interpretive Lenses. Students use the Interpretive Lenses to analyse and interpret the meanings and messages of artworks created by the artists they study and to investigate the practices used to create them. Applied together, these Interpretive Lenses enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students view a range of artworks in different contexts and interpret the ideas and meanings communicated in the artworks.

On completion of this unit the student should be able to:

- Outcome 1: document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work
- Outcome 2: use the Creative Practice to resolve and present a Body of Work
- Outcome 3: compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks

VCE Biology

This study summary is VCAA excerpts. Accreditation period:
Units 1 and 2: 1 January 2022 – 31 December 2026
Units 3 and 4: 1 January 2022 – 31 December 2026

Scope of study

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

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety and ethical guidelines associated with biological investigations is integral to the study of VCE Biology.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in biology has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary biological challenges.

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology,

pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Structure

The study is made up of four units, structured as a series of curriculum-framing questions that reflect the inquiry nature of the discipline.

- Unit 1: How do organisms regulate their functions?
- Unit 2: How does inheritance impact on diversity?
- Unit 3: How do cells maintain life?
- Unit 4: How does life change and respond to challenges?

Entry

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

Achievement

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of achievement

Units 1 and 2

School assessed coursework and mid-year and end of year examinations.

Units 3 and 4

School-assessed Coursework (SACs) and an end of year examination

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 30%
- End-of-year examination: 50%

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Units 1-4 VCE Biology

Unit 1: How do organisms regulate their functions?

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

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

On completion of this unit should be able to:

- Outcome 1: explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.

- Outcome 2: explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.

- Outcome 3: adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

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Unit 2: How is continuity of life maintained?

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

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

On completion of this unit should be able to:

- Outcome 1: explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.

- Outcome 2: analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.

- Outcome 3: identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

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Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts. Further explanation of these terms can be found in the ‘Terms used in this study’ section on pages 16 and 17 of the VCAA Study Design.

A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined on pages 11 and 12 of the VCAA Study Design.

On completion of this unit should be able to:

- Outcome 1: analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

- Outcome 2: analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

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, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts. Further explanation of these terms can be found in the 'Terms used in this study' section on pages 16 and 17 of the VCAA Study Design.

A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined on pages 11 and 12 of the VCAA Study Design.

On completion of this unit should be able to:

- Outcome 1: analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.

- Outcome 2: analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

- Outcome 3: design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

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VCE Business Management

This study summary are excerpts from the VCAA VCE study design
Accreditation period Units 1–4: 1 January 2023 – 31 December 2027

Scope of study

VCE Business Management examines the ways businesses manage resources to achieve objectives. The *VCE Business Management Study Design* follows the process from the initial 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 the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their 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 in response to contemporary challenges in establishing and operating a business.

Rationale

In contemporary Australian society there is a range of businesses managed by people who establish systems and processes to achieve a variety of business objectives. These systems and processes are often drawn from both historical experience and management theories that are designed to optimise the likelihood of achieving success.

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

The study of VCE Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Aims

This study enables students to:
- understand and apply business concepts, principles and terminology
- understand the complex and changing environments in which businesses operate and how businesses must adapt to these
- understand the relationships that exist between a business and its stakeholders
- recognise the contribution and significance of business within local, national and global markets
- analyse and evaluate the effectiveness of management strategies in different contexts
- propose strategies to solve business problems and take advantage of business opportunities

Structure

The study is made up of four units.
- Unit 1: Planning a business
- Unit 2: Establishing a business

- Unit 3: Managing a business
- Unit 4: Transforming a business

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

Entry

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

All VCE studies are benchmarked against comparable national and international curriculum.

Percentage contributions to the study score in VCE Business Management are as follows:
- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- end-of-year examination: 50 per cent.

Outcomes

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business 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, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

On completion of this unit students should be able to:
- Outcome 1: describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing
- Outcome 2: describe the internal business environment and analyse how factors from within it may affect business planning
- Outcome 3: describe the external environment of a business and explain how the macro and operating factors within it may affect business planning

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as 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 met 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 management practices by applying key knowledge to contemporary business case studies from the past four years.

On completion of this unit the student should be able to:
- Outcome 1: outline the key legal requirements and financial record-keeping considerations when establishing a business, and explain the importance of

establishing effective policies and procedures to achieve compliance with these requirements
- Outcome 2: explain how establishing a customer base and a marketing presence supports the achievement of business objectives, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies
- Outcome 3: discuss the importance of staff to a business, discuss the staffing needs for a business, and evaluate staff-management strategies from both an employer and staff perspective

Unit 3: Managing a business

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

On completion of this unit the student should be able to:
- Outcome 1: analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture
- Outcome 2: explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees
- Outcome 3: analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations

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 effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

On completion of this unit the student should be able to:
- Outcome 1: explain the way business change may come about, analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future
- Outcome 2: discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business

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VCE Chemistry

This study summary is VCAA excerpts.
Accreditation period:
Units 1–2:1 January 2023 – 31 December 2027
Units 3-4: 1 January 2024 – 31 December 2027

Scope of study

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety considerations, including use of safety data sheets, and ethical guidelines associated with undertaking investigations is integral to the study of VCE Chemistry.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in chemistry has changed, and continues to change, in response to new evidence, discoveries and thinking. They explore the impact of chemistry on their own lives, and on society and the environment. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary chemistry-based challenges.

Rationale

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

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VCE Chemistry provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of human endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental science, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, nursing, pharmacy, sports science, toxicology, veterinary science and viticulture.

Structure

The study is made up of four units:

- Unit 1: How can the diversity of materials be explained?
- Unit 2: How do chemical reactions shape the natural world?
- Unit 3: How can design and innovation help to optimise chemical processes?
- Unit 4: How are carbon-based compounds designed for purpose?

Entry

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

Assessment

Satisfactory completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 20%
- Unit 4 school assessed coursework 30%
- Units 3 and 4 examination 50%

Outcomes

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 structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

On completion of this unit should be able to:

- Outcome 1: explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures
- Outcome 2: calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers
- Outcome 3: investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material

Unit 2: How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water. It draws on the key science skills and key knowledge from Unit 2 Area of Study 1 and/or Area of Study 2.

On completion of this unit should be able to:

- Outcome 1: explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society
- Outcome 2: calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities
- Outcome 3: draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water

Unit 3: How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined on pages 14 and 15 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society
- Outcome 2: experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society

Unit 4: How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.
Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined on pages 14 and 15 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society
- Outcome 2: apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified
- Outcome 3: design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster

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VCE Chinese First Language

This study summary is VCAA excerpts.
Accreditation period Units 1–4: 1 January 2022 – 31 December 2026.

Scope of study

VCE Chinese First Language is designed for students who will typically have spent some time as a resident of China and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication.

The language to be studied is the modern standard/official version of 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. This does not, however, preclude the use of written texts in full-form or complex (traditional) characters. Students may choose to use either simplified or complex characters in their writing.

Rationale

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

The study of Chinese develops students' abilities to understand and use the language of a country that is Australia's most important trading partner. There are Chinese-speaking communities in Australia and around the world and there are strong links between Australia and China in areas such as business, tourism and education. The study of Chinese promotes the strengthening of these links.

Students may wish to study Chinese as an academic subject for educational purposes, to further develop their knowledge and use of a language already important to them or to link this study to other areas of interest such as tourism, technology, the arts, education, finance and business.

Aims

This study enables students to:

- communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages, and enhance intercultural awareness
- understand the cultural contexts in which Chinese is spoken and appreciate their own and others' cultures
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

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Structure

The study is made up of four units.

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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

The study of Chinese is offered at four levels in the VCE: Chinese First Language, Chinese Second Language Advanced, Chinese Second Language and Chinese Language, Culture and Society. Entry to these levels is governed by eligibility criteria, which are monitored regularly and published on the VCAA website.

Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School-assessed coursework and two end-of-year-examinations. Percentage contributions to the study score in Chinese First Language are as follows:

- Unit 3 school assessed coursework 25%
- Unit 4 school assessed coursework 25%
- End-of-year examinations 50%

Cross-study specifications

In this study students learn Chinese for communicative purposes. In each unit, students gain opportunities to build on, and develop their knowledge of, intercultural awareness and the essential language skills of listening, speaking, reading, writing and viewing.

Themes and topics are prescribed and create a framework of subject content for the activities and tasks that students undertake to demonstrate achievement of the outcomes of each unit. Language content suited to the level and scope of the themes and topics is also specified and includes grammar, text types and writing styles that students are expected to be familiar with by the end of Unit 4. There is no prescribed order in which this learning should occur.

Prescribed themes and topics

There are three prescribed themes:

- Self and others
- Tradition and change in Chinese-speaking communities
- The world around us.

These themes have a number of prescribed topics and suggested subtopics.

Self and others	Tradition and change in Chinese-speaking communities	The world around us
Personal world *For example, personal values and beliefs, self-identity, views of an ideal world, family life.*	***Literature and the Arts*** *For example, classic and contemporary literature, film, dance, art, music, entertainment.*	***Lifestyles*** *For example, customs and traditions, impact of technology, urbanisation, food in China, cultural diversity, travel, leisure.*
Contributing to the community *For example, voluntary work, caring for the aged, youth well-being, contributing to community services.*	***Stories from the past*** *For example, ancient philosophers, legends and myths, a significant historical period, festivals.*	***Current issues*** *For example, the environment and sustainability, the role of the media, globalisation, China and the world.*
Education and aspirations *For example, future of work and careers, lifelong learning, education systems, overseas study.*	***Youth issues*** *For example, global citizenship, relationships with family and friends, social media, youth in China.*	***Studies of Australia*** *For example, Aboriginal and Torres Strait Islander histories and cultures, sports culture, Chinese migration.*

Note: **Bold** = Prescribed themes, ***Bold Italics*** = Prescribed topics, *Italics* = Suggested subtopics.

Text types

A wide range of text types is included in the teaching and learning of Chinese. Text types may include:

Article	Discussion	Personal letter/email	Role-play
Blog	Formal letter/email	Presentation	Script
Conversation	Interview	Report	Short story
Debate	Journal entry	Review	Social media post

Writing styles

Students are expected to be familiar with and produce different styles of writing. Writing styles include: personal, imaginative, persuasive, informative and evaluative.

Vocabulary

There is no prescribed vocabulary list for VCE Chinese First Language.

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Grammar

The student is expected to recognise and use the grammatical items outlined on pages 9 to 12 of the VCAA Study Design.

Areas of study

The areas of study for Units 1–4 are detailed on pages 13-24 of the VCAA study design.

Unit 1

On completion of this unit should be able to:

- Outcome 1: Establish and maintain a spoken or written exchange related to an issue of interest or concern.
- Outcome 2: Interpret and reorganise information and ideas from two texts on the same subtopic selected from a combination of spoken, viewed or written texts.
- Outcome 3: Produce an imaginative piece in spoken or written form.

Unit 2:

On completion of this unit the student should be able to:

- Outcome 1: Participate in a spoken or written exchange focusing on the resolution of an issue.
- Outcome 2: Produce a spoken or written response to two texts on the same subtopic, selected from a combination of spoken, viewed or written texts.
- Outcome 3: Produce a personal or informative spoken or written response to a fictional text.

Unit 3:

On completion of this unit should be able to:

- Outcome 1: Present and exchange information, opinions and experiences and respond to questions.
- Outcome 2: Analyse and use information from spoken and viewed texts.
- Outcome 3: Express ideas through the production of original imaginative written texts.

Unit 4:

On completion of this unit should be able to:

- Outcome 1: Analyse and use information from written and viewed texts.
- Outcome 2: Respond critically to spoken, viewed and written texts which reflect aspects of language and culture through the extended study of Literature and the Arts
- Outcome 3: Exchange information, ideas and opinions, in response to spoken, viewed and written texts which reflect aspects of language and culture through the extended study of Literature and the Arts

End-of-year examinations

- an oral examination
- a written examination.

Extended study of language and culture through Literature and the Arts

In Unit 4, students are required to undertake an extended study. The extended study should be based on a subtopic related to language and culture through Literature and the Arts, drawn from one of the prescribed topics under the theme ‘Tradition and change in Chinese-speaking communities’.

The extended study should include a study of the author’s/director’s/composer’s/artist’s intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience.

To enable students to explore their subtopic in sufficient depth it is suggested that at least three texts of adequate depth, drawn from the field of Literature and the Arts, are selected. These should include a spoken text, a viewed text, and a written text, for example, a short novel, a film, a poem or song. The length of texts selected will vary, depending on the type of text, their density and level of complexity.

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VCE Chinese and Chinese Second Language and Chinese Second Language Advanced

This study summary is VCAA excerpts. Accreditation period
Units 1 and 2: 1 January 2020 – 31 December 2027
Units 3 and 4: 1 January 2020 – 31 December 2027

Scope of study

VCE Chinese Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Chinese on a range of themes and topics.

Students develop and extend skills in listening, speaking, reading, writing and viewing in Chinese in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons

Rationale

The study of Chinese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. There are many spoken varieties of Chinese, and Modern Standard Chinese is pre-eminent among these. 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.

Structure

The study is made up of four units.

- Unit 1: understanding of the language and culture/s of Chinese-speaking communities
- Unit 2: understanding of aspects of language and culture
- Unit 3: investigate the way Chinese speakers interpret and express ideas, and negotiate and persuade in Chinese
- Unit 4: investigate aspects of culture

Entry

- There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the

final two years of secondary education. All VCE studies are benchmarked against comparable national and international curricula.
- VCE Chinese Second Language is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1. Entry to VCE Chinese Second Language is governed by eligibility criteria which are published on the VCAA website and in the *VCE and VCAL Administrative Handbook*.

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination
- Unit 3 school assessed coursework 25%
- Unit 4 school assessed coursework 25%
- Examination*: oral component and written component 50%

Cross-study specifications

- Communicating and understanding languages and cultures
- Communicating
- Interpersonal communication
- Interpretive communication
- Presentational communication
- Understanding languages and cultures
- Connections
- Comparisons
- Communities
- Prescribed themes and topics
- There are three prescribed themes for study in VCE Chinese Second Language:
  - The individual
  - The Chinese-speaking communities
  - The world around us
- Text types
- Writing styles
- Vocabulary
- Character list
- Grammar

Outcomes

Unit 1

In this unit students develop an understanding of the language and culture/s of Chinese-speaking communities through the study of three or more topics from the prescribed themes listed on page 12. Each area of study in the unit must focus on a different subtopic. Students

access and share useful information on the topics and subtopics through Chinese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Chinese culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 10–11 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: exchange meaning in a spoken interaction in Chinese.
- Outcome 2: interpret information from two texts on the same subtopic presented in Chinese, and respond in writing in Chinese and in English.
- Outcome 3: present information, concepts and ideas in writing in Chinese on the selected subtopic and for a specific audience and purpose.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 12. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Chinese and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 10–11 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: respond in writing in Chinese to spoken, written or visual texts presented in Chinese.
- Outcome 2: analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese.
- Outcome 3: explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken.

Unit 3

In this unit students investigate the way Chinese speakers interpret and express ideas, and negotiate and persuade in Chinese through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Chinese, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Chinese-speaking communities. They reflect on how knowledge of Chinese and Chinese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

The cross-study specifications common to Units 1–4 are detailed on pages 10–11 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: participate in a spoken exchange in Chinese to resolve a personal issue.
- Outcome 2: interpret information from texts and write responses in Chinese.
- Outcome 3: express ideas in a personal, informative or imaginative piece of writing in Chinese.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Chinese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Chinese.

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

The cross-study specifications common to Units 1–4 are detailed on pages 10–11 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: share information, ideas and opinions in a spoken exchange in Chinese.
- Outcome 2: analyse information from written, spoken and viewed texts for use in a written response in Chinese.
- Outcome 3: present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese.

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VCE Drama

This study summary is VCAA excerpts.
Accreditation period Units 1–4: 1 January 2019 – 31 December 2024.

Scope of study

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners.

Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

Rationale

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different cultures, genders, sexualities and abilities.

VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds.

The study of drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. Students develop an appreciation of drama as an art form through their work as solo and ensemble performers, and engagement with professional contemporary drama practice. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts. The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

Structure

The study is made up of four units:

- Unit 1: Introducing performance styles
- Unit 2: Australian identity
- Unit 3: Devised ensemble performance
- Unit 4: Devised solo performance

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Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 40%
- Performance examination 35%
- End of year examination 25%

Outcomes

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.

Terms used in this study are defined on pages 9–12 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: devise and document solo and/or ensemble drama works based on experiences and/or stories.
- Outcome 2: perform devised drama works to an audience.
- Outcome 3: analyse the development, and the performance to an audience, of their devised work.

- Outcome 4: analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners.

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. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers
- reflect aspects of Australian identity, for example the voice of Australia's first peoples, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, urban and rural perspectives.

Across this unit, students study performance styles from a range of historical and/or social and/or cultural contexts. In this unit the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

Terms used in this study are defined on pages 9–12 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice.
- Outcome 2: present a devised performance that reflects aspects of Australian identity and contemporary drama practice.
- Outcome 3: analyse the development, and performance to an audience, of their devised work.
- Outcome 4: analyse and evaluate a performance of a drama work by Australian practitioners.

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.

Terms used in this study are defined on pages 9–12 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.
- Outcome 2: analyse the use of processes, techniques and skills to create and present a devised ensemble performance.
- Outcome 3: analyse and evaluate a professional drama performance.

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.

Terms used in this study are defined on pages 9–12 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.
- Outcome 2: create, develop and perform a solo performance in response to a prescribed structure.
- Outcome 3: analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.

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VCE English and English as an Additional Language (EAL)

This study summary is VCAA excerpts. Accreditation period Units 1–2: 1 January 2016 – 31 December 2020, Units 3 – 4 1 January 2017 – 31 December 2020

Scope of study

VCE English 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 study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

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

Structure

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

Unit 1: students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Unit 2: students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

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

EAL students: Listening to text – students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

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.

Entry

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

ENGLISH AS AN ADDITIONAL LANGUAGE:
For Units 1 and 2, provision for EAL students is a matter for school decision. For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL. Schools should refer to the current year's *VCE and VCAL Administrative Handbook* for advice about student eligibility for EAL in Units 3 and 4. EAL students should undertake the study as outlined in this study design. Schools should note where different requirements for EAL students are indicated.

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit are:
- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s.

Assessments tasks for Outcomes 1 and 2 must be in written form.

Units 3 and 4

School assessed coursework and an end of year examination
- Unit 3 school assessed coursework 25%
- Unit 4 school assessed coursework 25%
- Units 3 and 4 examination 50%

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Outcomes

Units 1 and 2 Text selection

Students are encouraged to read widely in Units 1 and 2 to support the achievement of all outcomes.

In Units 1 and 2, text selection is a school-based decision, and must be made in accordance with the following instructions.

English students

Where both Units 1 and 2 are undertaken, students must read and study at least four set texts. The term 'set text' refers to texts chosen by the school for Unit 1 Area of Study 1 and Unit 2 Area of Study 1.

For Area of Study 1 in both Units 1 and 2, students must read and study two set texts.

At least two set texts must be selected from the following categories: novels, plays, collections of short stories or collections of poetry.

EAL students

Where both Units 1 and 2 are undertaken, EAL students must read and study at least three set texts. The term 'set text' refers to texts chosen by the school for Unit 1 Area of Study 1 and Unit 2 Area of Study 1.

For Unit 1 Area of Study 1, EAL students must read and study at least one set text.

For Unit 2 Area of Study 1, EAL students must read and study two set texts.

In either Unit 1 or 2, at least one set text must be a written text in one of the following forms: a novel, a play, a collection of short stories or a collection of poetry.

All students

Where both Units 1 and 2 are undertaken:

- no more than one of the set texts may be a multimodal text (including films and graphic novels)
- at least one of the set texts must be by an Australian
- all texts should have literary merit and be worthy of close study.

Unit 1

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

Students develop their skills in creating written, spoken and multimodal texts.

The term 'set text' refers to texts chosen by the school for Areas of Study 1 in Units 1 and 2.

On completion of this unit should be able to:

- Outcome 1: produce analytical and creative responses to texts.
- Outcome 2: analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.
- Outcome 3:

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

The term 'set text' refers to texts chosen by the school for Area of Study 1 in Units 1 and 2.

On completion of this unit should be able to:

- Outcome 1: compare the presentation of ideas, issues and themes in two texts.
- Outcome 2: identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Unit 3 and 4 Text Selection
Students are expected to read widely in Units 3 and 4 to support the achievement of all outcomes. In Units 3 and 4, text selection must be made in accordance with the following instructions.

English students
A total of four texts across the Units 3 and 4 sequence must be selected from the Text Lists published annually by the VCAA.
For Unit 3 Area of Study 1, students must read and study two selected texts from Text List 1.
For Unit 4 Area of Study 1, students must read and study one pair of texts (that is, two texts) from Text List 2.
At least two set texts must be selected from the following categories: novels, plays, collections of short stories or collections of poetry.

EAL students
A total of three texts across the Units 3 and 4 sequence must be selected from the Text Lists published annually by the VCAA.

EAL students must read and study one selected text from Text List 1 and a pair of texts (that is, two texts) from Text List 2.

Two texts must be used for Unit 3 Area of Study 1, one selected from List 1, and one of the pair selected from List 2.

The pair of texts from Text List 2 should be used for Unit 4 Area of Study 1. In either Unit 3 or 4, at least one set text must be a written text in one of the following forms: a novel, a play, a collection of short stories or a collection of poetry.

All students
No more than one of the selected texts may be a multimodal text, for example a film or graphic novel. A multimodal text may be selected from either Text List 1 or Text List 2, but not from both. Other multimodal texts may be used to support the study of selected texts.

At least one of the selected texts must be by an Australian, as indicated on the Text List.

Unit 3

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

Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year.

The term 'selected text' refers to a text chosen from the list of prescribed texts in the Text List published by the VCAA.

On completion of this unit should be able to:

- Outcome 1: produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- Outcome 2: analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
- Outcome 3 (EAL Students only): comprehend a spoken text.

Unit 4

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

Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3.

The term 'selected texts' refers to a combination of texts chosen from the list of prescribed texts for comparative study in the Text List published by the VCAA.

On completion of this unit should be able to:

- Outcome 1: produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- Outcome 2: construct a sustained and reasoned point of view on an issue currently debated in the media.

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VCE Food Studies

This study summary is VCAA excerpts.
Accreditation period Units 1–4: 1 January 2023 – 31 December 2027
Implementation of this study commences in 2023.

Scope of study

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

Rationale

Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products in quantities that may harm their health. Also, food and cooking, and their central roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Structure

The study is made up of four units:

- Unit 1: Food origins
- Unit 2: Food makers
- Unit 3: Food in daily life
- Unit 4: Food issues, challenges and futures

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 30%
- Unit 4 school assessed coursework 30%
- Units 3 and 4 examination 40%

Outcomes

Unit 1: Food origins

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

On completion of this unit should be able to:

- Outcome 1: analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.
- Outcome 2: describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

Unit 2: Food makers

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

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their

practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

On completion of this unit should be able to:

- Outcome 1: analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.
- Outcome 2: use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

On completion of this unit should be able to:

- Outcome 1: explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.
- Outcome 2: analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus 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. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and 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.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

On completion of this unit should be able to:

- Outcome 1: analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.
- Outcome 2: critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

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VCE Geography

This study summary is VCAA excerpts.
Accreditation period Units 1–4: 1 January 2022 – 31 December 2026.

Scope of study

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork, the use of geospatial technologies and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Twelve key geographic concepts underpin the study – change, place, scale, distance, distribution, movement, region, process, change, spatial association, interconnection and sustainability. These concepts are used in the exploration of each area of study to assist in the observation, description, interpretation and analysis and explanation of geographic phenomena. VCE Geography is designed around two key themes: interconnection and change, emphasising increasing human interaction with environments, which has had, and continues to have significant consequences.

Rationale

In VCE Geography students develop a range of skills, many of which employ geospatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry through the collection of primary data through observation, surveys and fieldwork, and the collection of relevant secondary data and information. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology.
The skills developed in investigation, collection of data, interpretation, analysis and communication of geographic information are enhanced through the use of geospatial technologies, both in the classroom and in the field. The geospatial industry is evolving and students with spatial skills continue to be in high demand, with the potential for a variety of career pathways.

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Structure

The study is made up of four units:

- Unit 1: Hazards and disasters
- Unit 2: Tourism- issues and challenges
- Unit 3: Changing the land
- Unit 4: Human population – trends and issues

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

School assessed coursework and mid-year and end of year examinations.

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 25%
- Unit 4 school assessed coursework 25%
- Units 3 and 4 examination 50%

Outcomes

Unit 1: Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. 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. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Types of hazards are commonly classified by their causes:

- geological (or geophysical) hazards include volcanic activity, erosion, earthquakes, tsunamis, landslides and avalanches

- hydro-meteorological (weather, climate, water) hazards include droughts, floods, storms, storm surges and bushfires
- biological hazards include infectious diseases such as COVID 19 and malaria, animal transmitted diseases, water borne diseases, and plant and animal invasion such as blackberries and cane toads in Australia
- technological hazards are human induced and exacerbated hazards including oil spills, air pollution, radiation leaks, flooding primarily caused by land clearances, epidemics caused by poor living conditions and hazards caused by current climate change such as rising sea levels or increased intensification of weather events.

There may be considerable interconnection between the causes and types of hazards. For example, a region may be at risk from a number of hazards: high seasonal rainfall may result in a primary flood hazard which may in turn generate a secondary hazard of landslides.

Students undertake fieldwork in this unit and report on fieldwork using the structure provided (see page 13) of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
- Outcome 2: analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 2: Tourism- issues and challenges

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. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. 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 at all scales 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 (see page 13 of the VCAA study design).

On completion of this unit should be able to:

- Outcome 1: analyse, describe and explain the nature of tourism at a range of scales.
- Outcome 2: analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

Students investigate two major processes that are changing land cover in many regions of the world: melting glacier and icesheets, and deforestation.
They investigate the distribution and causes of these two processes. They select one location for each of the processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change.

Students undertake fieldwork and produce a fieldwork report using the structure provided (see page 13 of the VCAA study design).

On completion of this unit should be able to:

- Outcome 1: analyse processes that result in changes to land cover and evaluate the impacts and responses resulting from these changes
- Outcome 2: analyse land use change and evaluate its impacts.

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.

In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

Populations change by growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

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. Many factors influence population change, including the impact of

government policies, economic conditions, wars and revolution, political boundary changes and hazard events.
Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

On completion of this unit should be able to:

- Outcome 1: analyse and discuss population dynamics on a global scale.
- Outcome 2: analyse the nature of significant population issues and challenges in selected countries and evaluate strategies in response to these.

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VCE German

This study summary is VCAA excerpts. Accreditation period
Units 1 and 2: 1 January 2020 – 31 December 2027
Units 3 and 4: 1 January 2020 – 31 December 2027

Scope of study

VCE German focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in German on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in German in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Rationale

The study of German contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

Structure

The study is made up of four units.

- Unit 1: understanding of the language and culture/s of German-speaking communities
- Unit 2: understanding of aspects of language and culture
- Unit 3: investigate the way German speakers interpret and express ideas, and negotiate and persuade in German
- Unit 4: investigate aspects of culture

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curricula. VCE German is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

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Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 25%
- Unit 4 school assessed coursework 25%
- Examinations*: oral component and written component: 50%

Outcomes

Unit 1

In this unit students develop an understanding of the language and culture/s of German-speaking communities through the study of three or more topics from the prescribed themes listed on page 11. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of the German culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: exchange meaning in a spoken interaction in German.
- Outcome 2: interpret information from two texts on the same subtopic presented in German, and respond in writing in German and in English.
- Outcome 3: present information, concepts and ideas in writing in German on the selected subtopic and for a specific audience and purpose.

Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on page 11. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: respond in writing in German to spoken, written or visual texts presented in German.
- Outcome 2: analyse and use information from written, spoken or visual texts to produce an extended written response in German.
- Outcome 3: explain information, ideas and concepts orally in German to a specific audience about an aspect of culture within communities where German is spoken.

Unit 3

In this unit students investigate the way German speakers interpret and express ideas, and negotiate and persuade in German through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through German, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of German-speaking communities. They reflect on how knowledge of German and German-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: participate in a spoken exchange in German to resolve a personal issue.
- Outcome 2: interpret information from texts and write responses in German.
- Outcome 3: express ideas in a personal, informative or imaginative piece of writing in German.

Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of German-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through German.

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

The cross-study specifications common to Units 1–4 are detailed on pages 9–10 of the VCAA study design.

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On completion of this unit should be able to:

- Outcome 1: share information, ideas and opinions in a spoken exchange in German.
- Outcome 2: analyse information from written, spoken and viewed texts, for use in a written response in German.
- Outcome 3: present information, concepts and ideas in evaluative or persuasive writing on an issue in German.

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VCE Health and Human Development

This study summary is VCAA excerpts.
Accreditation period Units 1–4: 1 January 2018 – 31 December 2024.

Scope of study

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Structure

The study is made up of four units:

- Unit 1: Understanding health and wellbeing
- Unit 2: Managing health and development
- Unit 3: Australia's health in a globalised world
- Unit 4: Health and human development in a global context

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 25%
- Unit 4 school assessed coursework 25%
- Units 3 and 4 examination 50%

Outcomes

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

On completion of this unit should be able to:

- Outcome 1: explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
- Outcome 2: apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
- Outcome 3: interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

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

On completion of this unit should be able to:

- Outcome 1: explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early

childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
- Outcome 2: describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Unit 3: Australia's health in a globalized world

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

On completion of this unit should be able to:
- Outcome 1: explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.
- Outcome 2: explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4: Health and human development in a global context

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

On completion of this unit should be able to:
- Outcome 1: analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
- Outcome 2: analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

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VCE History

This study summary is drawn from VCAA excerpts. Accreditation period Units 1–4: 2022 - 2026.

Scope of study

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

Unit 1 & 2 Modern History examines the causes and consequences of conflict and change in the modern era. Revolutions explores the causes and consequences of significant social upheaval (France & Russia) in the modern period.

Rationale

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

The study of VCE History fosters the ability to ask searching questions, to engage in independent research and to construct arguments about the past based on evidence from historical sources. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the historical source and the world context in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of historical sources that are used as evidence. Furthermore, judgments about historical significance made by historians are central to the discipline. Historians do not always agree about the meaning of the past; historical interpretations are often subject to academic and popular debate. Therefore, history is contested, and students develop an ability to work within this contested space to form their own opinions and to defend them using evidence. The study of VCE History equips students to enhance their critical thinking, take an informed position on how the past informs the present and future, and contributes to them becoming informed and engaged citizens.

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Aims

This study enables students to:

- develop an understanding of the nature of history as a discipline and to engage in historical thinking and inquiry
- ask and use questions about the past, evaluate historical sources and construct historical arguments based on their use of sources as historical evidence
- develop an understanding of and apply historical thinking concepts, including evidence, cause and consequence, continuity and change, and significance,
- explore a range of eras and periods, events, people, places, ideas and historical perspectives to develop a broad understanding of the past
- engage with historical interpretations and the contested debates between historians in an informed and critical manner
- recognise how our understanding of the past informs decision-making in the present
- appreciate that the world in which we live has not always been as it is now, and that it will continue to change in the future.

Structure

The study is made up of four units:

- Unit 1: Modern History (change and conflict)
- Unit 2: Modern History (the changing world order)
- Unit 3: Revolutions (France)
- Unit 4: Revolutions (Russia)

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 25%
- Unit 4 school assessed coursework 25%
- End-of-year examination 50%

Units

Unit 1: Modern History (change and conflict)

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.

New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-Western. Turkey emerged out of the ruins of the Ottoman Empire and embarked on reforms to establish a secular democracy. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

On completion of this unit should be able to:

- Outcome 1: explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

- Outcome 2: explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

Unit 2: Modern History (the changing world order)

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq. The Global Financial Crisis challenged and contributed to some change in the social, political and economic features and structures; however, many continuities remained. Technology also played a key role in shaping social and political change in different contexts. The internet significantly changed everyday life and revolutionised communication and the sharing of information and ideas, some of which challenged authority, most notably the Arab Spring.

On completion of this unit should be able to:

- Outcome 1: explain the causes of the Cold War and analyse its consequences on nations and people.
- Outcome 2: explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred..

Units 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

In developing a course, teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the list below. The revolution selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The revolution selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

In developing a course, teachers select two revolutions to be studied from the following, one for Unit 3 and one for Unit 4:

- The American Revolution of 1776.
- **The French Revolution of 1789.**
- **The Russian Revolution of October 1917.**
- The Chinese Revolution of 1949.

For the two selected revolutions, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

On completion of this unit should be able to:

- Outcome 1: analyse the causes of revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements
- Outcome 2: analyse the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

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VCE IT: Applied Computing Units 1 – 2

Applied Computing Units 1-2
Software Development Units 3-4
This study summary is VCAA excerpts.
Accreditation period Units 1–4: 1 January 2020 – 31 December 2024 UP TO HERE

Scope of study

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

Rationale

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

Structure

The study is made up of four units:

- Unit 1: Applied computing
- Unit 2: Applied computing
- Unit 3: Software development
- Unit 4: Software development

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

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

Units 3 and 4
School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 20%
- Unit 4 school assessed coursework 30%
- Units 3 and 4 examination 50%

Outcomes

Unit 1: Applied computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

On completion of this unit should be able to:

- Outcome 1: interpret teacher-provided solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings.
- Outcome 2: interpret teacher-provided solution requirements to design, develop and evaluate a software solution using a programming language.

Unit 2: Applied computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

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

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

On completion of this unit should be able to:

- Outcome 1: in collaboration with other students, analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.
- Outcome 2: respond to a teacher-provided case study to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

Unit 3: Software development

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

On completion of this unit should be able to:

- Outcome 1: interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules.
- Outcome 2: analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution.

Unit 4: Software development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

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

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On completion of this unit should be able to:

- Outcome 1: develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan.
- Outcome 2: respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

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VCE Legal Studies

This study summary is VCAA excerpts.
Accreditation period Units 1–4: 1 January 2018 – 31 December 2022.

Scope of study

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

Rationale

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

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

Structure

The study is made up of four units:

- Unit 1: Guilt and liability
- Unit 2: Sanctions, remedies and rights
- Unit 3: Rights and justice
- Unit 4: The people and the law

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination
- Unit 3 school assessed coursework (25%)
- Unit 4 school assessed coursework (25%)
- Units 3 and 4 examination (50%)

Outcomes

Unit 1 – Guilt and liability

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

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

On completion of this unit should be able to:
- Outcome 1: describe the main sources and types of law, and assess the effectiveness of laws.
- Outcome 2: explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.
- Outcome 3: explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or ypothetical scenarios.

Unit 2 – Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the

principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms

On completion of this unit should be able to:

- Outcome 1: explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.
- Outcome 2: explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
- Outcome 3: evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

Unit 3 – Rights and justice

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

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

On completion of this unit should be able to:

- Outcome 1: explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.
- Outcome 2: analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Unit 4 – The people and the law

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

On completion of this unit should be able to:

- Outcome 1: discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.
- Outcome 2: discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

VCE Literature

This study summary is VCAA excerpts. Accreditation period
Units 1–2: 1 January 2016 – 31 December 2021
Units 3–4: 1 January 2017 – 31 December 2021

Scope of study

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts.

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

Rationale

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual
aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Structure

The study is made up of four units:

- Unit 1: Approaches to literature
- Unit 2: Context and connections
- Unit 3: Form and transformation
- Unit 4: Interpreting texts

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 25%
- Unit 4 school assessed coursework 25%
- Units 3 and 4 examination 50%

Outcomes

Unit 1 – Approaches to literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

On completion of this unit should be able to:

- Outcome 1: respond to a range of texts and reflect on influences shaping these responses.
- Outcome 2: analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Unit 2 – Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

On completion of this unit should be able to:

- Outcome 1: analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
- Outcome 2: compare texts considering the dialogic nature of texts and how they influence each other.

Unit 3 – Form and transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations.

Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

On completion of this unit should be able to:

- Outcome 1: analyse the extent to which meaning changes when a text is adapted to a different form.
- Outcome 2: respond creatively to a text and comment on the connections between the text and the response.

Unit 4 – Interpreting texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

On completion of this unit should be able to:

- Outcome 1: produce an interpretation of a text using different literary perspectives to inform their view.
- Outcome 2: analyse features of texts and develop and justify interpretations of texts.

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VCE Mathematics

This study summary is VCAA excerpts.
Accreditation period Units 1–4: 1 January 2016 – 31 December 2020

Scope of study

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. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Structure

The study is made up of the following units:

Year 11	**Year 12**
General Mathematics Units 1 and 2	Further Mathematics Units 3 and 4
Mathematical Methods Units 1 and 2	Mathematical Methods Units 3 and 4
Specialist Mathematics Units 1 and 2	Specialist Mathematics Units 3 and 4

Oxley specific: It is generally possible at the end of Year 11 to change subjects to an easier mathematics but not to a more difficult mathematics.

Mathematics is essential for many careers and tertiary courses, both in TAFE and universities. Therefore, at Oxley Christian College all Year 11 students are required to study at least one mathematics course. (Special exemptions are occasionally granted).

It is expected that students continue with mathematics in Year 12; Careers Coordinator approval is required for students to discontinue mathematics.

Mathematics Methods is necessary for many Science / Engineering courses.

Students studying Specialist Mathematics must also complete Mathematical Methods, either previously or concurrently.

Entry

There are no prerequisites for entry to Units 1, 2 and 3; however, students undertaking Mathematical Methods Units 1 and 2 or Specialist Mathematics Units 1 and 2 are assumed to have a sound background in number, algebra, function, geometry, probability and statistics. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a

standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4. There are no restrictions on the number of units students may obtain credit towards satisfactory completion of the VCE.

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

The VCAA will supervise the assessment of all students undertaking Units 3 and 4. The student's level of achievement will be assessed through school assessed coursework and examination as follows:

Further Mathematics

- Unit 3 school assessed coursework 20%
- Unit 4 school assessed coursework 14%
- Units 3 and 4 examination (facts, skills and applications) 1½ hours: 33%
- Units 3 and 4 examination (analysis task) 1½ hours: 33%

Mathematical Methods

- Unit 3 school assessed coursework 17%
- Unit 4 school assessed coursework 17%
- Units 3 and 4 examination (facts, skills, applications; calculator free) 1 hour: 22%
- Units 3 and 4 examination (analysis task; calculator active) 2 hours: 44%

Specialist Mathematics

- Unit 3 school assessed coursework 17%
- Unit 4 school assessed coursework 17%
- Units 3 and 4 examination (facts, skills, applications; calculator free) 1 hour: 22%
- Units 3 and 4 examination (analysis task; calculator active) 2 hours: 44%

Outcomes

General Mathematics Units 1 and 2

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- courses intended as preparation for study at the Units 3 and 4 level should include a selection of topics from areas of study that provide a suitable background for these studies
- topics can also be selected from those available for Specialist Mathematics Units 1 and 2
- content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

On completion of this unit should be able to:

- Outcome 1: define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
- Outcome 2: select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

Mathematical Methods Units 1 and 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

Mathematical Methods Unit 2

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'. At the end of Unit 2, students are expected to have covered the material outlined in each area of study. Material from the 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics' areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

On completion of units 1 and 2 students should be able to:

- Outcome 1: define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Outcome 2: apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
- Outcome 3: use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Specialist Mathematics Units 1 and 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

For Units 1 and 2, to suit the range of students entering the study, and cover the four prescribed topics, content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- each unit must include two of the prescribed topics: Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations
- other topics can be selected from those included in the areas of study for Specialist Mathematics Units 1 and 2 and/or General Mathematics Units 1 and 2
- courses intended as preparation for study at the Units 3 and 4 level should include selection of content from areas of study that provide a suitable background for these studies
- content from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

On completion of Specialist Mathematics Units 1 and 2, unit the student should be able to:

- Outcome 1: define and explain key concepts in relation to the topics
- from the selected areas of study, and apply a range of related mathematical routines and procedures.
- Outcome 2: apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
- Outcome 3: use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Further Mathematics Units 3 and 4

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'. For each module there are related topics in General Mathematics Units 1 and 2.

On completion of Unit 3 of Further Mathematics, the student should be able to :

- Outcome 1: define and explain key concepts and apply related mathematical techniques and models as specified in Area of Study 1 in routine contexts.
- Outcome 2: select and apply the mathematical concepts, models and techniques as specified in Area of Study 1 in a range of contexts of increasing complexity.
- Outcome 3: select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Further Mathematics Unit 4

On completion of Unit 4 of Further Mathematics, the student should be able to:

- Outcome 1: define and explain key concepts as specified in the content from the two selected modules, and apply related mathematical techniques and models in routine contexts.
- Outcome 2: select and apply the mathematical concepts, models and techniques from the two selected modules in a range of contexts of increasing complexity.
- Outcome 3: select and appropriately use numerical, graphical, symbolic
- and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Mathematical Methods Units 3 and 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key
knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

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

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

On completion of Units 3 and 4 of Mathematical Methods, the student should be able to:

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

- Outcome 2: apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
- Outcome 3: select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Specialist Mathematics Units 3 and 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

On completion of Units 3 and 4 of Specialist Mathematics, the student should be able to:

- Outcome 1: define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Outcome 2: apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.
- Outcome 3: select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

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VCE Music

This study summary is VCAA excerpts. Accreditation period
Units 1–4: 1 January 2017 – 31 December 2021. (Study Design updated January 2018 by VCAA)

Scope of study

VCE Music is based on active engagement in, and considered response to, all aspects of music. Students develop and refine musicianship skills and critical awareness of their relationship with music as listener, performer, composer, consumer and user of music technologies. Students explore, reflect on, and respond to the music they listen to, create and perform and consider its contexts, associations and interactions.

Students study music styles and genres from diverse cultures, times and locations. They analyse and evaluate live and recorded performances and learn to incorporate, adapt and interpret musical elements and ideas from the work of leading practitioners. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performer and/or composer.

Students build fundamental musicianship skills by developing and refining their use of the rhetorical, technical and theoretical language of music through studies in aural and written analyses of performed, recorded and notated music. They use this knowledge and understanding to describe, define and express in music the intricacies and nuances of musical form and style. The practical application of this knowledge also assists students to compose, arrange, interpret, reimagine, improvise and critique music in an informed and a creative manner. Students develop competence in the use of digital music technologies and equipment as creative tools, broadening their versatility as music practitioners.

Rationale

Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. Music exists in a myriad of forms, each able to elicit an array of intellectual and emotional responses from its audience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression.

Music learning requires students' active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. Students also develop insights into the music traditions of contemporary and historical global cultures and form understandings of ways in which music can interact with other arts forms and fields of endeavour.

When students perform the works of other musicians, they develop skills in communicating and in working cooperatively and communally to achieve creative outcomes. Through analysing and responding to the work of other musicians, students develop knowledge of music, skills in critical thinking and greater confidence in written and oral expression. Students use communications and music technologies to achieve considered musical outcomes.
VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

Structure

The study is made up of four units:

- Units 1 and 2: Music Performance
- Units 3 and 4: Music Performance

Entry

There are no prerequisites for entry to Units 1, 2 and 3 Music Performance. Students must undertake Unit 3 of the relevant Unit 3–4 sequence prior to undertaking Unit 4.

Music Performance Units 1–4 are designed to a standard equivalent to the final two years of secondary education.

All VCE studies are benchmarked against comparable national and international curriculum. At least four to five years' experience in learning an instrument/s is recommended before commencing VCE Music Performance.

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 10%
- End-of-year performance examination: 50%
- End-of-year aural and written examination: 20%

Units 1– 4

- The choice of instrument may vary within a unit or between units. Students who work with more than one instrument should select a main instrument for solo performance.
- All students must perform at least one group work and at least one solo work in each unit.

Units 3 – 4: for students who choose to present their examination program as a member of a group

- Students who elect to present their end-of-year performance examination as members of a group may select any instrument/s and do not require approval for their choice. Students are assessed on all instruments they use during the examination performance.
- Units 3 – 4: for students who choose to present their examination program as a soloist
- Students who elect to present their end-of-year performance examination as soloists must select an instrument and a list from the *Prescribed List of Notated Solo Works*. All works performed in the end-of-year performance examination must be selected from one list or be approved alternative works. Students who choose to present their Unit 3–

4 end-of-year examination program as soloists are advised to use the same instrument for the solo component of Outcome 1 in Units 3 and 4. The instrument lists, as appropriate, provide details about use of different instruments in the performance. If students elect to present their external end-of-year performance examination as soloists using an instrument for which no list is provided, they must apply for and receive approval to use an Alternative Instrument.

Outcomes

Units 1 and 2 – Selecting works for study

- Outcome 1: Students select a program of group and solo works. Students may balance the program to suit their interests; for example, there may be a group emphasis or a solo emphasis or the program might be equally weighted. Students are free to select these works from a range of sources. The program should allow the student to demonstrate a range of technical, stylistic and interpretative demands and should be appropriate to their developing level of technical expertise. Students are encouraged to explore repertoire that extends the boundaries of their current interests and knowledge. Works chosen for group performance may, but are not required to, be selected from the Units 3 and 4 *Prescribed List of Group Works.* Works chosen for solo performance may, but are not required to, be selected from the Units 3 and 4 *Prescribed List of Notated Solo Works*. The prescribed lists are published annually on the VCAA website.
- Outcome 2: Students prepare a program designed to build and extend their skills and confidence as performers. The program should address technical and expressive issues relevant to the student's preparation and performance practice of works selected for Outcome 1 and their overall development as a musician.
- Outcome 3: Teachers select works and excerpts for study through critical listening and aural analysis. Works for study should encompass similar styles/genres to those the students are preparing to perform. Other works selected for study should extend students' knowledge and understanding of ways that performers make decisions about how they will interpret works and manipulate elements and conventions to realise character in performance and achieve expressive outcomes.

Units 3 and 4 – Selecting works for study

- Outcome 1: Students select a program that includes contrasting works representing a range of musical styles and diversity of character. The program must be based on requirements for the end-of-year performance examination specifications and the *Prescribed List of Group Works* or the *Prescribed List of Notated Solo Works* for the selected instrument as published annually on the VCAA website. The program should allow the student to meet the requirements of the end-of-year performance examination.
- The program for Units 3–4 should be challenging yet realistic. It is expected that students will spend significant time preparing these works for performance. The program should require students to use a range of fundamental and complex/extended performance techniques.
- The Unit 3 school-based performance program presented for assessment of Outcome 1 should be about 15 minutes in duration for soloists and groups of one to three assessed performers. For groups of four or more assessed performers the program should be about 20–25 minutes in duration.
- The Unit 4 school-based performance program presented for assessment of Outcome 1 should be about 10 minutes in duration for soloists and groups of one to three assessed performers. For groups of four or more assessed performers the program should be about 10–15 minutes in duration.
- For students who have elected to perform their end-of-year performance examination as members of a group, solo work/s for Outcome 1 may, but are not required to, be selected from the *Prescribed List of Notated Solo Works*. For students who have elected

to perform their end-of-year performance examination as soloists, group works for Outcome 1 may, but are not required to, be selected from the *Prescribed List of Group Works*.

- Outcome 2: Students prepare a program designed to build their skills and confidence as performers. The program should address interpretative, technical and expressive issues relevant to the student's preparation of works selected for Outcome 1 and their overall development as a musician. The program for Unit 3 should emphasise technical issues and in Unit 4 should support refinement of the interpretations developed by students and their ability to present their performance program in a fluent, controlled and expressive manner.

- Outcome 3: Teachers select excerpts of pre-recorded works for study. These excerpts should be chosen from diverse styles and traditions to build students' critical and analytical listening skills and their ability to use appropriate music terminology and language. Students study ways other performers make decisions when they are interpreting music works. They consider how elements of music are manipulated and the application of performance techniques and conventions to realise characteristics of music in performance.

Unit 1 – Music Performance

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

See VCAA Selection of instrument or voice and Music language chart.

- Outcome 1 On completion of this unit the student should be able to prepare and perform a program of group and solo works.
- Outcome 2: On completion of this unit the student should be able to demonstrate and discuss techniques relevant to the performance of selected works.
- Outcome 3: On completion of this unit the student should be able to identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.

Unit 2 – Music Performance

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

See VCAA Selection of instrument or voice and Music language chart.

- Outcome 1: On completion of this unit the student should be able to prepare and perform a program of group and solo works.

- Outcome 2: On completion of this unit the student should be able to demonstrate and discuss techniques relevant to performance of selected works.
- Outcome 3: On completion of this unit the student should be able to re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.
- Outcome 4: On completion of this unit the student should be able to devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

Unit 3 – Music Performance

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

See VCAA Selection of instrument or voice and Music language chart.

- Outcome 1: On completion of this unit the student should be able to prepare and perform a program of group and solo works, and demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions.
- Outcome 2: On completion of this unit the student should be able to demonstrate and discuss techniques relevant to performance of selected works.
- Outcome 3: On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Unit 4 - Music Performance

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. 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.

See VCAA Selection of instrument or voice and Music language chart.

- Outcome 1: On completion of this unit the student should be able to prepare and perform informed interpretations in a program of group and solo works, and demonstrate a diverse range of techniques, expressive qualities and understanding of a wide range of music styles and performance conventions.
- Outcome 2: On completion of this unit the student should be able to demonstrate and discuss techniques relevant to refining the performance of selected works.

- Outcome 3: On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

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VCE Physical Education

This study summary is VCAA excerpts. Accreditation period:
Units 1–2: 1 January 2017 – 31 December 2021
Units 3–4: 1 January 2018 – 31 December 2021

Scope of study

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and 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.

Rationale

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

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

Structure

The study is made up of four units:

- Unit 1: The human body in motion
- Unit 2: Physical activity, sport and society
- Unit 3: Movement skills and energy for physical activity
- Unit 4: Training to improve performance

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 25%
- Unit 4 school assessed coursework 25%
- Units 3 and 4 examination 50%

Outcomes

Unit 1 – The human body in motion

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

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

On completion of this unit should be able to:

- Outcome 1: collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement
- Outcome 2: collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems

Unit 2 – Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies

across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

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

On completion of this unit should be able to:

- Outcome 1: collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.
- Outcome 2: apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting

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. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

On completion of this unit should be able to:

- Outcome 1: collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.
- Outcome 2: use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Unit 4 – Training to improve performance

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

requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

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

On completion of this unit should be able to:

- Outcome 1: analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
- Outcome 2: participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

VCE Physics

This study summary is VCAA excerpts. Accreditation period:
Units 1–2: 1 January 2016 – 31 December 2021
Units 3–4: 1 January 2017 – 31 December 2021

Scope of study

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and 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 also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. 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 the other sciences. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory and practice. In VCE Physics inquiry methodologies can include laboratory experimentation, local and remote data logging, simulations, animations and literature reviews. Investigation in physics is diverse and may take many forms including the design, building, testing and evaluation of a device; the investigation of the operation of a device; creating a solution to a scientific or technological problem; and the investigation of a physical phenomenon. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes or alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. Knowledge of the safety considerations associated with physics investigations is integral to the study of VCE Physics.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories

and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

Structure

The study is made up of four units:

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

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 21%
- Unit 4 school assessed coursework 19%
- Units 3 and 4 examination 60%

Outcomes

Unit 1 – What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. 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. Students undertake quantitative investigations involving at least one independent, continuous variable.

On completion of this unit should be able to:

- Outcome 1: apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
- Outcome 2: investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
- Outcome 3: explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

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. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. 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. The option enables students to pursue an area of interest by investigating a selected question. Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

On completion of this unit should be able to:

- Outcome 1: investigate, analyse and mathematically model the motion of particles and bodies.
- Outcome 2.1: apply concepts of light and nuclear physics to describe and explain the genesis and life cycle of stars, and describe the methods used to gather this information.
- Outcome 2.2: apply concepts of light and atomic physics to describe and analyse the search for life beyond Earth's Solar System.
- Outcome 2.3: analyse the physical properties of organic materials including bone, tendons and muscle, and explain the uses and effects of forces and loads on the human body.
- Outcome 2.4: construct, test and analyse circuits that change AC voltage to a regulated DC power supply, and explain the use of transducers to transfer energy.
- Outcome 2.5: apply concepts of flight to investigate and explain the motion of objects through fluids.
- Outcome 2.6: apply the concepts of nuclear physics to describe and analyse nuclear energy as a power source.
- Outcome 2.7: use nuclear physics concepts to describe and analyse applications of electromagnetic radiation and particle radiation in medical diagnosis and treatment.
- Outcome 2.8: apply the principles related to the behaviour of charged particles in the presence of electric and magnetic fields to describe and analyse the use of accelerator technologies in high energy physics.
- Outcome 2.9: apply a ray model of light and the concepts of reflection and refraction to explain the operation of optical instruments and the human eye, and describe how human vision can be enhanced.
- Outcome 2.10: apply a wave model to describe and analyse the production of sound in musical instruments, and explain why particular combinations of sounds are more pleasing to the human ear than others.

- Outcome 2.11: apply concepts of linear, rotational and fluid mechanics to explain movement in ball sports.
- Outcome 2.12: explain the electrical behaviour of the human body and apply electricity concepts to biological contexts.
- Outcome 3: design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

Unit 3 – How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. 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. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format as outlined in the template on page 13 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
- Outcome 2: analyse and evaluate an electricity generation and distribution system.
- Outcome 3: investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and 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. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format as outlined in the template on page 13 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: apply wave concepts to analyse, interpret and explain the behaviour of light.

- Outcome 2: provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
- Outcome 3: design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

VCE Psychology

This study summary is VCAA excerpts. Accreditation period:
Units 1–2: 1 January 2016 – 31 December 2021
Units 3–4: 1 January 2017 – 31 December 2021.

Scope of study

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 biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Psychology inquiry can include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate research hypotheses, operationalise variables, and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society. A working knowledge of the safety considerations and the ethical standards and guidelines that regulate psychological research is integral to the study of VCE Psychology.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Rationale

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

In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and

communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

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

Structure

The study is made up of four units:

- Unit 1: How are behaviour and mental processes shaped?
- Unit 2: How do external factors influence behaviour and mental processes?
- Unit 3: How does experience affect behaviour and mental processes?
- Unit 4: How is wellbeing developed and maintained?

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 16%
- Unit 4 school assessed coursework 24%
- Units 3 and 4 examination 60%

Outcomes

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 used to predict and explain the development of thoughts, feelings and behaviours.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

On completion of this unit should be able to:

- Outcome 1: describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
- Outcome 2: identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
- Outcome 3: investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

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

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

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

On completion of this unit should be able to:

- Outcome 1: compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
- Outcome 2: identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
- Outcome 3: design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

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.

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format as outlined in the template on page 13 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
- Outcome 2: apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

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 biopsychosocial approach, as a scientific model, 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. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format as outlined in the template on page 13 of the VCAA study design.

On completion of this unit should be able to:

- Outcome 1: explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.
- Outcome 2: explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
- Outcome 3: design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

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VCE Texts and Traditions

This study summary is VCAA excerpts.
Accreditation period Units 1–4: 1 January 2017 – 31 December 2021.

Note that at Oxley Christian College, we often run Texts and Traditions Units 3 and 4 (the Year 12 sequence, resulting in a study score). Students usually study this at Year 12, but it can also be 'fast tracked' by students in Year 11. Units 3 and 4 are described below.

Rationale

Many traditions have a special relationship with a set of writings. The purpose of this course is to develop an understanding of the Gospel of Luke and its interpretation within the Christian tradition. Students will gain an appreciation of the socio cultural and historical setting of the gospel, both its Hebrew past and the world of first century Palestine. Research about the people, events and places that are significant to the early development of Christianity will be undertaken.

Students will develop the ability to analyse issues that relate to the writing of the Gospel of Luke, its literary structure, literary forms and major themes. Methods of interpretation of the text will be explored and skills in interpretation developed and applied to specific passages from Luke's gospel.

Selected themes that emerge from Luke's gospel (such as poverty, the role of women, discipleship, prayer) will be examined in greater depth. The way that the Christians have interpreted and responded to these ideas, throughout history and in the present, will be examined and discussed.

Students will gain a thorough understanding and appreciation of the Gospel of Luke and the development of valuable skills that can be applied more widely to the Bible and beyond to other texts.

Structure

The study is made up of two units:

- Unit 3: Texts and the Early Traditions
- Unit 4: Texts and their Teachings

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 25%

- Unit 4 school assessed coursework 25%
- Units 3 and 4 examination 50%

Outcomes

Unit 3 – Texts and the early tradition

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the tradition being studied was formed. They seek an understanding of the historical background that lent shape and content to the texts themselves.

Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

The first exegetical method students are introduced to in Units 3 and 4 is called sociocultural criticism. The premise this is based on is that an understanding of the original social, cultural, religious, political and historical experience or situation at the time of the formation of the text can lead to a more accurate understanding of the original intention of the text. The second exegetical method used in Units 3 and 4 is literary criticism which seeks to classify texts according to form, considers their structure and literary forms and techniques, and attempts to establish authorship, date, and audience.

Texts for Units 3 and 4 are prescribed annually by the VCAA. To facilitate close reading of the texts, the VCAA will also annually prescribe certain themes and passages for special study taken from the set texts. Students are expected to have a general knowledge of the chosen set text as outlined in the Study Design and a detailed knowledge of the themes and passages for special study.

Set texts, themes and passages for special study will be published annually in the *VCAA Bulletin.*

On completion of this unit the student should be able to:

- Outcome 1: identify and explain sociocultural and historical contexts that influenced the early development of the religious tradition.
- Outcome 2: discuss major themes of the set text, and analyse literary structure and other aspects related to the writing of the set text.
- Outcome 3: apply exegetical methods to develop an interpretation of some of the passages for special study, and discuss the nature of exegetical method.

Unit 4 – Texts and their teachings

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth.

Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through ideas, beliefs or themes in the particular texts.

Some of the themes contained in the foundational texts have been reinterpreted at different times by the tradition. In this unit students study a significant idea, belief or theme contained in the set text, and consider the interpretation of the text in the light of the idea, belief or theme.

On completion of this unit the student should be able to:

- Outcome 1: apply exegetical methods to develop an interpretation of all the passages for special study.
- Outcome 2: discuss a significant religious idea, belief or theme in the set text, and analyse and evaluate how related passages from the set text have been interpreted within the tradition at a later stage in the light of the particular idea, belief or theme.

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VCE Visual Communication Design

This study summary is VCAA excerpts.
Accreditation period Units 1-4: 1 January 2018 – 31 December 2022

Scope of study

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors. Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production. Creative, critical and reflective thinking supports students to progress through the design process. Throughout the study students explore manual and digital methods to develop and refine presentations.

During their study students have the opportunity to investigate the work and practices of contemporary designers. Through their research they build an understanding of the important role of visual communication design within society. They are able to draw upon this knowledge as inspiration to support the development of their own visual communication design work. With practice, students gain confidence in using visual language and are supported to reflect on and critique their own and others' visual communications.

Rationale

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

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

Structure

The study is made up of four units.

- Unit 1: Introduction to visual communication design
- Unit 2: Applications of visual communication within design fields
- Unit 3: Visual communication design practices

- Unit 4: Visual communication design development, evaluation and presentation

Entry

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

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

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

Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 school assessed coursework 25%
- Unit 4 and 4 School assessed task 40%
- End of year examination 35%

Outcomes

Unit 1 – Introduction to visual communication design

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

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.
In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

On completion of this unit should be able to:

- Outcome 1: create drawings for different purposes using a range of drawing methods, media and materials.
- Outcome 2: select and apply design elements and design principles to create visual communications that satisfy stated purposes.
- Outcome 3: describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2 – Applications of visual communication within design fields

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

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

On completion of this unit should be able to:

- Outcome 1: create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
- Outcome 2: manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
- Outcome 3: apply stages of the design process to create a visual communication appropriate to a given brief.

Unit 3 – Visual communication design practices

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

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

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

On completion of this unit should be able to:

- Outcome 1: create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
- Outcome 2: discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.

- Outcome 3: apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

Unit 4 – Visual communication design development, evaluation and presentation

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

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

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

On completion of this unit should be able to:

- Outcome 1: develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.
- Outcome 2: produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

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Year 11 – 12 Christian Studies

Scope of study

Students continue to consider their worldview in light of a Christian worldview. They will explore some of the big questions associated with the Christian faith. Students will be asked to consider a range of views and ideas to encourage them to deliberately think through and openly discuss life's big questions.

Rationale

Students attend one lesson per fortnight. Students have no assessments or report but participate in discussion groups in Year 11 and attend a seminar series in Year 12.

Course Objectives

- Develop skills in reading and understanding the Bible
- Demonstrate a personal belief system
- Articulate an understanding of a Christian worldview
- Articulate ideas through open dialogue and questioning
- Develop empathy for different members of our community

Structure

Year 11 - Discussion Groups

- Is there a God?
- God & Evil
- Why does God allow suffering?
- Is the Bible reliable?
- Is Jesus worth considering?
- What does the Bible say about conflict resolution?
- Topical questions

Year 12 - Seminar Series

Year 12 students will attend fortnightly TED Talk styled seminars in the BPAC. The aim of this series is to help prepare students for both the here and now, but more so, the world that awaits them beyond graduation. Throughout the year they will be exposed to a variety of high calibre speakers, sharing on topics such as ethics, politics, business, health, science, creation, marriage and relationships, the arts, culture and society, and preparation for university and work life.

The aim is to see our students encouraged and challenged in their world view and prepared more fully to engage in a society that is more and more secular.

We hope that their faith will be strengthened and that fresh perspective will be gained of how faith and career, faith and family life, and faith and university life can positively and powerfully intersect! Each session concludes with question time.

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Year 11 – 12 Foundation English

Please note that this is not a VCAA accredited course, and will not contribute to the ATAR. Foundation English is designed to support students with specific learning needs to satisfy the requirements of the English course.

Scope of study

Students are given additional opportunities to develop literacy skills that will enhance their ability to read texts and construct written and oral answers in all subjects. There will also be a specific focus on supporting the skills and understandings needed in the core VCE English course.

Rationale

This course is primarily intended for students who need some level of educational support. While students may choose this subject, enrolment will only be approved for students who are identified as likely to struggle with the full academic load expected of most VCE students. Typically they will have had a background in the educational support program (Links) at the College, or there will be other reasons why it is appropriate to provide additional educational support.

Students who undertake this course are also enrolled in the VCE English course, which is compulsory for all VCE students.

While students may take this course in either Semester 1 only or in Semester 2 only, in most cases students will take this course for the whole year.

Entry

A history of educational support at the College, specific targeted testing or assessments from external professionals. Enrolment is usually after parent consultation.

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