



VCE Handbook 2021

*Small School
Big Opportunities*

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Introduction

The Victorian Certificate of Education (VCE) is the main senior secondary certificate in Victoria. It recognises successful completion of secondary education and provides a valuable pathway to tertiary study and employment.

A VCE program includes a number of different VCE studies (or subjects), with the majority consisting of four units that can be completed over the two years (a unit represents one semester or half a year of work). Units 1 and 2 are typically taken in Year 11, while Units 3 and 4 are usually completed in Year 12.

This handbook has been prepared for students who wish to continue their studies at the VCE level in Year 11 or 12. It outlines the processes and guidelines for students planning a VCE Program.

College Vision & Mission

Vision

Guided by our Catholic Identity, St Brigid's College ensures high levels of learning and success for all.

Mission

Through the three pillars of Catholic Identity, Teaching and Learning and Wellbeing, we commit to:

- Nurturing faith and fostering positive, healthy and respectful relationships.
- Being a Professional Learning Community focused on a high level of learning, collaboration, results and outcomes.
- Upholding the safety and wellbeing of all.
- Preparing students to be positive contributors to society.

Subject Selection - the steps

Step 1 - Read this Handbook thoroughly. Read all other material, such as the VTAC guide, given to you by your Pathways teacher (Year 10 students) or Careers Coordinator (Year 11 students).

Step 2 - Research your options.

Step 3 - Attend the Family Information Evening on **Wednesday July 15 at 7pm.**

Step 4 - Ask lots of questions. Get information from subject teachers, family, other students doing subjects you're interested in, employers and universities.

Step 6 - Attend your Subject Selection Session with a parent and a member of the Senior Studies Team.

Step 7 - Hand in your completed, signed, subject selection form by **Monday August 3**

Subject Selection Contacts - Senior Studies Team

Senior Pathways and Careers Coordinator - Mrs Lesley Lannen llannen@stbc.vic.edu.au

VCE Coordinator - Ms Kate Farnham kfarnham@stbc.vic.edu.au

VET Coordinator - Mrs Chris Rook crook@stbc.vic.edu.au

VCAL Coordinator- Mrs Lesley Lannen llannen@stbc.vic.edu.au

Teaching and Learning Team:

Mrs Bettina Bird - bbird@stbc.vic.edu.au

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VCE Course Selection

There are over 90 studies, or subjects to choose from in the VCE. Of these, about 30 are Vocational Education and Training (VET) studies that also provide nationally recognised industry certification.

Each school decides what VCE studies and VET programs it will offer and the timetable for offering them. You may be able to undertake study outside of school, for example, through the Victorian School of Languages (VSL) or through Virtual School Victoria (VSV), if the school is unable to provide a particular study in which you are interested. Studies undertaken through VSL or VSV may attract additional costs. Higher Education and Extension Studies are available from some Universities in a range of courses for students completing VCE studies.

A school's timetable will be based largely on the number of students wanting to do each study.

For information about Virtual School Victoria (Previously Distance Education) go to www.distance.vic.edu.au

For information on the VSL go to www.vsl.vic.edu.au

For information on Higher Education Studies Programs go to <https://www.vcaa.vic.edu.au/Pages/vce/studies/studiesextension.aspx#H3N100C7> and see Mrs Lannen

What is a VCE Program?

A VCE program is a set of semester units usually undertaken over a period of two to three years. You design your own program by choosing which studies to undertake, but must meet the rules set by both the VCAA and St Brigid's College.

Most VCE studies have four units, but you don't have to take all four. Each unit lasts one semester, or half-year. Units 1 and 2 are usually taken in Year 11. Units 3 and 4, which are more advanced, are usually taken in Year 12.

It's important to note that while you may take Units 1 and 2 as single units – that is, just the Unit 1 or just the Unit 2 – you must take Units 3 and 4 as a sequence. This means that if you take Unit 3 in a study, you will be expected to take Unit 4 of that study.

How to Choose Your Program

It is important that you research your study options and choose a program that is in line with your strengths, abilities and relevant work or university interests. Our Careers Areas in the Library is full of helpful resources and there are website links under the 'Careers' heading on Simon. You should also go to the VTAC 'Choosing VCE Studies' page at <http://www.vtac.edu.au/who/meeting-prerequisites/choosing-studies> before making any decisions.

The ideal VCE program combination is made up of studies that:

- you enjoy

- you are good at
- reflect on your study interests
- help meet your goals
- meet any prerequisites
- meet VTAC and STBC rules and restrictions
- provide you with options

What you study is your decision, not your teachers, parents or friends. They might have good advice, however when it comes to deciding what to study, it's up to you.

More helpful hints on planning your VCE program go to <https://www.youtube.com/user/vtacmedia>

VCAA Requirements for VCE Completion

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

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

1. At least three units from the English group listed below:
 - English Units 1 to 4
 - English Language Units 1 to 4
 - Literature Units 1 to 4
2. At least one Unit 3–4 sequence from the English group
3. Three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or some VCE VET programs.

If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR. Some VET Programs can contribute to your ATAR.

VCE Bacalaureate

St Brigid's College offers the VCE Bacalaureate in recognition of the depth, breadth and achievement level of eligible students. To be awarded a VCE Bacalaureate you must complete VCE with:

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above
- a Units 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences

You should speak to Mr Lowes if you are interested in the VCE Bacalaureate and would like some more information.

St Brigid's College Policy and Requirements

Year 11

In addition to the VCAA requirements above, St Brigid's College recommends all Year 11 students undertake six studies (minimum 11 units). This includes one Unit 1 & 2 sequence from the English group.

Students may study one Unit 3 & 4 sequence in Year 11. Special allowance may apply to students who can demonstrate that they are excelling in Year 10 and who aim to maximise their ATAR by undertaking additional Unit 3 & 4 sequences.

Religion and Society is compulsory in Year 11 as a school provided subject. Students may elect to study it at Unit 3 & 4 level as part of their VCE program.

Year 12

In addition to the VCAA requirements above, St Brigid's College recommends all Year 12 students to undertake a minimum of five (5) Unit 3 & 4 sequences over the course of their Year 11 and 12 studies.

Religion and Society is not compulsory in Year 12, however students may elect to study it at Unit 3 & 4 level as part of their VCE program.

Expectations of you

Your senior years in education are important. They bring an increase in workload, responsibility, freedom and the need for self-discipline. We expect a mature commitment. We expect you will seriously apply yourself to your studies, treat others with respect and courtesy and take advantage of the range of activities we provide.

Study Periods

Students in Year 12 may have a maximum of five study periods per week dependent upon study choices.

All senior students are required to attend study sessions in the St Brigid's College Study Centre during their timetabled study periods. This is intended to strengthen student study habits and provide further access to resources and teachers. Attending all study periods in the school library will also assist students to better manage periods of stress and anxiety throughout the year.

Year 11 2021 Subject List

VCE Unit 1 & 2 Studies (unless otherwise indicated)

- ❖ Biology
- ❖ Business Management
- ❖ Business Management Unit 3 & 4
- ❖ Chemistry
- ❖ Drama
- ❖ English
- ❖ English Language
- ❖ Environmental Science
- ❖ Food Studies
- ❖ Health and Human Development
- ❖ History - 20th Century
- ❖ Literature
- ❖ Legal Studies
- ❖ Legal Studies Units 3 & 4
- ❖ Language - Japanese Second Language
- ❖ Language - Italian Second Language
- ❖ Mathematics - Foundation Mathematics
- ❖ Mathematics - General Mathematics
- ❖ Mathematics - Mathematical Methods
- ❖ Mathematics - Specialist Mathematics
- ❖ Mathematics - Further Mathematics Units 3&4
- ❖ Physical Education
- ❖ Physics
- ❖ Product Design and Technology (Textiles)
- ❖ Product Design and Technology (Wood)
- ❖ Psychology
- ❖ Media
- ❖ Outdoor & Environmental Studies
- ❖ Religion and Society Units 3 & 4
- ❖ Studio Arts
- ❖ Visual Communication and Design

Other studies may be available through VSV (Virtual School Victoria - Previously Distance Education). You should see Ms Farnham (VCE Coordinator) if you are interested in studying a course by distance. The decision to allow a student to undertake a distance subject will be based on certain characteristics of your learning such as organisation and how you communicate with your teachers.

There is also an opportunity to undertake University Extension Studies. You should see Mrs Lannen if you are interested in this.

Year 12 2021 Subject List

VCE Unit 3 & 4 Studies

- ❖ Biology
- ❖ Business Management
- ❖ Chemistry
- ❖ Drama
- ❖ English
- ❖ English Language
- ❖ Environmental Science
- ❖ Food Studies
- ❖ Health and Human Development
- ❖ History - Revolutions
- ❖ Literature
- ❖ Legal Studies
- ❖ Language - Japanese Second Language
- ❖ Language - Italian Second Language
- ❖ Mathematics - Mathematical Methods
- ❖ Mathematics - Specialist Mathematics
- ❖ Mathematics - Further Mathematics
- ❖ Physical Education
- ❖ Physics
- ❖ Product Design and Technology (Textiles)
- ❖ Product Design and Technology (Wood)
- ❖ Psychology
- ❖ Media
- ❖ Religion and Society
- ❖ Studio Arts
- ❖ Visual Communication and Design

Other studies may be available through VSV (Virtual School Victoria - Previously Distance Education). You should see Ms Farnham (VCE Coordinator) if you are interested in studying a course by distance. The decision to allow a student to undertake a distance subject will be based on certain characteristics of your learning such as organisation and how you communicate with your teachers.

A wide range of University Extension Courses are available to students who excel in their studies. You should see Mrs Lannen if you are interested in exploring this option.

Vocational Education and Training (VET)

VET in the VCE or VCAL allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages which may contribute to their VCE and/or VCAL.

Schools are able to offer senior secondary students programs selected from the range of industry areas approved by the VCAA.

Successful completion of VET in a senior secondary program may provide students with:

- ❖ A VCE or VCAL certificate issued by the VCAA, and a VET certificate issued by a Registered Training Organisation. (RTO)
- ❖ Two statements of results issued by the VCAA giving details of units completed in the VCE and units of competence/modules completed in the VET qualification
- ❖ An enhanced ATAR which can improve access to further education
- ❖ Pathways into employment and or further VET qualifications
- ❖ Workplace experience including structured workplace training

Students value VET because it:

- ❖ Allows them to combine general and vocational studies which for many, provides a practical focus in a range of industry areas
- ❖ Provides direct experience of business and industry.

Employers value VET because it:

- ❖ Contributes to the development of entry level skills for their industry
- ❖ Provides students with a practical and focussed introduction to workplace requirements
- ❖ Enhances the employability of students
- ❖ Enables industry to contribute to educational programs in schools
- ❖ Enables industry to participate in local community networks

Details of delivery options and program requirements are available at:

<http://www.vcaa.vic.edu.au/vet/Overview.htm>

VET Course Options

VET courses for 2021 are yet to be finalised. The current 2020 WASM VET information booklet can be used as a guide to what may be available in 2021. St Brigid's College also offers 3 onsite VET programs which operate as part of the normal school timetable. The two onsite programs on offer for 2021 will be:

- ❖ Certificate II in Hospitality (Kitchen Operations)
- ❖ Certificate II in Small Business (Operations/Innovation)

For further information on VET programs see the WASM and St Brigid's College Onsite VET Handbooks on SIMON.



St Brigid's College

Horsham

Subject Overviews

Religion and Society

Rationale

The Religious Education of students at St Brigid's College is developed through being part of a community whose life, values and aims are centred upon the inspiration taken from the Gospel of Jesus Christ and the teachings of the Church.

The central aim of the Religious Education Program is to foster in students the following four aspects of human life:

- awareness of SELF
- awareness of OTHERS
- awareness of THE WORLD
- awareness of THE FAITH COMMUNITY

The Year 11 Religious Education program seeks to teach the content of the Catholic faith in a way which contributes to understanding and provides opportunities for students to respond in faith. Through immersion of students in the life of the school they can experience the values of a Christian community and will also be given the opportunity for participation in prayer and worship. The program develops religious literacy, incorporating an appreciation, understanding and desire to know more of the Catholic/Christian tradition, including the symbols and rituals of the community.

Year 11 Religious Education is undertaken by all students undertaking a VCE or VCAL program.

The content of the Religious Education Program at St Brigid's College:

- is based on the sources of our faith;
- is faithful to the teachings and practices of the Catholic Church;
- reflects the Core Values, Mission, and Vision of the school;
- is sequential and allows for a deepening of understanding, knowledge and experience.

Semester One- The role of Religion in Society

In this unit students investigate justice issues facing our world today, their causes, the associated problems and their impact on humankind. Students will explore Church teachings relevant to these issues and practical and Christian responses.

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

1. Identify and analyse contemporary social justice issues.
2. Draw on Scripture and Church documents to explore the Christian response to contemporary social justice issues.
3. Express personal understandings, beliefs and questions about their responsibilities in the context of the Christian response to global issues.
4. Investigate and communicate practical and Christian responses to social justice issues through projects that are either research based or through participation in community volunteering.

Assessment: This subject is school based and therefore is not a VCE subject. All assessment will be internal.

Semester Two – Imaging God

This unit explores how religion and religious ideas are presented in art, music, literature and film. The theological perspective conveyed in various arts works will be examined in the light of associated historical and societal perspectives. In this unit students will be exposed to the ways that the arts present religious ideas, express religious sentiment, engage in prayer, and challenge religious ideas.

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

1. Investigate the ways in which religion and religious ideas are presented in various art forms. Identify the historical and social concerns of the time.
2. Identify the potential for personal religious experience through engaging in, and reflecting on, the arts

Assessment: This subject is school based and therefore is not a VCE subject. All assessment will be internal.

Unit Three and Four Sequence

Unit Three – The Search for Meaning

In this unit, students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition/s or denomination/s may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

Unit Four – Religion, Challenge and Change

This unit focuses on the dynamic interaction over time of religious traditions and the societies of which they are a part. Religious traditions are living institutions that participate and contribute in many ways, both positively and negatively, to wider societies – stimulating and supporting society; as levers for change themselves and embracing or resisting forces for change within society. In this unit, students explore challenges for religion, generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination.

What Sort of Student Would Like Religion and Society?

Someone who:

- is interested in understanding how beliefs express meaning in life for individuals and communities.
- likes to explore many of the 'big life questions' as well as key people and events that have shaped our Christian history.

For more information on Units 3 and 4 please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>



St Brigid's College

Horsham

English Group

English
English Language
Literature

English

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 Victorian Curriculum F-10 English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Unit One

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.

Unit Two

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.

Unit Three

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

Unit Four

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.

What Sort of Student Would Like English?

Someone who:

- enjoys reading, responding in writing and discussing ideas
- is interested in examining current affairs and the role the media plays in our society
- likes to work with ideas, to think creatively and write extended responses

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

English Language

Rationale

The study of English Language enables students to further develop and refine their skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades and social groups. In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of written and spoken texts. Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language-related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

Unit One

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Unit Two

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

Unit Three

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Unit Four

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

What Sort of Student Would Like English Language?

Someone who:

- is exact, precise and analytical with their thinking and writing, has a wide vocabulary and reads broadly and has the ability to learn new terms
- is interested in the structure of language and linguistics
- enjoys the challenge of constructing concise, focussed analytical texts

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Literature

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.

Unit One – Approaches to Literature

In this unit students focus on the ways the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit Two – 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. Students consider the relationships between authors, audiences and contexts and 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.

Unit Three – 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 develop creative responses to texts and their skills in communicating ideas in both written and oral forms.

Unit Four – Interpreting Texts

In this unit students develop critical and analytic responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

What Sort of Student Would Like Literature?

Someone who:

- enjoys reading and wishes to engage with texts on a deeper level
- enjoys writing about their reading and wishes to extend their critical thinking the way writers convey meaning

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>



St Brigid's College

Horsham

Humanities

Business Management
History
Legal Studies

Business Management

Rationale

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

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit One – Planning a Business

In this area of study students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the issues that need to be considered before a business can be established.

Unit Two – Establishing a Business

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

Unit Three – Managing a Business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Unit Four – Transforming a Business

In this area of study students develop their understanding of the need for change. Managers regularly review and evaluate business performance through the use of key performance indicators and use the results to make decisions concerning the future of a business. Managers can take both a proactive and reactive approach to change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. They apply Lewin's Force Field Analysis theory to contemporary case studies and consider approaches to strategic management, using Porter's (1985) Generic Strategies.

What Sort of Student Would Like Business Management?

Someone who:

- wishes to pursue a tertiary course in commerce, economics or accounting
- is more practically minded who may wish to work for a business after leaving school via apprenticeships or a vocational pathway, with the ultimate goal of owning and running their own business

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

History - Twentieth Century History (Units 1 and 2)

Unit One – Twentieth Century History 1918-1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. 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. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. 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 became intensified. In the 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. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit Two – Twentieth Century History 1945-2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations 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.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established 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. Old 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.

History Revolutions (Units 3 and 4)

Rationale

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

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

Unit Three and Four

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 which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. 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 order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened 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 develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

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.

What Sort of Student Would Like History?

Someone who:

- is interested in knowing about the world
- enjoys current affairs, social science, history, politics and culture
- has strong literacy and language skills, and who likes to analyse different forms of texts
- is researching careers in archaeology, anthropology, foreign affairs, politics, writing, the law, journalism, public service, social, cultural and military history and sociology.
- enjoys analysing a range of both written and visual documents and understands how they reflect different views of historical events

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Legal Studies

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 lawmakers.

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 learn how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. Students build 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.

Unit One – Guilt and Liability

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

Unit Two – 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.

Unit Three – 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.

Unit Four – 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. 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.

What Sort of Student Would Like Legal Studies?

Someone who:

- is interested in understanding concepts of equality and justice
- wants to develop their knowledge of basic legal rights and obligations
- is interested in current affairs, following and understanding significant court cases

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>



St Brigid's College

Horsham

Science

Biology
Chemistry
Environmental Science
Physics
Psychology

Biology

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth.

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

Unit One – 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 plants and animals, and consider how animals maintain their internal environment through homeostasis.

Unit Two – How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. Students consider how genes, the environment and epigenetic factors influence the physical characteristics of animals and plants. 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 adaptations that enhance an organism's survival and explore the interdependences between species. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Unit Three – How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the structure and function of nucleic acids and proteins and the relationship between these two key groups of molecules in cellular processes. 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.

Unit Four – How Does Life Change and Respond to Challenges?

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. Students examine the evidence for relatedness between species and change in life forms over time using evidence from fields such as paleontology 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.

What Sort of Student Would Like Biology?

Someone who:

- has an interest in the workings of the human body
- wants a better understanding of where life came from and why it will certainly change in the future
- is interested in studying health and/or medical sciences or any other aspect of the natural world

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Chemistry

Rationale

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

Unit One – How Can the Diversity of Materials be Explained?

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

Unit Two – What Makes Water Such a Unique Chemical?

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

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

Unit Three – How can Chemical Processes be Designed to Optimise Efficiency?

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

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

Unit Four – How are Organic Compounds Categorised, Analysed and Used?

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

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

What Sort of Student Would Like Chemistry?

Someone who:

- has an interest in science
- wishes to find out more about how chemistry affects the way we live
- wishes to develop their knowledge in how we interact with the environment

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Environmental Science

Rationale

VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services.

Unit One – How are the Earth's dynamic systems interconnected to support life?

In this unit, students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students explore the physical requirements for life and consider the effects of natural and human-induced changes in chosen ecosystems. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

Unit Two – What affects Earth's capacity to sustain life?

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

Unit Three – How can Biodiversity and Development be Sustained?

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species.

Unit Four – How can climate change and the impacts of human energy use be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use for a sustainable future. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

What Sort of Student Would Like Environmental Science?

Someone who:

- has an interest in science
- is passionate about the environment and enjoys working in the outside environment

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Physics

Rationale

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

Unit One – What Ideas Explain the Physical World?

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

Students undertake quantitative investigations involving at least one independent, continuous variable.

Unit Two – What do Experiments Reveal about the Physical World?

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

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

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

Unit Three – How do Fields Explain Motion and Electricity?

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

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

Unit Four – How can Two Contradictory Models Explain both Light and Matter?

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

Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

What Sort of Student Would Like Physics?

Someone who:

- enjoys understanding theories and applying these to different situations
- has an interest in understanding how things work, from the creation of rainbows and how the eye works to the electricity that is provided to our homes
- wishes to understand the very nature of all matter of the universe
- has a good grasp of maths

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Psychology

Rationale

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

Unit One – How are Behaviour and Mental Processes Shaped?

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

Unit Two – How do External Factors Influence Behaviour and Mental Processes?

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

Unit Three – How does Experience affect Behaviour and Mental Processes?

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

Unit Four – 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 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.

What Sort of Student Would Like Psychology?

Someone who is interested in:

- human behaviour, the way we think, learn, and relate and how we become the 'person' we are
- studying areas of health, health science, or health promotion
- using scientific methods to establish what we know about human behaviour

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>



St Brigid's College

Horsham

The Arts

Drama

Media

Studio Arts

Visual Communication and Design

Drama

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.

Unit One – 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.

Unit Two - 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.

Unit Three – 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. 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.

Unit Four – 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.

What Sort of Student Would Like Drama?

Someone who:

- loves to perform and loves watching performances
- likes to create characters, enjoys workshop processes, feels comfortable with research and writing/ scripting work.
- wishes to enhance their performance and expressive skills.

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Media

Rationale

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

Unit One – Media Forms, Representations and Australian Stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products.

Unit Two – Narrative Across Media Forms

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

Unit Three – Media Narratives and Pre Production

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

Unit Four – Media Production and Issues in the Media

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

What Sort of Student Would Like Media?

Someone who:

- is interested in working in the media/communications industry in the future
- enjoys planning and creating their own media production (a choice of film, photography, radio or print)
- enjoys engaging with media products like films, games, podcasts, print and digital media

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Studio Arts

Rationale

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities. VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

Unit One – Studio Inspiration and Techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit Two – Studio Exploration and Concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art.

Unit Three – Studio Practices and Processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. For this study, the exploration proposal supports the student to identify a direction for their studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. Students will select some of these potential directions from which to develop at least two artworks in Unit 4. The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.

Unit Four – Studio Practice and Art Industry Contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists' involvement in the art industry, focusing on at least two different exhibitions that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.

What Sort of Student Would Like Studio Arts?

Someone who:

- likes visual arts and design
- is creative and keen to develop their artistic capabilities

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Visual Communication Design

Rationale

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management. The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

Unit One – 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. 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. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

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

Unit Two – 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 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit Three – 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 develop their own design ideas and concepts.

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

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

Unit Four – 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. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

What Sort of Student Would Like Visual Communication and Design?

Someone who:

- enjoys designing, drawing and problem solving
- likes computer graphics and computer design

It is strongly advised that to undertake Unit 3 and 4, that you have completed Unit 1 and 2.

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>



St Brigid's College
Horsham

Technology

Food Studies
Product Design Technology - Textiles
Product Design Technology - Wood

Food Studies

Rationale

VCE Food Studies examines the background to Australia's varied and abundant food supply, and explores reasons for our food choices. This study is designed to build the capacity in students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

Unit One – Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Unit Two – Food Makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. 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 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. Students design new food products and adapt recipes to suit particular needs and circumstances.

Unit Three – Food in Daily Life

This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students also investigate 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. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit Four – Food Issues, Challenges and Futures

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food

fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

What Sort of Student Would Like Food Studies?

Someone who:

- is interested in food science
- enjoys cooking
- would like to know more about healthy eating and nutrition
- is interested in the evolution of food

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Product Design and Technology - Textiles

Rationale

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues. Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

Unit One – Sustainable Product Redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

Unit Two – Collaborative Design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Unit Three – Applying the Product Design Process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Unit Four – Product Development and Evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

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.

What Sort of Student Would Like Product Design and Technology Textiles?

Someone who:

- is interested in design, fashion and textiles

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Product Design and Technology - Wood

Rationale

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues.

Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations.

It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

Unit One – Sustainable Product Redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

Unit Two – Collaborative Design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

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Unit Four – Product Development and Evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

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.

What Sort of Student Would Like Product Design and Technology Wood?

Someone who:

- is interested in designing and making products
- likes working with wood

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>



St Brigid's College
Horsham

Mathematics

Foundation Mathematics
General Mathematics
Mathematical Methods
Further Mathematics
Specialist Mathematics

Mathematics

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

This study is made up of the following units:

- Foundation Mathematics Units 1 and 2
- General Mathematics Units 1 and 2
- Mathematical Methods Units 1 and 2
- Specialist Mathematics Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods Units 3 and 4
- Specialist Mathematics Units 3 and 4

Units 1 & 2

Foundation Mathematics	Foundation Mathematics Units 1 and 2 are completely prescribed and provide for the continuing mathematical development of students entering VCE. In general, these students would not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. However, students who do well in these units and undertake some supplementary study of selected topics could proceed to Further Mathematics Units 3 and 4.
General Mathematics	General Mathematics Units 1 and 2 provide for a range of courses of study involving non-calculus based topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. They incorporate topics that provide preparation for various combinations of studies at Units 3 and 4 and cover assumed knowledge and skills for those units.

Mathematical Methods	Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, 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 cover assumed knowledge and skills for those units.
Specialist Mathematics	Specialist Mathematics Units 1 and 2 comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

Units 3 & 4

Further Mathematics	Further Mathematics Units 3 and 4 are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed core are covered in specified topics from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics but may also need to undertake some supplementary study of statistics content.
Mathematical Methods	Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.
Specialist Mathematics	Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4..

Foundation Mathematics Units One and Two

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'. All four areas of study are to be completed over the two units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

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

General Mathematics Units One and Two

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.

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

Mathematical Methods

Unit One

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.

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

Unit Two

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

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

Specialist Mathematics Units One and Two

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.

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

Further Mathematics Units Three and Four

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.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Mathematical Methods Units Three and Four

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.

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

Specialist Mathematics Units Three and Four

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.

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

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.

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>



St Brigid's College
Horsham

Health and Physical Education

Health and Human Development
Outdoor and Environmental Studies
Physical Education

Health and Human Development

Rationale

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. This subject is designed to foster health literacy. As individuals and as citizens, students navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions.

Unit One – 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 Organisation'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.

Unit Two – 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.

Unit Three – Australia's Health in a Globalised 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).

Unit Four – 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.

What Sort of Student Would Like Health and Human Development?

Someone who:

- has an interest in how humans change over their lifespan and wants to explore the varying factors that influence our health and development and that of different people
- wants to learn more about what is being done globally to improve the health of the human race
- is interested in health promotion and world issues

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Outdoor and Environmental Studies

Rationale

Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise and also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. This subject enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Unit One – Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments.

Unit Two – Discovering Outdoor Experiences

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments.

Unit Three – Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Unit Four – Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.

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.

What Sort of Student Would Like Outdoor and Environmental Studies?

Someone who:

- is interested in outdoor activities
- has a desire to learn from practical experiences
- has an awareness of environmental issues
- likes to contribute to improvements in outdoor environments

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Physical Education

Rationale

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

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

Unit One – The Human Body in Motion

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

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

Unit Two – 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 focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport. Using a social-ecological perspective, they evaluate the affect of individual, social, policy and physical environmental factors on participation in physical activity. Students develop an understanding of the historical, and current perspectives of the issue and forecast future trends. They form conclusions in relation to the impact these factors have on physical activity and sport in society.

Unit Three – 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.

Unit Four – 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.

What Sort of Student Would Like Physical Education?

Someone who:

- is active and enjoy physical activity
- wants to learn about the body systems
- has an interest in factors that influence physical activity
- is interested in a career in the health fields.

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>



St Brigid's College
Horsham

LANGUAGES

Italian Second Language
Japanese Second Language

Italian

Rationale

The study of Italian 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 Italian provides students with the ability to understand and use a language that is spoken in Italy, Vatican City and San Marino. Italian is one of the official languages of Switzerland and the European Union. Italian is widely spoken in Malta, Albania, Croatia, Slovenia and Libya and is also spoken by communities of Italian speakers who migrated to countries such as Australia, Argentina, Brazil, Canada and the United States. It provides students with a direct means of access to the rich and varied cultures of the many communities around the world for whom Italian is a means of communication.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Italian-speaking communities in Australia and internationally in a variety of endeavours, such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

Unit One

In this unit students develop an understanding of the language and culture/s of Italian-speaking communities through the study of three or more topics from a list of prescribed themes. 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 Italian 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 Italian 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.

Unit Two

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from a list of prescribed themes. 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 Italian 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.

n.b. This subject may be taught through Distance Education mode if numbers wishing to take it are too small to run a completely in-house programme. Ongoing direct support of one or two lessons per week with the College's senior Italian teacher is provided.

Unit Three (Study Design accreditation 2005-2018)

Outcome 1

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

Outcome 2

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

Outcome 3

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

Unit Four

Outcome 1

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

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

What Sort of Student Would Like Italian?

Someone who:

- is interested in pursuing a career in interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc.
- enjoys language and learning about different cultures

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Japanese Second Language

Rationale

The study of Japanese 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 a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from studying a second language. Students are able to engage with Japanese-speaking communities in Australia and internationally in a variety of endeavours.

The study of Japanese provides students with the ability to understand and use a language that is spoken by approximately 128 million people worldwide. Japanese is a phonetic language with predictable and systematic grammar rules. Three scripts: hiragana, katakana and kanji are used for writing. Japanese grammar is relatively uniform, with few irregularities, no grammatical gender, and predictable and systematic conjugation of adjectives and verb tenses. There are some differences between the elements and patterns in Japanese and English, such as word order. Japanese cultural values are expressed in the system of plain and polite forms, which reflect hierarchical relations, social and business-related positioning and rules about respect and status.

The study of Japanese provides students with a direct means of access to the rich traditional and popular cultures of Japan. Japan and the Japanese-speaking communities have an increasing influence in Victoria through innovations in science, technology, design, retail, fashion, cuisine, sports and the arts. A knowledge of Japanese, in conjunction with other skills, can provide employment opportunities in areas such as tourism, hospitality, arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

Unit One

In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from a list of prescribed themes. 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 Japanese 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 Japanese 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.

Unit Two

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from a list of prescribed themes. 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 Japanese 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.

Unit Three (Study Design accreditation 2005-2018)

Outcome 1

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

Outcome 2

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

Outcome 3

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

Unit Four

Outcome 1

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

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

What Sort of Student Would Like Japanese Second Language?

Someone who:

- is interested in pursuing a career in interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education etc.
- enjoys language and learning about different cultures

For more information on this study please go to: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

GLOSSARY and Frequently Asked Questions

Terms and Abbreviations

Accreditation period: The period during which a study is accredited as a VCE study.

Assessing school: The school responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have one or more assessing schools.

Assessment: In Units 3 and 4 the student's level of achievement is determined by a combination of School-assessed Coursework, School-assessed Tasks and examinations.

Assessment Plan: A set of tasks relating to the units of competence/modules undertaken in the Unit 3 and 4 sequence of a scored VCE VET program.

Assessment task: A task set by the teacher to assess students' achievements of unit outcomes (see also Outcomes).

Australian Tertiary Admission Rank (ATAR): The overall ranking on a scale of 0–100 that a student receives, based on his or her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

Authentication: The process of ensuring that the work submitted by students for assessment is their own.

Coursework audit: As part of an ongoing monitoring and quality assurance program by the VCAA, samples of coursework material are collected from schools each semester. The work collected is used to monitor schools' administration of Coursework assessment.

Discipline Committee: The VCAA committee responsible for hearing cases of breaches of examination rules and student appeals against penalties imposed by the school for breach of rules for school assessment.

Examinations: External assessments set and marked by the VCAA. All studies have at least one examination. Performance and Oral examinations are held in October and November.

General Achievement Test (GAT): The test that is done by all students doing a Unit 3 and 4 sequence. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard and as part of statistical moderation of coursework. It does not count towards students' VCE graduation, but students' GAT results are reported to them with their Statement of Results.

Graded assessment (GA): All VCE studies have three graded assessments for each Unit 3 and 4 sequence. Each study includes at least one examination, most have Coursework, and some have School-assessed Tasks.

Home school: Refers to the major school of the student. Only the home school may enter a student's personal details through VASS. A student may only have one home school at a time. The home school is usually but not always the assessing school.

Outcomes: What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design.

Satisfactory completion: School decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for it. Students qualify for the VCE when they satisfy units that meet the program requirements.

School-assessed Coursework (SAC): A school-based assessment that is reported as a grade for either a Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students' achievement of Unit 3 and 4 outcomes.

School-assessed Task (SAT): A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. A school-assessed Task is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.

Semester: One half of the academic year. Most units are completed in one semester.

Sequence: Units 3 and 4 are designed to be taken as a sequence at Year 12 level.

Special Provision: Arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

Statement of Marks: For each examination including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee is charged for each statement.

Statement of Marks – Study Score: A Statement is also available containing the scores for each of the graded assessments and describing the calculation of the Study Score. See also Statement of Results. A fee is charged for each statement.

Statement of Results: The document(s) issued by the VCAA showing the results a student achieved in the VCE, and whether he or she has graduated. See also VCE Certificate.

Statistical moderation: The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.

Studies: The subjects available in the VCE.

Study design: A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs.

Study Score: A score from zero to 50 that shows how a student performed in a study, relative to all other students doing that same study. It is based on the student's results in school assessments and examinations.

Training package: A document that sets out the training framework determined by industry for an industry sector. National competency standards, assessment guidelines and national qualifications form the endorsed components of training packages. Assessment materials, learning strategies and professional development materials may support these as non-endorsed components.

Unit of Competence (UoC): A distinct work performance specified in terms of what should be done and the standard to which it must be performed as required in industry. Units of Competence are divided into elements, each with performance criteria and a guide to the evidence on which assessment of competence should be based.

Units: The components of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.

VASS: The Internet-based VCE Administrative Software System (VASS) used by schools to enter VCE enrolments and results directly onto the VCAA central database.

VCAA: Victorian Curriculum and Assessment Authority

VCE Certificate: The Certificate awarded to students who meet the requirements for graduation of the VCE. See also Statement of Results.

VCE provider: A school or other institution authorised to offer VCE units.

VCE Vocational Education and Training (VCE/VET): Nationally recognised vocational certificates integrated within the VCE.

VTAC: Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. It calculates and distributes the Australian Tertiary Admissions Rank (ATAR).

VCE Flexibility and Frequently Asked Questions

Q. How many units should I choose in total for my VCE?

A. You may choose as few as the VCAA minimum of 16 or as many as 26 units. Most full-time students attempt in the range of 20 to 24 units over the two years; the vast majority of these complete 24 units (2 in Year 10, 12 in Year 11 and 10 in Year 12) St Brigid's College has a clear policy regarding units that must be undertaken in both Year 11 and Year 12.

Q. Can I take longer than 2 years to complete my VCE?

A. Yes. You may spread your VCE over 3 or more years.

Q. If I spread my VCE over 3 years will I be disadvantaged for tertiary entrance?

A. No. However, if you take more than 3 years your score could be penalised in some courses. Check with your Careers Teacher.

Q. Can I do some Unit 3 & 4 studies while in my first year of VCE?

A. Yes. Furthermore, in your second year, you may wish to do some Unit 1 & 2 studies along with your Unit 3 & 4 studies.

Q. Should I consider doing some Unit 3 & 4's in my first year?

A. If you are a capable student, you should extend yourself. These Unit 3 & 4 studies completed in your first year will be counted as part of your ATAR Score. You could then do five 3/4 studies in Year 12 to maximise your opportunities. St Brigid's College has guidelines on undertaking Unit 3 & 4 studies in Year 11.

Q. Can I change my VCE course for the second semester?

A. Yes, for Unit 2. However, Units 3 & 4 must be done as a sequence and so can't be changed halfway through.

Q. Can I attempt some Unit 2 studies without doing the corresponding Unit 1 to give me more options?

A. Yes. For example, you can do Physics 2 and Chemistry 2 or Biology 2 (without having done their Unit 1's) to enable you to study more units, which are prerequisites for Units 3 & 4.

Q. Can I combine VCE with part-time work?

A. Yes. However, you will need to check your program with the Careers Coordinator or a member of the Teaching and Learning Team to see if you can match the units you want with your non-work times.

Q. Is there special provision due to a physical disability?

A. Yes. VCAA makes "special provision" for students

- * with physical disabilities
- * who are from non-English speaking backgrounds
- * who have interrupted studies
- * who have transferred into Victoria