

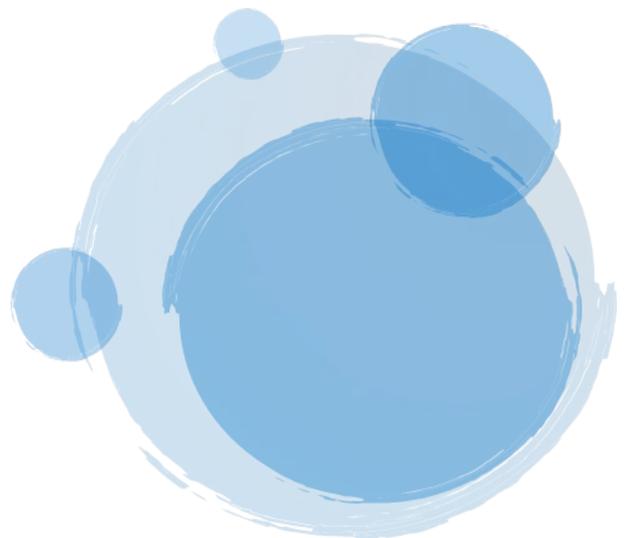
2022

VCE - Years 11 & 12
Curriculum Handbook

courage & work



mentone girls'
secondary college



July 2021

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About VCE

The language of the VCE

ATAR - Australian Tertiary Admission Rank

A student's ATAR is determined by VTAC using the student's scaled study scores. The ATAR is a percentile which ranks students for the purpose of tertiary selection.

Authentication

The process of ensuring that work submitted by students for assessment is genuinely their own. Teachers monitor the completion of students' work.

DES - Derived Exam Score

An estimated score for a particular exam which may be used under Special Provision.

EAL - English as an Additional Language

For VCE students who have studied less than seven years in English instruction. Students must meet VCCA criteria to enrol as an EAL student, previously known as ESL (English as a Second Language).

GAT - General Achievement Test

All students undertaking a Unit 3 & 4 sequence must sit this three hour test in June. GATs are used by VCAA to monitor school assessments and for the determination of a DES and may be used to assist with selection into tertiary courses.

Learning Outcomes

What a student must know or be able to do by the time she has finished the Unit.

Career Education Funding (CEF)

A program, including course counselling, which assist students make informed choices about possible future directions.

Part-time Apprenticeships and Traineeships

Students who receive training as part of their casual employment and receive credit towards their VCE.

School Assessment Tasks (SATs)

Tasks done in class time to assess performance in Art, Media, Studio Arts Visual Design, Food Technology and Design and Technology studies.

'S' or 'N'

'S' for satisfactory (pass) or 'N' not satisfactory (not passed).

School Assessed Coursework (SACs)

Work done, mainly in class time, to assess performance in Units 3 & 4. Set and marked by teachers according to VCAA (Victorian Curriculum & Assessment Authority) specifications.

School Based Apprenticeships and Traineeships (SBAT)

Students undertake training and employment with an employer which is an integral part of the school learning program and study timetable.

Semester

One half of the academic year. A unit of study lasts for one semester.

Sequence

A sequence is a Unit 3 followed by Unit 4. One of the requirements for passing the VCE is the successful completion of four Unit 3 & 4 sequences.

Student Program

This is the total package of VCE and VET studies normally taken over two years.

Study/Studies

Subject(s) English, Biology, Further Maths etc

TAFE - Technical and Further Education

TAFE Institutes offer post-secondary courses.

Unit

Each VCE study is divided into 4 units. Each unit lasts one semester. Units 1 & 2 are normally at Year 11 level, and Units 3 & 4 are normally at Year 12 level.

VCAA - Victorian Curriculum and Assessment Authority

The accrediting and authorising body responsible for overseeing the VCE.

VCE

Victorian Certificate of Education

VET

Vocational Education and Training

VCE/VET

This refers to the expanding range of nationally recognised vocational studies now integrated within the VCE.

VTAC - Victorian Tertiary Admissions Centre

The body responsible for the administration of the application.

Satisfactory completion of the VCE

What is the VCE?

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within the VCE.

To obtain your VCE, you must satisfactorily complete at least 16 units. The 16 units can include VET.

Regardless of how many units you do all together, a student must satisfactorily complete:

- At least three (3) units from the English Group listed below:
- English or English as an Additional Language (EAL) Units 1 to 4
- English Language Units 1 to 4
- Literature Units 1 to 4
- No more than two Units at 1 & 2 level may count towards the English requirement. To gain an Australian Tertiary Admission Rank (ATAR) a student must complete both Units 3 & 4 of an English sequence
- Three sequences of Units 3 & 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VET programs.

Prerequisites for Unit 3 & Unit 4

While it is generally accepted that Units 1 & 2 help prepare students for the Unit 3 & 4 of any study, certain studies are very sequential.

Prior knowledge and skills acquired in Unit 1 &/or

2 are required before the following Unit 3 & 4 sequences can be attempted at MGSC: Chemistry, Physics, LOTE, Music and Mathematics.

The College makes every effort to run a Unit 3 & Unit 4 sequence of a study if the study ran as a Unit 1 & 2 sequence in the previous year. It is not anticipated a Unit 3 & 4 study will run if a class has not run as a Unit 1 & 2 at the College in the preceding year.

The one exception is the offer of Outdoor and Environmental Studies Unit 3 & 4 to students in Year 11 in 2021.

A study that has not run this year in no way predicts whether the class will run at Year 11 next year, as each year classes are primarily determined by numbers of applicants.

Subject Preference Order

It is most important that students select the subjects they need or want the most, in preference order.

Timetable constraints will apply to some subject combinations and the Time-tabler computer program will place a student in her more highly preferred subject if there is a clash. Students who are excluded from Literature or English Language on this basis will be allocated to an English class.

In classes that are oversubscribed, a student who has completed Unit 2 of a study would normally have preference over a student picking up the study at Year 12 level.

Students may forfeit that priority if they select that study outside the top five or select a study not previously undertaken as a higher preference. Year 12 students have priority over Year 11 students in all Unit 3 & 4 classes.

Assessment, authentication and special provision

Assessment

Assessment in the VCE has two distinct aspects.

- **Satisfactory completion of a unit**

Each VCE Unit has a number of Learning Outcomes, determined by VCAA, which the student must demonstrate to their teacher that they have satisfactorily achieved. If the student is able to demonstrate this, the teacher will report a Satisfactory (S) for the outcome. A student must satisfactorily achieve all of the outcomes to pass the Unit.

- **Grades**

A teacher will design a number of tasks that will be used to assess each student's level of achievement, or grade, in different parts of the course. These assessment tasks are called SACs (School Assessed Coursework) in Units 3 & 4. Strict guidelines for the criteria used to grade SACs are laid down by VCAA, however specific details as to the nature of the tasks can vary between schools. The subject teacher marks the SACs and the results are submitted to VCAA. In Units 3 & 4 external exams are an essential tool to determine grades. These exams are not set or marked by the class teachers. They do not determine if a student has satisfactorily achieved outcomes and are therefore not used to determine the S or N. However they do contribute significantly to the study score and therefore the subsequently derived ATAR.

It is possible, but unlikely, that a student could do well on their SACs but still not pass the unit, if SACs did not assess all of the required outcomes. They must therefore be careful to submit all work, not just their SACs. It is also possible a student may do poorly on an assessment task but still be able to demonstrate they have achieved an outcome and subsequently pass the Unit. It is important the student pays close attention to assessment requirements and due dates in each study to be sure she is satisfactorily completing them.

Authentication

The College and VCAA expect all work submitted by a student to be the student's own work. The College has a number of procedures to ensure that work submitted will indeed be authentic. A student must follow all specific guidelines of an assessment. A student must not submit any part of another student's work or allow another student to copy their work used for assessment. The student must not pass on information or solicit any information about a SAC from another student, or in any way gain an unfair advantage for themselves or another student. A student who is found to be in breach of a rule can have a range of sanctions imposed depending on the seriousness of the breach. These include loss of part or the entire grade for that assessment task, and possibly the awarding of a Non-Satisfactory assessment for the outcome being assessed. If any outcome for a study is deemed to be not satisfactorily achieved then the student will receive an 'S' for their overall assessment for that Unit.

Special Provision

Students who have or who, during the course of their VCE, develop circumstances that may affect their ability to perform in the VCE can have Special Provision to enable them to manage their VCE studies, assessment tasks and exams. The provision will depend on the nature of the difficulty. For example, for a chronic illness it may be appropriate to complete the VCE over three years. Certain conditions may require Special Exam Arrangements such as allowing rest breaks, or having a scribe or reader. Other situations may require rescheduling of assessment tasks or allowing extension of time to complete a task.

If an illness or personal trauma occurs during the exam period or within the two weeks preceding the exams for a Unit 3 or Unit 4 study, it is possible to apply for a Derived Exam Score (DES). Evidence from an independent source, such as a doctor, is required for a DES. If the application is approved by VCAA a grade for the exam or exams, will be derived. It will be based on information at the disposal of VCAA such as the student's performance on the GAT, performance on SACs, and indicative grades supplied by teachers.

It is important that students keep the College informed of any circumstances that may warrant variation from the normal rules applying to any assessment procedure, so that timely and appropriate management of the situation can be achieved.

VET Studies

Vocational education and training (VET) enables students to gain qualifications for many types of employment and specific skills that will help them in the workplace.

VCE VET studies provide students with additional learning opportunities that support later tertiary studies or employment opportunities. Students that undertake VCE VET studies gain a range of workplace and organisational experiences, and skills that will be advantageous in future study and work situations.

VET students spend half a day each week studying VET classes at an external venue.

VET studies provide students with an insight into the tertiary learning environment while gaining an industry recognised qualification. Students who apply to continue their studies in their field of choice after Year 12 will have advanced standing, while those choosing to enter full-time employment after year 12 will have a qualification that sets them apart from other candidates.

Students who would like to undertake a VET study can begin it in Year 10 or Year 11.

- VCE VET studies are fully recognised within the Units 1 to 4 structure of the Victorian Certificate of Education (VCE) and therefore contribute towards satisfactory completion of the VCE.
- VCE VET units have equal status with other VCE studies.
- VCE VET studies contribute to the student's ATAR.

VET

Certificate III in Allied Health Assistance (Partial Completion)

Certificate II in Animal Studies

Certificate II in Applied Fashion Design and Technology

Certificate III in Beauty Services

Certificate II in Dance

Certificate III in Early Childhood Education & Care (Partial Completion)

Certificate II in Engineering Studies (Fabrication or Technical Stream)

Certificate II in Equine Studies

Certificate III in Events

Certificate II in Hospitality

Certificate III in Information, Digital Media and Technology (Games Stream)

Certificate III in Laboratory Skills

Certificate III in Music Industry (Performance)

Certificate II in Sport and Recreation

Certificate III in Tourism

See the 2022 Vocation Education and Training (VET) Handbook for course information, assessment, costs and campus locations.

Subjects Offered

VCE

Accounting	Legal Studies
Art	Mathematics – General/Further
Biology	Mathematics Methods
Business Management	Mathematics Specialist
Chemistry	Media
English	Music Performance
English as an Additional Language	Outdoor & Environmental Studies
English Language	Physical Education
Literature	Physics
Environmental Science	Product Design and Technology
Food Studies	Psychology
Health & Human Development	Sociology
History	Theatre Studies
Languages French/Japanese	Visual Communication Design

VET

Certificate III in Allied Health Assistance (Partial Completion)

Certificate II in Animal Studies

Certificate II in Applied Fashion Design and Technology

Certificate III in Beauty Services

Certificate II in Dance

Certificate III in Early Childhood Education & Care (Partial Completion)

Certificate II in Engineering Studies (Fabrication or Technical Stream)

Certificate II in Equine Studies

Certificate III in Events

Certificate II in Hospitality

Certificate III in Information, Digital Media and Technology (Games Stream)

Certificate III in Laboratory Skills

Certificate III in Music Industry (Performance)

Certificate II in Sport and Recreation

Certificate III in Tourism

Accounting

Unit 1: Role of accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure.

On completion of this unit students should be able to:

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

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

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets.

On completion of this unit students should be able to:

- Record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions
- Record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations
- Record and report for non-current assets and depreciation

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system.

On completion of this unit students should be able to:

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

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

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system.

On completion of this unit students should be able to:

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

Art

VCE Art students are expected to participate in excursions to view art exhibitions. In order to complete folios to a high standard weekend workshops may be held and students will be required to attend these. Students will be responsible for purchasing their own equipment and materials where their requirements extend beyond the basic supplies provided by the school.

Unit 1: Artworks, experience and meaning

Students will complete set practical works that demonstrate their personal interests through trialling techniques, materials and processes which demonstrate experimentation and refinement. Students will document their thinking and work practices in their visual diary with meaningful annotations using the structural and personal frameworks.

Written work: Art works experience and meaning

Students analyse and interpret a variety of artworks from both a formal and a structural and personal point of view in order to better understand the intended and unintentional meanings and messages. These investigations will take the form of an essay or assignment as well as class discussion.

Unit 2: Artworks and contemporary culture

Practical work: Artmaking and cultural expression

While continuing to work in a variety of media students will create artworks which explore and develop areas related to their cultural and contemporary practices.

Students will apply their skills in analysis and reflection when documenting their own work in their visual diary using the structural, cultural and contemporary framework.

Written work: Contemporary artworks and culture

Students will investigate the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it was created. Particular emphasis is placed on the influence of contemporary materials, techniques, ideas and approaches to making and presenting artworks.

These investigations will take the form of an essay or assignment as well as class discussion.

Students will be responsible for purchasing their own equipment and materials where their requirements extend beyond the basic supplies provided by the school.

Unit 3: Artworks ideas and values

Practical work: Investigation and interpretation through artmaking

Working in a variety of media students will create a folio of work that explores and develops areas of personal interest and includes at least one finished artwork. These works will show both development and refinement of concepts and processes. Progressive written and visual documentation of thinking and working practices will be undertaken in folios.

Written work: Interpreting Art

Students will compare and contrast the work of an artist who worked before 1990 with an artist that produced work post 1990. They will analyse their work from different points of view such as structural, cultural personal and contemporary. They will research using a variety of resources and write essays which discuss the work of the artists' and the context in which they were made.

Unit 4: Artworks, ideas and viewpoints

Practical work: Realisation and resolution

Building upon the work undertaken in Unit 3 students will continue to develop and refine their ideas into a sustained and resolved folio including at least one finished artwork. Their work is expected to exhibit technical skill, aesthetic awareness and an understanding of the use of the frameworks in their own work. Progressive documentation will include critical and reflective annotation of the stages of their folio.

Written work: Discussing art

Students discuss art ideas and issues and the varying interpretations about the role of art in society. Students select a statement about an art idea and related issues that they research, analyse and interpret. They refer to a range of resources and viewpoints to examine opinions and arguments, and refer to artists and artworks to support and develop their own ideas. The range of commentaries and viewpoints may both support and challenge the selected art idea and related issues.

Biology

Unit 1: How do organisms regulate their functions?

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

On completion of this unit, students should be able to:

- Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation
- Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
- Design and undertake an investigation related to function and/or regulation of cells or systems

Unit 2: 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. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

On completion of this unit, students should be able to:

- Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance
- Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem
- Investigate and communicate a substantiated response to a question related to an issue in genetics, reproductive science or adaptations beneficial for survival

Unit 3: How do cells maintain life?

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

On completion of this Unit, students should be able to:

- Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
- Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways

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

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.

On completion of this Unit, students should be able to:

- Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
- Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
- Design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges

Business Management

Unit 1: Planning a business

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

On completion of this unit students should be able to:

- Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures
- Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies
- Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective

Unit 2: 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.

On completion of this unit students should be able to:

- Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures
- Explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies
- Discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective

Unit 3: Managing a business

The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that occur within a business. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

On completion of this unit students should be able to:

- Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills
- Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees
- Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations

Unit 4: Transforming a business

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.

On completion of this unit students should be able to:

- Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future
- Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business

Chemistry

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

- How can knowledge of elements explain the properties of matter elements and the periodic table metals; ionic compounds; and quantifying atoms and compounds. How can the versatility of non- metals be explained
- Materials from molecules, organic compounds, carbon lattices and carbon nanomaterials and polymers
- Research investigation: This covers areas of study in Units 1 & 2. Knowledge of the origin, structure and properties of matter has developed by medical, scientific and technological research

Unit 2: What makes water such a unique chemical?

- How substances interact with water, properties of water, acids and bases
- How are substances in water measured and analysed? Use of concentration formulas to determine amounts of a chemical
- Practical investigation. Experimental work on identifying and/or measuring the amounts of specific chemicals (compounds or elements as ions) in a sample of water or solution

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

- What are the options for energy production? Students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells. Each area is studied with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.
- How can the yield of a chemical product be optimised? Students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs. This area of study allows students to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised. Further investigations of how electrolysis is involved in the production of chemicals and in the recharging of batteries is explored.

On completion of this unit, students should be able to:

- Compare fuels quantitatively, apply knowledge of the electrochemical series to the design and construction of galvanic cells and evaluate energy resources. These will be assessed by a variety of tasks which include analysis and evaluation of stimulus material, a comparison of two electricity- generating cells or a reflective journal/blog related to an issue covered in Area of Study.
- Apply rate and equilibrium principles to reactions and explain the production of chemicals and recharging of batteries by electrolysis. A task from several options is available for assessment e.g. a report on practical activities, evaluation of research, analysis of data activity or a response to a structured set of questions.

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

- How can the diversity of carbon compounds be explained and categorised? Students explore the vast range of carbon compounds and the structural features of different homologous series. The typical reactions of organic families and some of their reaction pathways are investigated. Data from IR and proton and carbon -13 NMR spectroscopy is used to confirm the structure of organic structures
- What is the chemistry of food? Students explore the importance of food from a chemical perspective. The major components of food are investigated with reference to their structures, properties and functions. A study of biomolecules and their role in life processes is investigated

On completion of this Unit, students should be able to:

- Complete a task from Area of Study 1 - possible assessments include – annotations of a least two practical activities, a response to a set of structured questions or analysis of data
- Complete a task from Area of Study 2 - possible assessments include – a response to stimulus material, a report of a laboratory investigation or a comparison of food molecules
- Practical Investigation – A student designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or 4 – a structured scientific poster (according to the VCAA structured template) is the assessment of this task.

English

For calculation of a student's ATAR satisfactory completion of both Units 3 & 4 of any of the English studies is required. VCE students must attempt English/EAL, English Language or Literature 1 & 2. Check with your English teacher for English studies recommendations. Accelerated students may study Units 1 & 2 English and Units 3 & 4 English Language in Year 11 and therefore complete all necessary English VCE requirements in one year. Please note, that any student accelerating in an English study in any of the VCE units must have demonstrated advanced ability because students' maturity levels and knowledge and understanding of the world greatly influences their performances in these components of study.

Unit 1:

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

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

- Produce analytical and creative responses to texts.
- Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Unit 2:

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

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

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

Unit 3:

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

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

- Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Unit 4:

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

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

- Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- Construct a sustained and reasoned point of view on an issue currently debated in the media, including a written statement of intention.

English as an Additional Language

Unit 1:

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

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

- Produce analytical and creative responses to texts.
- Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Unit 2:

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

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

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

Unit 3:

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

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

- Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
- Comprehend a spoken text.

Unit 4:

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

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

- Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- Construct a sustained and reasoned point of view on an issue currently debated in the media, including a written statement of intention.

English Language

English Language explores the ways in which language is used by individuals and groups reflecting on our thinking and values.

English language builds on the students' previous learning about the conventions and codes used by speakers and writers of English. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of the language in use and helps them define key linguistic concepts.

Unit 1: Language and communication

1. The nature and functions of language

Students explore the nature of language and the various functions language performs in a range of contexts.

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

- Identify and describe primary aspects of the nature and functions of human language
- Use key concepts and metalanguage appropriately to describe and analyse language use in an objective and a systematic way

2. Language acquisition

This area of study focuses on the developmental stages of child language acquisition. Students explore how.

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

- Read a phonetic transcription of Australian English, using the International Phonetic Alphabet
- Investigate what children need to acquire as they develop as users of a spoken language

Unit 2: Language change

1. English across time

This area of study examines the changes that have occurred in English over time.

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

- Apply knowledge of the evolution of English to the hypothesise possibilities for the future of English
- Analyse changes in the English language over time

2. Englishes in contact

Students consider the effects of the global spread of English by learning about both the development and decline of languages.

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

- Apply knowledge of the evolution of English to the hypothesise possibilities for the future of English
- Analyse changes in the English language over time

Unit 3: Language variation and social purpose

1. Informal language

Students consider the way speakers and writers choose from a repertoire of language in an informal setting.

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

- Analyse the effect of informal contexts on language choices
- Analyse the nature, features and functions of informal written texts and transcripts of informal English

2. Formal language

Students consider the way speakers and writers choose from a repertoire of language to achieve a particular purpose.

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

- Analyse the effect of formal contexts on language choices
- Evaluate features of formal language in a public domain

Unit 4: Language variation and identity

1. Language variation in Australian society

Students examine the range of language varieties that exist in contemporary Australia.

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

- Investigate and analyse how Australian identity is constructed in a range of different texts
- Use appropriate metalanguage to analyse attitudes to varieties of Australian English

2. Individual and group identities

Students focus on the role of language in reflecting and constructing individual and group identities.

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

- Explain and analyse how group and individual identities are constructed

Literature

Literature develops cultural awareness and builds investigative abilities as students delve into the way meaning is constructed through literary devices and through cultural context. Students refine their abilities to become discerning, critical readers and skilled writers, skills which transfer to academic courses and professions.

Unit 1: Approaches to literature

This unit will focus on reading practices and the ways literary texts represent human experience. It explores the ideas, concerns and conventions of texts.

On completion of this unit students should be able to:

- Analyse the literary conventions used to construct a variety of texts
- Analyse and respond both critically and creatively to a text produced since 1950
- Develop skills for literary criticism

Unit 2: Context and connections in literature

This unit will focus on students' critical and creative responses to texts.

On completion of this unit students should be able to:

- Analyse and respond critically and creatively to a text produced in an earlier historical period or from another culture
- Produce an extended comparative piece of interpretive writing

Unit 3: Literature: Form and transformation

This unit will focus on the ways writers construct their work and how meaning is created.

On completion of this unit students should be able to:

- Discuss how meaning changes when the form of a text changes
- Respond imaginatively to a text

Unit 4: Literature: Interpreting texts

This unit will focus on students' creative and critical responses to texts.

On completion of this unit students should be able to:

- Analyse critically and link features of a text, through extracts relating them to an interpretation of the text as a whole
- Analyse, interpret and evaluate the views and values and contexts of a text in the context of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned
- Review and evaluate views of a text and make comparisons with their own interpretation
- Respond verbally to literary texts

Environmental Science

Unit 1: How are Earth's dynamic systems interconnected to support life?

Environmental science is an interdisciplinary, investigative science that explores the interactions between living and non-living elements that sustain Earth systems, as well as human impacts on them. In Unit 1, students examine the processes, interactions and changes occurring within and between the atmosphere, biosphere, hydrosphere and lithosphere. The focus is on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality.

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

- Describe the movement of energy and nutrients across Earth's four interrelated systems
- Analyse how dynamic interactions among biotic and abiotic components of selected local and regional ecosystems contribute to their capacity to support life and sustain ecological integrity
- Analyse how changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems
- Assess the impact of diverse stakeholder values, knowledge and priorities in the solutions-focused management of a selected regional environmental challenge
- Draw evidence-based conclusions from primary data generated from a student-designed scientific investigation related to ecosystem components, ecosystem monitoring and/or change affecting Earth's systems

Unit 2: 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.

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

- Explain how the chemical and physical characteristics of pollutants impact on Earth's four systems, and recommend and justify a range of options for managing the local and global impacts of pollution
- Compare the advantages and limitations of different agricultural systems for achieving regional and global food security, evaluate the use of ecological footprint analysis for assessing future food and/or water security, and recommend and justify a range of options for improving food and/or water security for a nominated region
- Investigate and explain how science can be applied to address the impacts of natural and human activities in the context of the management of a selected pollutant

Unit 3: 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, and analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species.

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

- Explain the importance of Earth's biodiversity and how it has changed over time, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species
- Explain how sustainability principles relate to environmental management and how stakeholder perspectives can influence environmental decision-making

Unit 4: 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. They compare renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. Various factors that are involved in responsible environmental decision-making are analysed and how science can inform the management of climate change and the impacts of energy production and use is discussed.

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

- Analyse the major factors that affect Earth's climate, explain how past and future climate variability can be measured and modelled, and evaluate options for managing climate change
- Compare the advantages and disadvantages of using a range of energy sources, and evaluate the suitability and impacts of their use in terms of upholding sustainability principles
- Design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use

Food Studies

Food Studies has an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Food Studies includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Unit 1: Food origins

- Food around the world
- Food in Australia

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

- Identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities
- Describe patterns of change in Australia's food industries and cultures, and use foods indigenous to Australia and those introduced through migration in the preparation of food products

Unit 2: Food makers

- Food industries
- Food in the home

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

Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles

Compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context

Unit 3: Food in daily life

- The science of food
- Food choice, health and wellbeing

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

Explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products

Explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families

Unit 4: Food issues, challenges and futures

- Environment and ethics
- Navigating food information

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

- Explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals
- Explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines

Health & Human Development

Unit 1: Understanding health and wellbeing

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status.

With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

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

- Explain multiple dimensions of health and wellbeing,
- Explain indicators used to measure health status and analyse factors that contribute to variations in health
- Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information
- Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development. Students look at changes and expectations that are part of the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

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

- Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood
- Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness. Students look at the conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time.

Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

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

- Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status
- Changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies

Unit 4: Health & human development in a global context

This unit examines health and wellbeing, and human development in a global context. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

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

- Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing
- Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs

History

Units 1 & 2: Empires

In Units 1 and 2 Empires, students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.

By the 15th century, international trade was dominated by the Republic of Venice, the Ming Dynasty in China and the Byzantine Empire. Between them they controlled key trading hubs along the Silk Road and Mediterranean Sea, in cities such as Constantinople, Venice and Beijing. Other empires were regional rather than global in reach: Mughals in India, Ming and Qing in China and the Tsars of Russia. By the 16th century the Ottoman Empire conquered Constantinople and controlled key trading routes. Emerging European powers Portugal, Spain, France, Britain and the Netherlands circumvented the power of these established empires, gaining access to goods through alternative routes. By harnessing new knowledge and technologies, their voyages of exploration into the Asia-Pacific, the Americas and Africa challenged the hegemony of power of existing empires beyond the Mediterranean world.

Units 1 and 2 will focus on the French and the British Empires that will lead into Unit 3 and 4 Revolutions.

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

- Identify the perspectives of people in the empire and how perspectives changed over time
- Identify different historical interpretations about the changes and challenges to an empire
- Explain the consequences of challenges and changes to an empire
- Evaluate the significance of events, ideas, individuals and movements
- Construct arguments about the challenges and changes of an empire using sources as evidence.

Units 3 & 4: Revolutions

Revolutionary Ideas, Movements and Leaders: Investigates ideas used in revolutionary struggle, the role of groups in bringing about radical change, exploring unity and tensions within the revolutionary groups, the roles of individuals and their publications in the revolution.

Creating a New Society: Involves studying crises of the revolution, the responses of the revolutionary state to the crises, changes to political and economic structures resulting from the revolution, continuities with the old regime in terms of power, wealth, social control, and everyday life.

Contexts: French Revolution and American Revolution.

On completion of this unit students should be able to:

- Evaluate the role of ideas, leaders, movements and events in the revolution
- Analyse the challenges faces by the emerging new order and evaluate the nature of the new society caused by the revolution
- Circumstances may require alternative Revolutions to be taught and studied, such as the French or Russian Revolution in place of the American Revolution

Languages

French as a second language

Japanese as a second language

Students demonstrate achievement of the outcomes through: themes and topics, grammar, text types, vocabulary, and kinds of writing.

These five areas of study are common to all four Units in all languages.

Prescribed themes and topics for Unit 1 to Unit 4 French are:

- The Individual: personal world; education and aspirations; personal opinions and values
- The LOTE-speaking communities: Lifestyles, Historical perspectives; arts and entertainment
- The changing world: Social issues; the world of work; scientific and technological issues

Prescribed themes and topics for Unit 1 to Unit 4 Japanese are:

- The individual: personal world; daily life; past and future
- The LOTE-speaking communities: visiting Japan; life in Japan; getting to know people
- The changing world: The world of work; changes in daily life; home and neighbourhood

Units 1 & 2:

On completion of Unit 1 students should be able to:

- Establish and maintain an informal personal spoken interaction in the target language
- Interpret information from 2 texts on the same subtopic and respond in writing
- Develop and present information written in the target language related to a selected subtopic
- On completion of this Unit 2 students should be able to:
- Respond in writing to spoken, written or visual texts.
- Analyse and use information from written, spoken or visual texts to produce an extended written response
- Explain information, ideas and concepts orally in the target language to a specific audience about an aspect of culture

Units 3 & 4:

On completion of this Unit 3 students should be able to:

- Express ideas through the production of original texts
- Analyse and use information from spoken texts
- Exchange information, opinions, and experiences
- On completion of this Unit 4 students should be able to:
- Analyse and use information from written texts
- Respond critically to spoken and written texts which reflect aspects of the French/Japanese language and culture of the LOTE-speaking communities

Legal Studies

Unit 1: Guilt and liability

This unit will focus on:

- Legal foundations
- The presumption of innocence
- Civil liability

On completion of this unit students will be able to:

- Describe the main sources and types of law, and assess the effectiveness of laws
- Explain the purposes and key concepts of criminal law and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios
- Explain the purposes and key concepts of civil law and apply legal reasoning to argue the liability of a party in a civil law based on actual and/or hypothetical scenarios

Unit 2: Sanctions, remedies and rights

This unit will focus on:

- Sanctions
- Remedies
- Rights

On completion of this unit students will be able to:

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

Unit 3: Rights and justice

This unit will focus on:

- The Victorian criminal justice system
- The Victorian civil justice system

On completion of this unit students will be able to:

- Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice
- Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice

Unit 4: The people and the law

This unit will focus on:

- The people and the Australian Constitution
- The people, the Parliament and Courts

On completion of this unit students will be able to:

- Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which it acts as a check on parliament in law-making
- Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of law-making to respond to the need for law reform

Mathematics

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

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Mentone Girls' Secondary College offers a range of Mathematics courses to suit different abilities and all career paths. We also include access to ICT resources/applications to facilitate the required learning outcomes.

What Mathematics pathway should I choose in VCE?

The flowchart below shows the possible pathways for studying VCE Mathematics

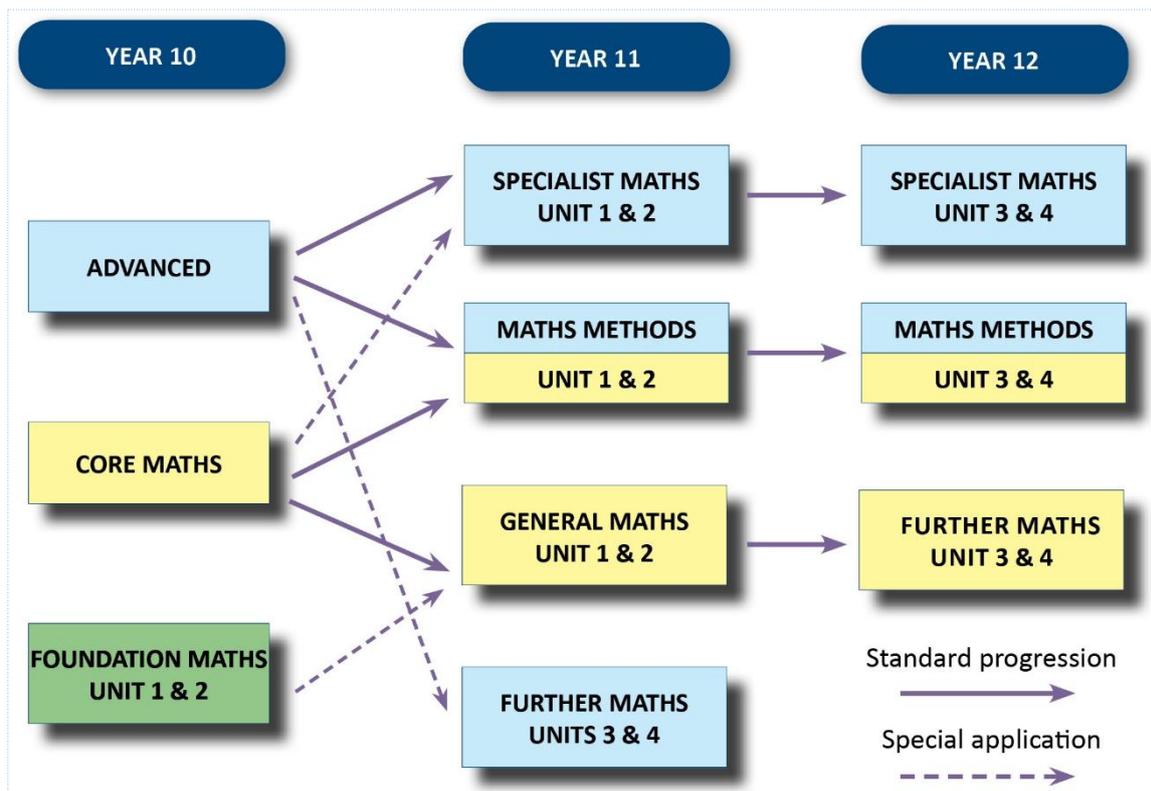
Note: For VCE Mathematics Studies all Student Assessed Coursework (tests and tasks) and Examinations are set assuming students own or have access to an approved CAS calculator.

Examination 1 for both Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3&4 will be a 1 hour technology free (no calculator, no notes) examination.

Examination 2 for both Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3&4 will be a 2 hour technology-active (calculators and bound reference notes may be used) examination.

Examinations 1 and Examination 2 for Further Mathematics Units 3 & 4 will be 90 minute technology-active (calculators and bound reference notes may be used) examinations.

Possible pathways for studies in Mathematics



Mathematics – General/Further

Units 1 & 2: General Mathematics

General Mathematics is designed for students intending to study Further Mathematics in Year 12; hence there is a significant emphasis on statistical analysis systems.

This unit will focus on a study of:

Arithmetic and number

- Statistics
- Algebra and structure
- Graphs of linear and non-linear relations
- Discrete Mathematics
- Geometry, measurement and trigonometry.

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

- Define and explain key concepts in relation to the topics from the selected areas of study and apply a range of related mathematical routines and procedures
- Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts
- Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Units 3 & 4: Further Mathematics

Further Mathematics Units is designed for students to study on its own and sometimes in conjunction with Mathematical Methods. It is a sufficient pre-requisite for tertiary courses that require students to undertake a Level 3 & 4 Mathematics subject.

Unit 3 Core Material:

- Data Analysis. Displaying, summarising and describing univariate and bivariate data
- Correlation and regression and time series analysis
- Recursion and financial modelling. Depreciation, compound interest, reducing balance loans, annuities and perpetuities Unit 4 - Application Modules (Select two modules from)

Unit 4: Application Modules. Two modules are selected from:

- Module 1: Matrices
- Module 2: Networks and decision mathematics
- Module 3: Geometry and measurement
- Module 4: Graphs and relations

At MGSC, Modules 1 and 2 are studied.

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

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

Mathematics Methods

Units 1 & 2: Mathematical Methods

Mathematical Methods Units 1 & 2 is designed for students wishing to pursue study at a significant level of Mathematics in year 12 and beyond. The appropriate use of a computer algebra system technology to support learning of mathematics is incorporated throughout the course. For the capable Mathematics student, Mathematical Methods Units 1 & 2 may also be studied in conjunction with Specialist Mathematics Units 1 & 2.

This unit will focus on a study of:

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

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

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

Units 3 & 4: Mathematical Methods

Mathematical Methods is designed for students to study on its own or in conjunction with Specialist Mathematics Units 3 & 4, and sometimes in conjunction with Further Mathematics. The appropriate use of a computer algebra system technology to support and develop the learning of mathematics is incorporated throughout the course. Students must have successfully completed Mathematical Methods Units 1 & 2 in order to succeed in this course.

Mathematical Methods is a key pre-requisite for many tertiary courses, especially those involving science.

This unit will focus on a study of:

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

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

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

Mathematics Specialist

Units 1 & 2: Specialist Mathematics

Specialist Mathematics Units 1 & 2 is designed for capable Mathematics students. This course is to be studied in conjunction with Mathematical Methods Units 1 & 2. Together, Specialist Mathematics Units 1 & 2 and Mathematical Methods Units 1 & 2 prepare students for Specialist Mathematics Units 3 & 4 and provide an excellent foundation for students wishing to study Mathematical Methods Units 3 & 4.

This unit will focus on a study of:

- Graphs of linear and non-linear relations (prescribed)
- Algebra and structure
- Discrete mathematics
- Geometry, measurement and trigonometry (prescribed)
- Arithmetic and number (prescribed)
- Statistic

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

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

Units 3 & 4: Specialist Mathematics

Specialist Mathematics Units 3 & 4 is designed for students to study in conjunction with Mathematical Methods Units 3 & 4. Specialist Mathematics assists students to understand the Mathematical Methods course and significant parts of Physics

Students must have achieved very good grades in Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2 in order to succeed in this course. Together these two mathematics subjects are an important pre-requisite for a number of tertiary engineering and Mathematics courses

This unit will focus on a study of:

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability & statistics

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

- Define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. It is expected that students will be able to use technology as applicable in the solution of problems, as well as apply routines and procedures by hand
- Apply mathematical processes with an emphasis on general cases, in non-routine contexts and to analyse and discuss these applications of mathematics
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Media

Unit 1: Media forms, representations and Australian stories

This unit focuses on the study of the implications of media technology for the society and the individual. Students develop practical and analytical skills in the construction of media products.

On completion of this unit students should be able to:

- Explain how media representations in a range of media products and forms and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.
- Explore ideas and develop media productions; evaluate how the characteristics of their selected media forms, which they design and produce, influence the representations and construction of the productions.
- Analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2: Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts.

On completion of this unit students will be able to:

- Analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.
- Apply the media production process to create, develop and construct narratives.
- Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.
- Students will be responsible for purchasing some of their own materials where the requirements extend beyond the supplies and equipment loans provided by the school.

Unit 3: Media narratives and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives. Students use the pre-production stage of the production process to design the production of a media product for a specified audience.

On completion of this unit students will be able to:

- Analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.
- Research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.
- Develop and document a media production design in a selected media form for a specified audience.

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. Students also explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry.

On completion of this unit students will be able to:

- Produce, refine and resolve a media product designed in Unit 3.
- Discuss issues of agency and control in the relationship between the media and its audience.
- Analyse and present arguments about the nature and extent of media influence.
- Students will be responsible for purchasing their own materials where the requirements extend beyond the basic supplies and equipment loans provided by the school.

Music Performance

There are no prerequisites for entry to Units 1, 2 and 3 for Music Performance, however, students should have at least 3 years of experience in voice or an instrument of their choice prior to Unit 1. Students are required to be enrolled in music tuition with a specialist music teacher on the instrument of their choice. Entry into Units 3 & 4 without first doing Units 1 and 2 of Music

Performance is subject to the instrumental/vocal teacher's recommendation and the Director of Music's approval.

Generally, a minimum of Grade 5 AMEB standard or equivalent is recommended for Units 3 & 4.

Selection of an instrument and works for music performance

'Instrument' refers to voice as well. The choice of instrument may vary within a unit or between units. Students who work with more than one instrument should select a main instrument for performance.

For Units 3 and 4 Performance an end of the year will be presented as either a Solo or Group Performance. Works for this recital will be chosen from a set list.

Units 1 & 2: Music performance

These units focus on enhancing performance on the student's instrument(s) of choice while working on theory and aural skills to improve musicianship.

1. Performance - The practice and performance of solo and/or group works.
2. Preparing for Performance - Development, description and demonstration of technical exercises related to the performance works.
3. Music Language - Music theory, aural skills and the analysis of interpretive decisions made by performers and composers in pre-recorded works.
4. Organisation of Sound (Unit 2 only) - Learning and practice of techniques relevant to arranging, composing and/or improvising of music.

On completing these units students should be able to:

- Prepare and perform a musically engaging program of group and/or solo works
- Perform selected technical work and exercises
- Describe how the selected technical work and exercises support the students' development as an instrumentalist and their preparation of works
- Identify, re-create, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance
- Devise an original work as a composition or improvisation, inspired by analysis of music in selected works being prepared for performance (Unit 2 only)

Unit 3:

This unit prepares students to present convincing performances of group or solo works. Students select a program of group or solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in aural perception and comprehension, transcription, music theory and analysis.

On completing these unit students should be able to:

- Present an informed, accurate and expressive performance program of solo or group works
- Demonstrate performance techniques, technical work, exercises, and describe their relevance to their performance program
- Identify, re-create, notate and transcribe short excerpts of music
- Discuss the interpretation of expressive elements of music in pre-recorded works

Unit 4:

In this unit students refine their ability to present convincing performances of group or solo works. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory and analysis. Students continue to study ways in which performers interpret works.

On completing this unit students should be able to:

- Prepare and present accurate, expressive performances of informed interpretations of a program of group or solo works
- Demonstrate performance techniques, technical work, exercises, and describe their relevance to the performance program
- Identify, re-create, notate and transcribe short excerpts of music
- Discuss the interpretation of expressive elements of music in pre-recorded works

Outdoor & Environmental Studies

This course is only available to Year 11 students in 2022. The cost for enrolment in this subject in 2020 was \$720.

This subject will involve practical activities from a combination of the following: camping, canoeing, skiing and hiking.

Unit 3: Relationships with natural environments

The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia. The impacts of these relationships in natural environments is examined by reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

On completion of this unit students should be able to:

- Describe and analyse how particular interactions and relationships with the Australian environment have changed over time with reference to related outdoor experiences.
- Analyse and evaluate factors influencing contemporary relationships with natural environments, and the consequences for humans and the environment with reference to related outdoor experiences.

Unit 4: The future of human-nature interactions

This unit focuses on the sustainable use and management of the natural environment. It examines the contemporary state of the environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's population.

On completion of this unit students should be able to:

- Describe the contemporary state of the environment and evaluate the importance of healthy natural environments for individuals and society, with reference to related outdoor experiences.
- Evaluate practices and strategies for sustainable interactions between humans and the environment, with reference to related outdoor experiences.

Physical Education

Unit 1: Bodies 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.

On completion of this unit students should be able to:

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

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

On completion of this unit students should be able to:

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

Unit 3: Movement skills and energy for physical activity

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

On completion of this unit students should be able to:

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

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance. 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. They 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.

On completion of this unit students should be able to:

- Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity
- Participate in a variety design and evaluate training programs to enhance specific fitness component

Physics

Unit 1: What ideas explain the physical world?

Thermodynamics; electricity; and the nature of matter

On completing this unit students should be able to:

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

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

Movement; Behaviour of Light and Waves; an extended practical investigation into an aspect of Motion.

Movement; a detailed study into one of twelve possible related extension areas; and students will be required to complete a practical investigation into either Movement or the detailed study.

On completing this unit students should be able to:

- Investigate, analyse and mathematically model the motion of particles and bodies
- Describe the wave model of energy transfer and apply it to light phenomena
- Systematic experimentation is an important aspect of physics inquiry. In this area of study students design and conduct a practical investigation related to knowledge and skills developed in area of study 1 and/or area of study 2.

Unit 3: How do fields explain motion and electricity?

On completing this unit students should be able to:

- Analyse gravitational, electric and magnetic fields and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
- Analyse and evaluate an electricity generation and distribution system.
- Investigate motion and related energy transformation experimentally, analyse motion using Newton's laws and explain motion of objects travelling at very large speeds using Einstein's theory of special relativity.

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

On completing this unit students should be able to:

- Apply wave concepts to analyse, interpret and explain the behaviour of light
- Provide evidence for the nature of light and matter, and analyse data from experiments that support this evidence
- Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster

Product Design and Technology

Textiles or wood/metal

This study focuses on design and product development using a wide range of processes, materials and tools and fitting them to the chosen design. It aims to develop efficient organisation and work skills, as well as an awareness of the possible social and environmental implications of production and disposal of materials. This is a practical based subject. Students must pay for all materials. As the student designs their own project the cost is under their control, averaging \$50-\$75. Projects designed for client needs or a target audience are discussed with the classroom teacher and their suitability assessed. Average cost per project, which the client is expected to cover is \$50-\$150.

Unit 1: Sustainability redevelopment of a product

- Sustainable redevelopment of a product
- Producing and evaluating a redeveloped product

On completion of this unit students should be able to:

- Design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues
- Select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product

Unit 2: Collaborative design

- Designing within a team
- Producing and evaluating a collaboratively designed product

On completion of this unit students should be able to:

- Design and plan a product or range of products collaboratively in response to a design brief
- Justify, manage and use appropriate production processes to make a product safely and evaluate individually and as a member of a team, the processes and materials used and the suitability of a product or components of a group product/s against the design brief

Unit 3: Applying the product design process

- Design for end-user/s
- Product development in industry
- Designing for others

On completion of this unit students should be able to:

- Investigate and define a design problem, and discuss how the design process leads to product design development
- Explain and analyse influences on the design, development and manufacture of products within industrial settings
- Document the product design process used to meet the needs of an end-user/s, and commence production of the designed product

Unit 4: Product development and evaluation

- Product analysis and comparison
- Product manufacture
- Product evaluation

On completion of this unit students should be able to:

- Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques
- Apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently
- Evaluate the finished product through testing and feedback against criteria, create end-users instructions or care labels and recommend improvements to future products

Psychology

Unit 1: How are behaviour and mental processes shaped?

How does the brain function?

Students examine how understanding of brain structure and function has changed, how the brain enables us to interact with our surroundings and interactions between areas of the brain.

On completion of this unit the student should be able to

- Describe how understanding of brain structure and function has changed
- Explain how different areas of the brain coordinate different functions
- Explain how brain plasticity and brain damage can change psychological functioning.
- What influences psychological development?
- Students study the interaction between hereditary and environment and investigate factors that lead to psychological development and disorders.

On completion of this unit the student should be able to

- Identify the varying influences of nature and nurture on a person's psychological development
- Explain different factors that may lead to typical or atypical psychological development
- Student-directed research investigation
- Students investigate a question related to brain function and/or psychological development.

On completion of this unit the student should be able to

- Investigate and communicate a substantiated response to a question related to brain function and/ or development.
- Reference to at least two contemporary psychological studies and/or research techniques.

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

What influences a person's perception of the world?

Students explore vision and taste – and analyse the relationship between sensation and perception of stimuli.

On completion of this unit the student should be able to

- Compare the sensations and perceptions of vision and taste
- Analyse factors that may lead to the occurrence of perceptual distortions

How are people influenced to behave in particular ways? Students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups.

On completion of this unit the student should be able to

- Identify factors that influence individuals to behave in specific ways
- Analyse ways in which others can influence individuals to behave differently

Student-directed practical investigation: Students design and conduct a practical investigation related to external influences on behaviour.

On completion of this unit the student should be able to

- Design and undertake a practical investigation related to external influences on behaviour,
- Draw conclusions based on evidence from collected data

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

How does the nervous system enable psychological functioning?

Students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli and the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

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

- To explain how the structure and function of the human nervous system enables a person to interact with the external world
- Analyse the different ways in which stress can affect nervous system functioning

How do people learn and remember?

Memory and learning are core components of human identity: they connect past experiences to the present and shape futures by enabling adaption to daily changes in the environment. In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

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

- Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

Unit 4: How is wellbeing developed and maintained?

How do levels of consciousness affect mental processes and behaviour?

Differences in levels of awareness of sensations, thoughts and surroundings influence individuals' interactions with their environment and with other people. In this area of study students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours.

They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour

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

- Explain consciousness as a continuum
- Compare theories about the purpose and nature of sleep
- Elaborate on the effects of sleep disruption on a person's functioning
- What influences mental wellbeing?

In this area of study, students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. Students apply a biopsychosocial approach to analyse mental health and mental disorder, and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person's mental state. Specific phobia is used to illustrate how a biopsychosocial approach can be used to explain how biological, psychological and social factors are involved in the development and management of a mental disorder. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.

Explain the concepts of mental health and mental illness including influences of risk and protective factors

Apply a biopsychosocial approach to explain the development and management of specific phobia

Explain the psychological basis of strategies that contribute to mental wellbeing

Practical Investigation: Students identify an aim, develop a question, formulate a research hypothesis including operationalised variables and plan a course of action to answer the question and that takes into account safety and ethical guidelines.

On completion of this unit students should be able:

- Design and undertake a practical investigation related to mental processes and psychological functioning,
- Present methodologies, findings and conclusions in a scientific poster.

Sociology

Unit 1: Youth and family

In this unit, students will be encouraged to question their assumptions, reflect on their current understanding and grow their ideas about human society. Students will use sociological methodology to explore the social categories of youth and adolescence and the social institution of family.

On completion of this unit students should be able to:

- Explore the way youth and adolescence are constructed as social categories, and examine a range of factors that lead to different experiences of youth
- Examine the tension between a need to define categories of youth and adolescence, and the negative impacts of categorisation and stereotyping
- Investigate the social institution of the family, drawing on a range of theoretical approaches to explain the purpose and experiences of family life

Unit 2: Social norms: breaking the code

In this unit, students will explore the concepts of deviance and crime, including types and degrees of rule breaking behaviour and why people might engage in these activities.

On completion of this unit students should be able to:

- Explore the concept of deviance by investigating the functionalist, interactionist and social control theories of deviance
- Investigate crime and punishment by exploring patterns of crime and considering a range of factors such as class, gender, age and race/ethnicity

Unit 3: Culture and ethnicity

In this unit, students explore the experiences and expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture and ethnicity in relation to migrant groups.

On completion of this unit students should be able to:

- Explore the historical suppression of Australian Indigenous culture and its influence on subsequent generations. They will analyse and evaluate changes in public awareness and views of Australian Indigenous culture.
- Develop an understanding of the supports and barriers that need to be considered when investigating experiences of ethnic identity and how individuals define themselves based on common heritage, language or religion.

Unit 4: Community, social movements and social change

In this unit students explore the ways sociologists have thought about the idea of community and how various forms of community are experienced.

On completion of this unit, students should be able to:

- Examine the changing definitions and experiences of community and the challenges posed by political, social, economic and technological change.
- Investigate the purpose, evolution, power and outcomes of social movements in their efforts to achieve social change.

Theatre Studies

Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works prior to the 1880s.

On completion of this Unit, students should be able to:

- Identify and describe the distinguishing features of playscripts from the pre-modern era
- Apply acting and other stagecraft to interpret playscripts from the pre-modern era
- Analyse a performance of a playscript from the pre-modern era in performance
- Apply stagecraft to interpret a playscript for performance to an audience

Unit 2: Modern theatre styles and conventions

This unit focuses on studying theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era focusing on works from the 1880s to the present.

On completion of this unit students should be able to:

- Identify and describe the distinguishing features of playscripts from the modern era of theatre
- Apply stagecraft to interpret playscripts from the modern era
- Analyse and evaluate stagecraft in a performance of a playscript from the modern era
- Apply stagecraft to interpret a playscript for performance to an audience

Unit 3: Producing theatre

This unit focuses on an interpretation of a playscript through the four designated stages of production: planning, production development, production season, and production evaluation. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the playscript in the performance.

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

- Apply stagecraft to interpret a playscript for performance to an audience and demonstrate understanding of the stages of the production process
- Analyse the use of stagecraft in the development of a playscript for production, incorporating the specifications appropriate for each stage of the production process
- Analyse and evaluate ways in which a written script has been interpreted creatively and imaginatively

Unit 4: Presenting an interpretation

In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research.

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

- Perform an interpretation of a monologue from a playscript
- Develop a theatrical brief that presents an interpretation of a scene
- Analyse and evaluate acting in a production from the prescribed playlist

Visual Communication Design

Students will be responsible for purchasing their own equipment and materials where their requirements extend beyond the basic supplies provided by the school.

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, information and ideas. This involves acquiring and applying drawing skills as well as design thinking skills to make messages, ideas and concepts visible and tangible. Students learn to draw three-dimensional objects and they use visualisation drawing methods to explore their own ideas and concepts. Manual and digital approaches to presenting a final design are also explored.

On completing this unit students should be able to:

- Create drawings for different purposes using range of drawing methods, media and materials
- Apply design elements and design principles to create visual communication that satisfy stated purposes
- Describe how a visual communication has been influenced by past and contemporary practices and by social and cultural factors

Unit 2: Applications of visual communication with design fields

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to successfully meet specific purposes within a designated design field (Environmental Design, Communication Design and Product design). This includes the application of architectural drawing methods, third-angle orthogonal drawing, packaging template design and use of Adobe Illustrator.

On completion of this unit students should be able to:

- Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected field
- Manipulate type and images to create visual communication suitable for print and screen-based presentations, taken into account copyright
- Engage in stages of the design process to create a visual communication appropriate to a given brief

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes.

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. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

On completion of this unit students will be able to:

- Create visual communications for specific contexts, purposes and audiences that are informed by analysis of existing visual communications
- Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices
- Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief

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

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

On completion of this unit students should be able to:

- Develop distinctly different design concepts for each need and select and refine for each need a concept that satisfies each of the requirements of the brief
- Produce final visual communications that satisfy the requirements of the brief
- Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against a brief
- Students will be responsible for purchasing their own equipment and materials where there requirements