



Loreto
COLLEGE BALLARAT | EST. 1875

Senior Secondary Information Book 2018

Name:

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INTRODUCTION

The range of options available in the senior secondary years of schooling is wide and continues to expand. The majority of students go on to complete the **Victoria Certificate of Education (VCE)**, however there are a number of pathways available for students to achieve a senior secondary qualification.

These pathways make it possible for a variety of student needs to be met within the school environment.

At Loreto College we seek to provide as many of these senior secondary pathways as possible so that students are able to make the choice which suits them best, and will allow them to achieve their own personal excellence.

While many of our students will follow the pathway into a VCE program, some will include a **Vocational Education and Training (VET)** component in their studies. Another option open to students whose needs may not be met by VCE and VET studies is the **Victorian Certificate of Applied Learning (VCAL)**.

VCE

The VCE provides students with a post-compulsory certificate which allows students to access diverse pathways beyond school and attests to their readiness to enter post-school studies. It is awarded to students who satisfactorily complete a program of studies as described by the Victorian Curriculum and Assessment Authority (VCAA). This program for a full time student at Loreto College will consist of 22 units taken over four semesters or two years. At the end of Year 12 students would normally receive an Australian Tertiary Admission Rank (ATAR) which can be used for university and/or Tertiary and Further Education (TAFE) entrance.

VCAL

The VCAL is an equivalent certificate to the VCE for students in Year 11 and 12. It is designed for students who do not necessarily need an ATAR score for university admission. They may have plans to work, gain an apprenticeship or study at the Certificate or Diploma level. The focus of the VCAL is work readiness and employability skills. There are three levels of VCAL—Foundation, Intermediate and Senior. The VCAL program is designed around four compulsory strands:

- Literacy and Numeracy
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

VCAL is designed for, and suited to, students who 'learn through doing' and who may be looking towards taking a School Based Apprenticeship or Traineeship (SBAT), or who are preparing to move directly from school to the workplace. If you are interested in the VCAL program please refer to the VCAL and VET sections of this Handbook and seek more information from your teachers, the Careers Advisor or the VCAL Co-ordinator, Mrs Jill Wheatland.

As senior students you have an opportunity to plan and select a course of study which will meet your individual needs and will cater for your strengths and areas of interest for the future. A good deal of time, discussion and careful thinking needs to go into this process and it will involve active communication between yourself, your parents, your teachers and ,if you are in Year 10, your mentor. For Year 10 students an interview with the mentor is an essential aspect of the transition to senior secondary studies and student subject selections will not be processed without this interview taking place.

This handbook has been prepared to give you as much information as possible on the VCE, VCAL and VET programs available at Loreto College. You will find information about the many units offered and staff who can assist further with specific subject areas.

The Year 11 2018 Information Session is on Tuesday July 25 in the Marys' Mount Centre at 6.30pm

The Year 12 2018 Information Session is on Tuesday July 25 in the Mary's Mount Centre at 7.45pm

We look forward to sharing this part of the education journey with both students and parents as the girls enter into these exciting years and the challenges of senior secondary studies.

STUDYING A VCE UNIT 3/4 IN YEAR 11

Students can choose, upon application and approval, to study a VCE Units 3 and 4 subject in their Year 11 year.

This offers them the opportunity to accelerate learning and begin their final year VCE studies in Year 11

Studying a VCE Units 3 and 4 subject in Year 11 is not for every student and we encourage students and parents to discuss this option carefully with their daughter's House Group Teacher, her subject teachers and the mentor with whom they will have an interview.

To apply to study a Unit 3 and 4 subject in Year 11 students will need to complete an on-line form which can be found on the College website under Year 11, 2018 subject selections.

Students will need to meet the following criteria:

- Graded performances of 85% plus or 'Excellent' in the relevant Year 10 subject(s)
- A high level of class room organisational skills
- A record of prompt completion of all home study tasks
- A high level of class room behaviour
- A record of submission of all tasks on time
- A portfolio of work related to the proposed VCE Units 3 and 4 study

Any student who does not fully meet each of these criteria will not be considered for a VCE Units 3 and 4 study as a Year 11 student.

Year 10 teachers will be asked to comment on each student's level of commitment to learning by assessing the following areas:

- Level of classroom organizational skills
- Completion of home study tasks
- Ability to meet due dates
- Classroom behavior

SUBJECT SELECTION PROCESS

This booklet has been prepared to give you as much information as possible on the structure of the VCE and details of the many units offered at Loreto College. Students will be asked to select their course of study over their two senior years. Students need to list the units they wish to study next year. They will need to consult their current teachers for advice on their subject selection. It is hoped that all students will make the most of the opportunities offered to them both in preparation for their senior years and in the challenge this will no doubt hold.

Student choice is the central element of our planning for subject offerings. Not all subjects can be offered in any one year.

New subject selection process for 2018.

This year for the first time we will be requiring students to enter their subject preference on line.

Parent and student Information sessions will be held throughout July 2017.

In August all students in Years 9-11 will receive an email via their school email account providing them with a web Preferences link, an individual student access code and password. Students are required to complete their subject preferences by:

Year 11 2018 Friday 18th August, 2017

Year 12 2018 Friday 11th August, 2017.

Requirements of the VCE

It is essential that you understand the following details as you begin your VCE.

Victorian Curriculum and Assessment Authority (VCAA) Requirements:

For the award of the VCE, students must satisfactorily complete a total of no fewer than 16 units over the two years of VCE study.

These satisfactorily completed units must include:

- Three units of the common study of English (Units 1,2,3 and 4) or English Language or Literature
- Three sequences of Units 3 and 4 studies other than English

At Loreto College, Full time students studying under normal conditions would:

At Year 11: undertake six sequences of Units 1 and 2 studies including one English plus Religious Education
OR
undertake five sequences of Units 1 and 2 studies including English
plus one sequence of Units 3 and 4 studies plus Religious Education

At Year 12: undertake five sequences of Units 3 and 4 studies
plus Religious Education

It is expected that irrespective of a student's study of a Unit 3 and 4 sequence in Year 11 she will undertake five Unit 3 and 4 sequences in Year 12.

Requirements of VCAL

For award of the VCAL Certificate students must successfully complete a learning program which meets the following credit requirements:

- Must have a total of 10 credit points
- A minimum of 2 VCAL units (Personal Development Skills)
- At least one unit from each strand
- At least one credit each of Literacy and Numeracy
- At least five credits at Intermediate level including one of Literacy and one of Personal Development Skills
- At least one credit of VET at Certificate I or II level or above in the Industry Specific Skills.
- It can contain selections drawn from:
VCAL units
VCE units

VET accredited curriculum or Further Education accredited curriculum (one credit point is awarded on successful completion of 100 nominal hours of accredited curriculum)

What next ?

You have access to many people who can assist you in making the decision about pathways and subjects, including your current teachers, specific subject teachers, Heads of Faculty, and the Careers Teacher. At Year 10, both the Morrisby Report and the senior member of staff assigned to your class as a mentor, will be of great assistance to you.

Students entering Year 11 in 2018 need to list 16 units for study (*one as an alternative*).

Students entering Year 12 in 2018 need to list an English study plus five other Units 3 and 4 sequences (*one as an alternative*).

REPORTING

VCAA: VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

The VCAA provides a comprehensive statement of student achievement over Years 11 and 12. Information about students will be reported mainly by means of a statements of results issued to students at the end of each calendar year. Students successfully completing a VCAL level certificate at the conclusion of a Year 11 program will also receive a VCAL Certificate for their level. VTAC also provides students with a ATAR at the end of their VCE.

Achievement in all VCE units will be reported on the statement of results as a S (Satisfactory) or N (Not Satisfactory), based on achievement of the unit outcomes.

VCAL subjects are not graded but recorded as Competent or Not Yet Competent in achieving outcomes.

LORETO COLLEGE

Communication with Parents

The education of students at Loreto is a partnership between the College and parents who work together to support each student in the achievement of her goals. The College facilitates this partnership through provision of information sessions for students and parents including:

- the Subject Selection Evening for Year 10 and for Year 11 students and VCE Parent Partnership sessions run at the beginning of the year.
- Contact from teachers when needed
- Parent/ Teacher/Student Interviews in Term 1 (Unit 4) Term 2 and Term 3

and importantly through the use of the on-line portal **Parent Access Module (PAM)** from which parents can gather regular **up-to-date** information about their daughter's academic progress including :

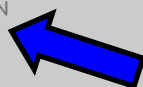
- * **Homework and Assessment tasks for each subject, and the due dates for these**
- * **Completion of homework**
- * **Assessment Task results including grades and comments (where applicable)**
- * **Student behaviour incidents**

Parents are provided with a username and password for the PAM which is accessed via the College webpage.

How to access PAM

Visit <http://families.loreto.vic.edu.au> to enter the Parents & Students area. Click on the link "PAM".

| LORETO COLLEGE | LORETO EDUCATION | LORETO COMMUNITY | NEWS & EVENTS | CONTACT US |
|---------------------|--------------------------|------------------------------|---------------------|--------------------------------|
| Vision and Mission | Enrolment | Students, Parents & Staff | Loreto Publications | Contact Us |
| Principal's Message | Student Wellbeing | Past Pupils – Loreto Girls | In the Media | Quick Contacts and Information |
| Our Heritage | Year Level Information | Volunteering Time and Talent | | Online Enquiry |
| Religion | Academic Program | Philanthropy | | Staff & Student Webmail |
| Facilities | Co-Curricular Activities | Loreto Voices | | Sitemap |
| College Leadership | | PAM and SIMON | | |
| Policies | | | | |
| Employment | | | | |
| Library | | | | |



REPORTING

[Parent Resources](#) [Student Resources](#) [Webmail](#) [Events Calendar](#) [SIMON](#) [PAM](#) [Newsletters](#)

PAM

[Home](#) > [Parents & Students](#) > PAM

The Parent Access Module (PAM) enables you, as a parent, to access the latest details about your daughter's progress. After logging in to the site you will be able to...

- See the College attendance records for your daughter
- View your daughter's timetable
- Check if any homework tasks are yet to be completed
- See the results for assessment tasks and the feedback given
- Access the online reporting system for information about your daughter's progress as well as many other features of the site.

You can log in to the site with the username/password combination that has been mailed to parents earlier this year. If you need log in details to access the Parent Access Module, please contact the school by phone.

[Click here to access PAM](#)

Click on the
"Click here to access PAM" and then login with your details

text



Loreto College
Ballarat

Parent Access Module Login

Please login with the credentials supplied by your school.

Username:

Password:

LOGIN



REPORTING

The reporting of student achievement includes this regular information available to parents on the PAM as well as a formal feedback to parents through:

- Three cycles of formal written reports each Semester in Week 6, Week 12 and at the End of Semester
In each report cycle teachers will provide information about the student's Approach to Learning, Completion of Homework and Progress to Date.
In Week 6, subjects which have 9 or 7 periods per fortnight will report on Progress to date and include a teacher comment.
In Week 12, subjects which have less than 7 periods per fortnight will include a teacher comment.
End of Semester reports will provide information about the student's Approach to Learning and Completion of Homework, plus a summary of achievement on Assessment Tasks and Exams.
- Parent Teacher Student Interviews in Terms 1 (Unit 4) 2 and 3.

HOME STUDY

Loreto College views the setting and completion of home study as an integral part of the education process. The College believes that this reinforces and enriches the curriculum, encourages excellence, develops organisational and time management skills, and the capacity to assume self-responsibility for learning. Students are encouraged to realise that a consistent effort in all classes and an organised approach to home study will maximise the likelihood of academic success.

Loreto's Home Study Policy (Which can be accessed via the College's homepage), explains that home study is theoretical and practical work undertaken at home which consolidates and supports work done in school. It Encourages initiative, self-discipline and self-motivation. Home study encompasses a wide range of tasks including vocabulary development, test preparation, completion of set work, assignments, revision, pre-reading and wide Reading.

As a General weekly rule the College suggests that a VCE student should do approximately fifteen hours per week of home study.

AUSTRALIAN TERTIARY ADMISSION RANK

ATAR

The ATAR (Australian Tertiary Admission Rank) is a ranking which allows the comparison of students who have completed different combinations of subjects in VCE.

The ATAR is calculated for individual students by the Victorian Tertiary Admission Centre (VTAC) and is worked out from the student's study scores for Units 3 and 4 studies (Note that VCAL units do not contribute to the ATAR).

The ATAR is calculated for students who satisfactorily complete their VCE. It is the main way of deciding to which tertiary courses individual students may be offered entry.

VTAC uses VCE results given to them by the Victorian Curriculum and Assessment Authority (VCAA) to calculate the ATAR.

The ATAR is not a score – it is a rank which shows a student's achievements in relation to other students. It is developed from a total produced by adding:

- the ATAR scaled study score in English, English Language, Literature or ESL
- the next best three subject scores permissible
- 10% of the fifth and sixth permissible ATAR subject scores that are available.

We encourage students to choose their studies based on the following educational grounds:

- what they enjoy
- what they are good at
- what they need – given their intended future goals, studies or career.

Publications you may need to consult include:

- the VTAC Guide to University and TAFE Courses
- Victorian Tertiary Entrance Requirements (VICTER)

For Year 11 students 2018

VICTER 2020

For Year 12 students 2018

VICTER 2019

CAREER RELATED SUBJECT OPTIONS

Where do your interests and abilities lie? Where does your choice of subjects lead you? The following guide may help you decide. As English is a compulsory VCE subject Units 1 – 4, it is not listed below. The subjects listed are not all prerequisites for the named course. If you will be in Year 11 in 2018 consult **VICTER** (Victorian Tertiary Entrance Requirements) 2020 and if you will be in Year 12 in 2018 consult VICTER 2019 regarding your prerequisites.

ADMINISTRATION AND OFFICE MANAGEMENT

Information Technology
Business Management
Accounting
General Mathematics

ARTS / HUMANITIES

Literature
Geography / History
Legal Studies
LOTE
Sociology
Global Politics/International Studies

APPRENTICES / INDUSTRY

Mathematics Methods / General Mathematics
Physics
Information Technology
Geography
Food Studies

ARCHITECTURE / BUILDING

Mathematics Methods / General Mathematics
Physics / Chemistry
Information Technology
Geography

BEHAVIOURAL SCIENCE

Biology
Mathematics Methods / General Mathematics
Psychology
Physical Education
Health and Human Development

FOOD INDUSTRY

Food Studies
Health and Human Development
Information Technology
General Mathematics
Business Management

HOSPITALITY / TOURISM

Business Management
Geography
Accounting
Information Technology
Mathematical Methods or General Mathematics

EDUCATION

Mathematics Methods / General Mathematics
Mathematics
Information Technology or any subjects you are good at and enjoy

ELECTRONICS / ELECTRICAL

Information Technology
Mathematics Methods / General Mathematics
Mathematics
Physics

ENGINEERING

Mathematics Methods / General Mathematics
Mathematics
Physics / Chemistry
Specialist Mathematics

ENVIRONMENTAL STUDIES

Biology
Chemistry
Physics
Mathematics Methods / Further Mathematics
Geography

FASHION TEXTILE INDUSTRY

Design and Technology
Art – Drawing
Information Technology
Studio Arts

PERFORMING ARTS

Drama / Theatre Studies
Literature
History
Music

BIOLOGY / GEOLOGICAL / AGRICULTURAL SCIENCES

Two of Biology, Chemistry or Physics
Mathematical Methods / General Mathematics
Specialist Mathematics

HUMAN SERVICES

Biology
Physical Education
Health and Human Development
Chemistry / Psychology
Mathematics Methods / General Mathematics

LEGAL / WELFARE

Legal Studies
Psychology
Health and Human Development
Sociology
Global Politics/International Studies

MEDIA / JOURNALISM

Literature
Media Studies
Studio Arts
Theatre Studies
Information Technology
History
Sociology
Global Politics/International Studies

MUSIC

Music Performance
Theatre Studies
Dance

RECREATION / SPORT

Biology
Geography
Physical Education
Mathematics Methods / General Mathematics
Health and Human Development

COMMERCE / BUSINESS

Accounting
Business Management
Mathematics Methods / General Mathematics
Information Technology

HEALTH SCIENCES

Mathematics Methods / General Mathematics
Mathematics
Specialist Mathematics
Chemistry
Physics
Biology
Health and Human Development

VCAL

VICTORIAN CERTIFICATE OF APPLIED LEARNING

Why would I choose VCAL?

If you are a hands on learner whose individual pathway is leading towards employment, TAFE or apprenticeship/traineeship, you may choose to express interest in completing a VCAL certificate.

VCAL students will focus on vocational studies, typically including Literacy, Numeracy, Personal Development and Work Related Skills. In addition, the typical VCAL student will undertake a VET certificate or School Based Apprenticeship, satisfying the Industry Specific Skills Strand of the VCAL.

What do I study?

A typical VCAL program will include:

Vocational Studies, which are outcome based, including

- Literacy-Vocational literacy including reading, writing and oracy for practical purposes, for self expression, for knowledge and for public debate.

- Numeracy-Vocational Numeracy including measurement, data, money, time and location.

- Personal Development Skills-Project development and management, personal futures and team work.

- Work Related Skills-OH&S, employability skills.

- Industry Specific Skills (VET Course/School Based Apprenticeship/Accredited certificates).

There is an opportunity for additional VCAL structured work placements (strongly recommended)

Can I include VCE subjects in my VCAL Program?

Students are able to select some VCE subjects in their VCAL program and these subjects will be counted towards the VCAL certificate. These subject selections will need to be negotiated with the Head of VCAL and Linda McDonald, Deputy Principal Learning and Teaching.

How is VCAL assessed?

Your VCAL teaching team is responsible for your assessment as having met outcomes in a competent manner. VCAL is moderated by a Government Quality Assurance system to ensure that rigour is maintained. All schools who offer VCAL undergo yearly quality assurance and this can include samples of student's work. Assessments are completed in class to enable teachers to authenticate students' work. As all assessment tasks require teacher authentication school attendance is mandatory unless you are unwell, at your structured work place or attending VET or SBA. Excursions are a crucial part of the VCAL program and attendance at these events is compulsory. Failure to attend any aspect of your VCAL program can result in ineligibility for the VCAL certificate.

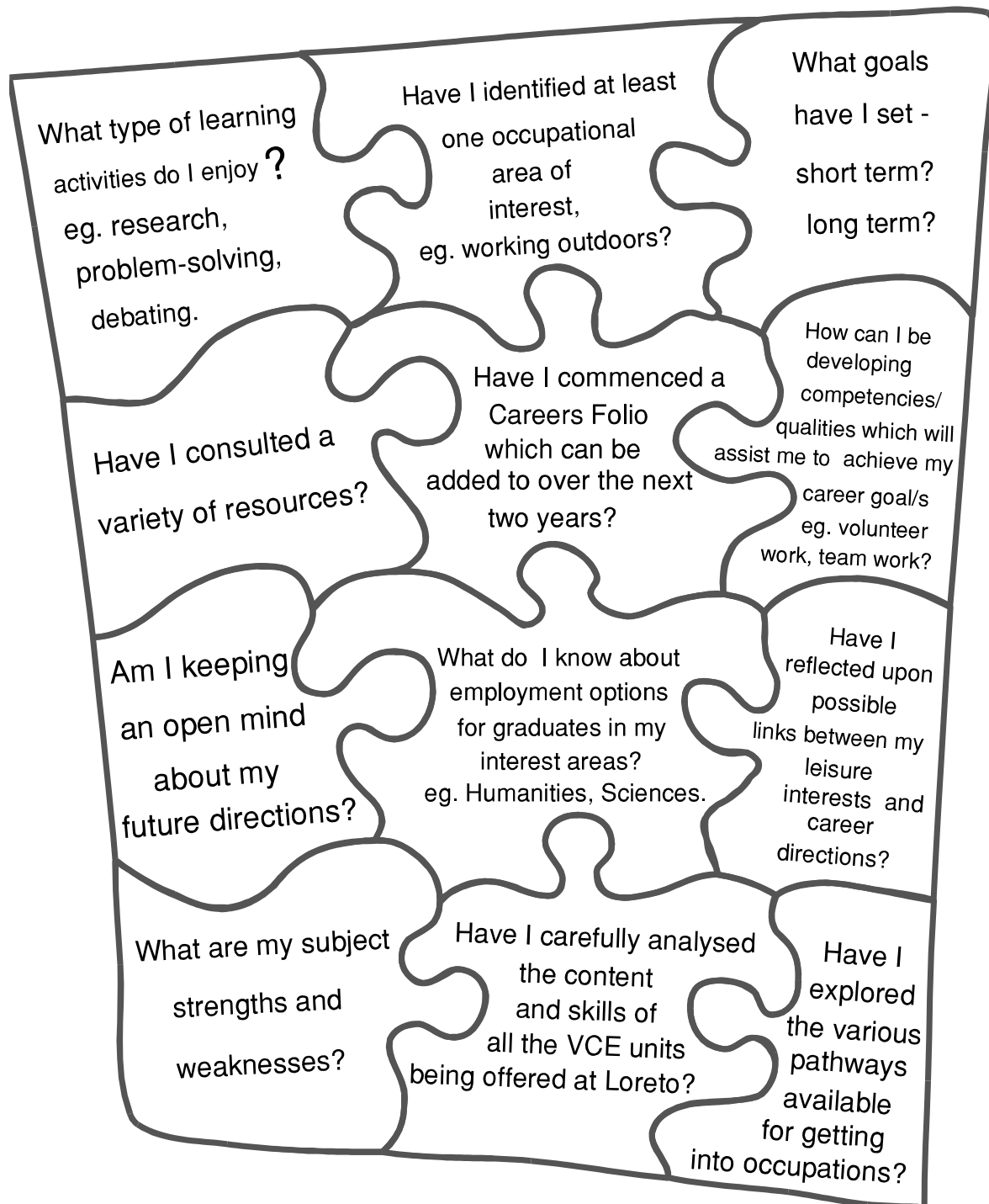
There are some requirements, such as attendance, a professional appearance, safe behaviours and an established pattern of completing work tasks that are in line with the expectations of future employers and are therefore essential.

Levels of VCAL

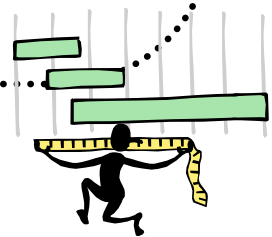
There are 3 levels in VCAL: Foundation, Intermediate, Senior

Selection of the correct entry level will be based on each student's individual learning needs. All students new to the program will be interviewed prior to entry.

YOUR DECISION MAKING JIGSAW



OUTLINE OF VCE UNITS



RELIGIOUS EDUCATION

Religious Education is a **compulsory** study for all students. There are differences in the format and presentation of Year 11 and Year 12 Religious Education. These are outlined below. In Year 12, students who choose Unit 3 and 4 Religion and Society do not have to enrol in a Year 12 Religious Education class unless they wish to.

YEAR 11

All Year 11 students complete a common VCE Unit 2 Religion and Ethics.

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making? In this subject we will be exploring ethics and how it is concerned with discovering the perspective that guides practical moral judgement. In studying ethics you will have the opportunity to identify the various arguments that people hold, look at why they have these opinions and what influences them in these perspectives and moral judgements. You will also have the opportunity to identify the various arguments that people hold, look at why they have these opinions and what influences them in these perspectives and moral judgements. You will also have the opportunity to study the various methods of ethical decision making in at least two religious traditions and explore ethical issues in societies where multiple world views coexist.

Areas of Study 1: Ethical Decision making and moral judgement

Area of Study 2: Religion and Ethics

Area of Study 3: Ethical Views in Society

YEAR 12

In 2018, you can choose three different units (1 Term each) or Religion in Action (3 terms) or Liturgical Choir (3 terms) to complete your Year 12 RE course. Student choice will determine which units will run.

- If you wish to do Religion in Action or Liturgical Choir, you will be in this class for the full three terms.
- If you have selected Religion and Society Units 3 & 4, you are not required to choose RE classes unless you wish to.

RELIGIOUS EDUCATION

Religion in Action (3 Terms)

(only 1 class will run)

(Requires a written application.)

This unit offers you the opportunity to experience extended community service. It is a practical, challenging and reflective course. Time each week will be spent working in a community placement. In class time, you will be required to reflect on your experiences and share these experiences and reflections with others. The course will also explore the Christian basis of ministry and service and will look at a variety of ministries in the Catholic Church.

This course offers opportunities for prayer. Students who choose this course are making a three term commitment to approximately 20 hours of community service.

An Introduction to the History and Literature of Selected Biblical Texts (1 Term)

There are 73 books in the Catholic version of the Bible. They span a period of approximately 1100 years. In this unit you will learn about the ancient history of selected periods related to these texts.

In this process you will look at archaeological discoveries that inform our understanding of the ancient cultures in which biblical stories are set. You will also look at selected examples of biblical literature and using historical and literary analysis, come to a better understanding of these texts.

Liturgical Choir (3 Terms)

(only 1 class will run)

In this unit you will become part of a liturgical choir. This choir will be involved in singing at school liturgies, Masses, funerals and as required for prayer. You should be willing to sing hymns and be conducted so that the choir can lead others into a variety of prayerful experiences.

A number of the Masses this choir will perform at are outside of school hours in the evening. Therefore a full commitment is required to this choir otherwise you would be moved to another class.

Ethics and Morality (1 Term)

What does it mean to be “good”? What is Evil? What is right? What is wrong? How do you decide? How do we decide how to act and live?

These questions form part of the study of ethics. In this unit, you will be introduced to such questions through the use of current moral issues and dilemmas. You will explore some of the ethical frameworks that people use to decide what is right and wrong.

Are such questions just a matter of personal judgment or is there a communal basis to working out acceptable Ethics?

RELIGIOUS EDUCATION

Religion and Art (1 Term)

In this unit you will be introduced to the rich history of religious imagery in Western Art.

This could include an exploration of various cultural responses in portraying Christ to depictions of the human spiritual response to God.

There will be opportunities for practical work where you will produce your own Artwork focused on a religious theme.

Spirituality and the Environment (1 Term)

Some of the most pressing issues facing humanity relate to the Earth's environments. Some of these issues, such as climate change and global warming, may impact on our very survival as a species.

The Catholic tradition has a very well developed perspective on how a Christian should relate to the environment. There are a variety of spiritualities which provide frameworks for ethical decision making which in turn promote harmonious relationships with our environment.

In this unit you will explore some of these spiritualities and look at practical ways of reconnecting yourself spiritually with the earth.

An Introduction to the Philosophy of Religion (1 Term)

Why is there something rather than nothing? Is there a God? What is God? What is real? What is religion? Why is there suffering? What is the soul? What is heaven? What is hell? Is there a meaning to life?

In this unit you will be introduced to thinking around these questions. This unit looks at how we might think more critically and reasonably about the nature of God and religion. Philosophy is interested in teaching you how to think, not what to think. But then, if you are not really here, what does any of it matter?

Prayer and Meditation (1 Term)

Considerable time in this unit will be spent experiencing different ways of praying and meditating as well as finding out about less familiar prayer traditions and methods.

A number of prayer and meditations techniques will explore the fusion between Christian and other religious traditions.

RELIGION AND SOCIETY

UNIT 3: THE SEARCH FOR MEANING

This unit explores and critically assesses how Christian beliefs respond to ultimate questions of meaning, such as: Why is there something rather than nothing? Is there a purpose to existence? Why is there suffering? Is there a God? What is the nature and purpose of human life? In this process it examines how these beliefs are expressed within the Christian tradition. This unit also looks at how significant life experiences influence religious belief and how, in turn, beliefs influence life experience. This course also explores how particular beliefs within Christianity have been reinterpreted and re-expressed in response to various historical challenges. Parts of this unit explore the connection between philosophy and religion.

UNIT 4: RELIGION, CHALLENGE AND CHANGE

This unit focuses on how religious traditions, in particular, Christianity, have responded to multiple challenges, both from inside and outside the tradition, over time. Students consider how some aspects of religion are more likely to be involved when taking a stance, such as distinctive beliefs, rituals, religious practices, the interpretation of texts, the application of ethical principles, the nature and role of authority, and the manner of participation within the social structure of a religious tradition or denomination. Each of the challenges will encompass one or more than one of the categories of: theology, ethics or continued existence. This unit will also explore one challenge in depth and look at how the religious tradition interacts with society through the nature of its response to the challenge.

SKILLS COVERED

To critically analyse and evaluate religious beliefs; to reflect on and describe the life experience of significant people; write reports, essays and compile case studies; gain philosophical insights on what it means to 'know'.

OTHER

What is it useful for.....

Life! Learning to be constructively critical of human belief systems and to evaluate your own religious or other beliefs. Although the course does not require any religious belief, it may lead you to reflect on the ultimate meaning of life and your own significant life experiences. The study would also be useful if you are interested in studying theology or philosophy at a tertiary institution.

VCE ENGLISH/EAL

ENGLISH REQUIREMENT

To meet the English requirement students must satisfactorily complete three units from the English group, with at least one unit at Unit 3 and 4 level. English units may be selected from English Units 1 to 4, English Language Units 1 to 4, and Literature Units 1 to 4.

| | | | | | | |
|--|---|----|---|----|---|---|
| English/ English as an Additional Language (EAL) | 1 | | 2 | | 3 | 4 |
| | | or | | or | | |
| English Language | 1 | | 2 | | 3 | 4 |
| Literature | 1 | | 2 | | 3 | 4 |

ENGLISH REQUIREMENTS: THE ENGLISH GROUP

No more than two units at Unit 1 and 2 level selected from the English group may count toward the English requirement.

Units from the English group may also contribute to the sequences other than English requirement. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student's English units. Once a student has met the English requirement, or satisfied an English sequence, any additional sequences from the English group will be credited towards the requirement for sequences other than English. (VCE and VCAL Administration Handbook 2017)

For the calculation of a student's ATAR, satisfactory completion of a scored Units 3 and 4 of an English sequence is required. No more than two sequences at Unit 3 and 4 of the English group of studies (English, Units 3 and 4, English Language Units 3 and 4, Literature Units 3 and 4) can be included in the 'primary four'.

VCE ENGLISH AND VCE ENGLISH AS AN ADDITIONAL LANGUAGE

Unit 1— Area of Study 1 Reading and Creating Texts and

In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. They include textual evidence appropriately and craft their writing for convincing and effective presentation. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style.

Unit 1— Area of Study 2 Analysing and Presenting Argument

In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader. Students consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the intended audience. Students consider how authors craft texts to support and extend the impact of an argument.

Unit 2— Area of Study 1 Reading and Comparing Texts and

In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives.

Unit 2— Area of Study 2 Analysing and Presenting Argument

In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience. Students practise developing and presenting reasoned points of view on issues of contemporary social relevance. In constructing arguments students focus on the logical development of their own ideas, and select evidence and language to support their arguments. In addition to developing critical analysis of the use of language and the presentation of argument in texts, students practise presenting arguments and points of view in writing.

VCE ENGLISH AND VCE ENGLISH AS AN ADDITIONAL LANGUAGE

UNIT 3—Area of Study 1 Reading and Creating Texts and

In this unit students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They craft their writing for convincing and effective presentation.

Students present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. They develop a credible and effective voice and style and use the chosen features of the selected text, for example characters, narrative or dialogue, to offer an interpretation of the selected text.

UNIT 3—Area of Study 2 Analysing Argument

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used. Students develop written and spoken critical analyses of the use of argument and language in written, spoken, and/or multimodal texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences. They compare different written texts presenting argument on similar ideas or issues, considering different ways authors use language to express arguments. (VCAA Study Design 2016-2020)

UNIT 4—Area of Study 1 Reading and Creating Texts

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values.

UNIT 4—Area of Study 1 Reading and Creating Texts

In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year. This area of study focuses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view. Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience. Students use discussion and writing to clarify their thinking and develop a viewpoint on an issue, to plan and prepare an argument and its supporting evidence, and to develop and prepare any materials to support an oral presentation. Students identify approaches to positioning the audience that are appropriate to the issue. Students also consider how oral conventions may be used to influence the audience and refine these through rehearsal.

VCE LITERATURE

UNIT 1: APPROACHES TO LITERATURE

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

UNIT 2: CONTEXT AND CONNECTIONS

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

UNIT 3: FORM AND TRANSFORMATION

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms. They will complete two Areas of Study for this Unit. (VCAA)

UNIT 4: INTERPRETING TEXTS

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literacy criticism is characterized by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches.

SKILLS COVERED

Discussion, close reading of a text (print and film), identify typical features of a range of forms of texts and evaluate their significance in the making of meaning, apply understanding of these features in a creative response, textual analysis, reading, interpretation and evaluation strategies, analyse how literary criticism informs readings of texts, synthesise the various elements of the text.

PREREQUISITES

Students are encouraged to complete Units 1 & 2 Literature before attempting Units 3 & 4.

VCE ENGLISH LANGUAGE

PREAMBLE

English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify, and the society we inhabit. In this study students read widely in order to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of historical and contemporary written and spoken texts. Students come to understand 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.

UNIT 1: LANGUAGE AND COMMUNICATION

The focus of this unit is a consideration of the way language is organised so that its users have the means to make sense of their experiences and interact with others. Students explore the functions and nature of language and the relationship between speech and writing as the dominant modes of language and impact of situational and cultural contexts on language choices. Students investigate children's ability to acquire language, and the stages of language acquisition.

UNIT 2: LANGUAGE CHANGE

The focus of this unit is on language change. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past, and contemporary texts, considering how all subsystems of the language are affected. Students explore the global spread of English and the cultural repercussions of this. They also explore the possibilities of the future of English.

Students are encouraged to complete Units 1 and 2 English Language before attempting Units 3 and 4.

UNIT 3: LANGUAGE VARIATION AND SOCIAL PURPOSE

The focus of this unit is the investigation of English language in the Australian social setting. Students examine the stylistic features of formal and informal language in both written and spoken modes. They learn to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the social and cultural contexts in which they occur. They learn how language can be indicative of relationships, power structures and purpose.

UNIT 4: LANGUAGE AND IDENTITY

The focus of this unit is on the role of language in establishing and challenging different identities. Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves.

Students are encouraged to complete Units 1 & 2 English Language before attempting Units 3 & 4²

ACCOUNTING

UNIT 1: ESTABLISH AND OPERATE A SERVICE BUSINESS

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to accounting processes that provide financial information and support financial decision-making.

Students will be required to: explain and apply the resources, knowledge and skills necessary to set up a small business; identify, record, report and explain the financial data and information for the owner of a service business, using manual and ICT methods; apply accounting skills for informed decision-making.

UNIT 2: ACCOUNTING FOR A TRADING BUSINESS

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions. They evaluate and develop strategies to improve performance.

Students will be required to: record and report financial data and information using manual and computer software; use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.

UNIT 3: RECORDING AND REPORTING FOR A TRADING BUSINESS

This unit focuses on accounting for a single activity trading business as operated by a sole trader. Students are introduced to the double entry system of recording using accrual accounting. The perpetual method of stock recording is used.

Students will be required to: record financial data into appropriate accounting records using a double entry accrual-based system and explain related aspects of this accounting system; record balance day adjustments, prepare financial reports and explain related aspects of the accounting system.

UNIT 4: CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE

This unit extends the processes from Unit 3 and the use of information in assisting the decision-making process. The unit covers the accrual method for a single activity trading business using the perpetual inventory recording system. Students learn about the importance of budgeting for the business and develop strategies for improvement.

Students will be required to: record and report financial data and information using a double entry accrual-based system; prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve profitability and liquidity.

PREREQUISITES

There are no prerequisites for entry to Units 1 and 2. It is highly recommended that students complete both Units 1 and 2 before they begin Units 3 and 4.

ART

UNIT 1: ARTWORKS, EXPERIENCE AND MEANING

In VCE Art Unit 1 students study a variety of artworks, exploring the ways art communicates meaning and messages. They study a variety of materials, techniques and processes applicable to the making of artworks. Students explore the way the elements (eg: tone, texture, color etc) are used to establish principles within their work (eg. Pattern, balance, focal point etc.) This analysis of the structure of artworks is combined with an understanding of an artist's personal history and experiences. Students explore their own areas of interest, practicing with different materials and studying the way these choices influence the mood and tone of their work. They make decisions about mediums, technique and process to determine what will be best practice for creating art that reflects their interest and conveys the intended message. They document their creative development articulating their intentions and justifying design choices using appropriate terminology.

UNIT 2: ARTWORKS AND CONTEMPORARY CULTURE

In VCE Art Unit 2 students learn about the Cultural and Contemporary Analytical Frameworks and apply these to the analysis of art. Students look at a variety of art from a wide range of community and social contexts (galleries, newspapers, online forums, public art etc) and learn the role art can play in providing a voice for cultural identity and community issues.

Students make art in response to personal views relating to current cultural and contemporary issues. On completion of this unit students will produce at least one finished artwork and provide a written critique of their work and process using the Four Analytical Frameworks.

UNIT 3: ARTWORKS, IDEAS AND VALUES

In VCE Art Unit 3 students use the Structural, Personal, Cultural and Contemporary Analytical Frameworks to analyse art from before 1990 and after 1990. Students use the frameworks in combination to explore the way artworks can have multiple layers in meaning, message and interpretation. They learn that an artwork is influenced not only by an artist's personal upbringing, but also by the culture in which they were raised and or currently reside in, and the artist's struggles and personal challenges.

Students learn that messages and meanings can also change depending on the experiences, culture and thinking of the viewer. Students create a progressive visual development of ideas and techniques and support this work through annotations that apply appropriate visual language and justifications.

UNIT 4: ARTWORKS, IDEAS AND VIEWPOINTS

In VCE Art Unit 4 students study artworks and expand their personal views. They develop strong use of art terminology and apply the four Analytical Frameworks to write comprehensive art analyses. Students research a variety of contemporary sources and use this as inspiration for the development of their own ideas. They apply this thinking to the exploration and planning of at least one final artwork that carries a clear message/meaning for a target audience. Students focus on developing a body of work that is imaginative and creative. Their folio will demonstrate clear refinement and resolution of ideas and the appropriate application of concepts, knowledge and skills. Students will also critique their own work using the four Analytical Frameworks to analyse, explain their intention, message/meaning and the techniques and compositional decisions made to achieve the desired outcome.

SKILLS COVERED

Through the study of Art, students have opportunities to make personal artistic statements about the world and the way they experience it and to appreciate and respond to the diversity, richness and dynamic nature of cultural and artistic expressions and traditions in Australian and other societies. Painting, drawings, ceramics, print-making, photography, sculpture, etc and visits to galleries will be employed to generate artworks. Learning about art and learning through art involves the making and analysis of artworks.

BIOLOGY

UNIT 1: HOW DO LIVING THINGS STAY ALIVE?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilizes, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signaling molecules and reactions between antigens and antibodies. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Students consider the types of signals, the transduction of information within the cells and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

BIOLOGY CONT'D....

UNIT 4: CONTINUITY AND CHANGE

In this unit students investigate the relatedness between species and the impact of various change events on a populations gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution.

SKILLS COVERED

Biology draws on the skills of both the Humanities and the Sciences. Much time will be spent participating in practical activities and you will be expected to logically present and analyse data collected. You will also need to be good at communicating ideas in a written format as some of the work requirements involve the completion of library research projects.

PREREQUISITES

Unit 3 & 4 may only be attempted at Year 11 if: Student has completed Unit 1 and 2 Biology in Year 10.

BUSINESS MANAGEMENT

UNIT 1: PLANNING A BUSINESS

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. Students will plan, run and evaluate their own business. As students are learning how to run their own business they will investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge and will explore some of the issues that need to be considered before a business can be established. Students also consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

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. Students will participate in a practical marketing business activity.

UNIT 3: MANAGING A BUSINESS

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

UNIT 4: TRANSFORMING A BUSINESS

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance.

SKILLS COVERED

In relation to small business, human resources management and corporate management students will: investigate and analyse; plan and organise; make decisions; and develop communications skills.

CHEMISTRY

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from visible, through nanoparticles, to molecules and atoms.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules.

They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of context and analyse selected issues associated with substances dissolved in water.

UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coen-

SKILLS COVERED

It is hoped that students will develop an interest in and enjoyment of the study of Chemistry. Through this study they will refine existing skills and develop new skills of research, experimental, and descriptive and mathematical analysis skills; as well as skills in co-operative work and communication of ideas.

Units 3 & 4 Chemistry may only be attempted in Year 11 if:

◆ Student has completed Unit 1 and 2 Chemistry in Year 10

DANCE

UNIT 1

In this unit students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes.

UNIT 2

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

Students describe the movement vocabulary in their own and others' dances by identifying expressive body actions and ways the elements of movement have been manipulated. Students also analyse and discuss the communication of their own and other choreographers' intentions, through the structuring of form, and the choreographic and expressive use of the elements of movement.

UNIT 3

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed.

Students also develop an understanding of choreographic skills through an analysis of choreographers of twentieth and/or twenty-first century solo dance works, selected from the prescribed list of dance works.

UNIT 4

This unit focuses on choreography, rehearsal and performance of a unified solo dance work which has a beginning, development/s and resolution. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work.

Students understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers' intention can be expressed through the manipulation of group structures and the elements of spatial organisation, including direction, level, eye/body focus and dimension, in group dance works by twentieth and/or twenty-first century choreographers .

SKILLS COVERED

VCE Dance concentrates on movement creation and dance making skills for future dance teachers and choreographers. It focuses on the practical skills of body shape and space, and encourages students to learn new ways to make their body move. It also develops the creative skills of dance form, structure and analysis.

OTHER

VCE Dance is suitable for students with strong practical dance skills, but also for the more creative dancer or choreographer. It is recommended that all students study Units 1 and 2 Dance. At this stage, regardless of technical skill, students are advised not to accelerate directly into Unit 3 and 4.

DRAMA

Units 3 & 4 will be offered in 2018

UNIT 1: DRAMATICS STORYTELLING

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

UNIT 2: NON-NATURALISTIC AUSTRALIAN DRAMA

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

UNIT 3: ENSEMBLE PERFORMANCE

This unit focuses on non-naturalistic drama from a diverse range of cultures and traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the development of ensemble performance. The processes involved in the development and realisation of the ensemble performance are developed and evaluated. A non-naturalistic work selected from the prescribed play list will also be analysed.

UNIT 4: SOLO PERFORMANCE

This unit focuses on the use of performance styles, theatrical conventions and stimulus materials from a variety of cultural sources in the development of a solo performance. The processes involved in the development of solo work are also analysed and evaluated.

SKILLS COVERED

This unit focuses on the use of performance styles, theatrical conventions and stimulus materials from a variety of cultural sources in the development of a solo performance. The processes involved in the development of solo work are also analysed and evaluated.

OTHER

Drama may be useful for any career where creativity, communication, time management and interpersonal skills are required. More specifically, the course teaches skills which may stimulate and provide a basis for careers in either Drama teaching or in any area of the Performing Arts industry.

FOOD STUDIES

UNIT 1: FOOD ORIGINS

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

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

UNIT 2: FOOD MAKERS

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

UNIT 3: FOOD IN DAILY LIFE

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

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

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

UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

OTHER

Food Studies is a subject that includes practical and theoretical components and is recommended for those who ³¹ have a love of food and nutrition and wish to extend their skill and understanding of the modern day food environment that consumers find themselves in. This subject is suitable for those wishing to pursue a career in teaching of Food Technology/ Food Studies, hospitality, food styling, dietetics and other health sciences .

HEALTH AND HUMAN DEVELOPMENT

UNIT 1: THE HEALTH AND HUMAN DEVELOPMENT OF AUSTRALIA'S YOUTH

In this unit of study students develop an understanding of the concepts of health and human development and the inter-relationships that exist within and between them.

Students will also explore the developmental changes that occur during the lifespan stage of youth (12–18 years of age), as well as the impact of biological, behavioral and environmental influences. A range of health issues relevant to youth will also be identified. Students will investigate one health issue and analyse community and government programs designed to influence and promote youth health and individual development.

UNIT 2: INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

Health and human development during childhood has been identified as having a significant impact on both health and development throughout the rest of the lifespan. The lifespan stage of adulthood represents a period of great diversity over a period of sixty years. In this unit of study students will gain an understanding of the health and human development of Australia's children and adults. As well, a range of determinants will be explored, which include biological and behavioral factors, as well as physical and social environments. The study of health is constantly changing with many emerging issues that are having an impact on Australia's health system. Students will analyse a selected health issue and evaluate actions that address this issue.

UNIT 3: AUSTRALIA'S HEALTH

Australians are among the healthiest people in the world, however, a diversity of health outcomes are evident in our population as a result of a range of biological and social determinants. In this unit students develop an understanding of the various ways that the health status of Australians may be measured and compared with that of populations in other developed countries. Students will examine the role of National Health Priority Areas in improving Australia's health status. Different models of health and health promotion will also be investigated with students examining the role that government and non-government organisations play in providing programs and support for the promotion of healthy eating.

UNIT 4: GLOBAL HEALTH AND HUMAN DEVELOPMENT

This unit takes a global perspective on achieving sustainable improvements in health and human development, whereby people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. In this unit students identify and analyse factors contributing to variations in health status between Australia and developing countries, as well as evaluate the progress made toward the United Nations Millennium Development Goals.

Students will explore the role of international organisations including the United Nations and the World Health Organisation in achieving sustainable improvements in health and human development. Students will also describe and evaluate global health care strategies implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

SKILLS COVERED

Units 1 to 4 of the VCE Health and Human Development study provide students with the opportunity to engage in a range of learning activities. Course knowledge will be developed through the completion of reports, structured questions, and analyses of data, case studies and presentations. Employability skills will be developed through these learning activities

HISTORY

UNIT 1 & 2 HISTORY : TWENTIETH CENTURY HISTORY

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. We draw upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

UNIT 1: TWENTIETH CENTURY HISTORY (1918—1939)

Area of study 1: Ideology and conflict - In this area of study students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations.

Area of study 2: Social and cultural change - In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period.

UNIT 2: TWENTIETH CENTURY HISTORY (1945—2000)

Area of study 1: Competing ideologies - Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. Students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events and developments and the consequences for nations and people in the period 1945–2000.

Area of study 2: Challenge and change - In this area of study student's focus on the ways traditional ideas, values and political systems were challenges and changed by individuals and groups in a range of contexts during the period 1945 to 2000.

UNIT 3 & 4 HISTORY: REVOLUTIONS. AMERICAN AND FRENCH REVOLUTIONS

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society.

In Unit 3 Students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements.

Students evaluate historical interpretations about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

The key knowledge for this area of study in Unit 3 covers the following timeframes:

- The American Revolution from 1754 to 4th July 1776 (French and Indian War to the Declaration of Independence 1776)
- The French Revolution from 1774 to October 1789 (Accession of Louis XVI to the throne to The October Days 1789)

INFORMATION TECHNOLOGY

UNIT 1: IT IN ACTION

This unit looks at how people use, and can be affected by, information and communications technology in their daily lives.

This course deals with three main areas:

An understanding of IT techniques needed to convert existing printed material into an on-screen product (that is, a website) that meets the needs of a particular audience.

An understanding of how database software can be used to help manage large amounts of data. Students solve a problem by collecting data and manipulating it with database software.

An examination of contemporary issues associated with the use of information and communications technology. These may affect the social or financial wellbeing of people or whole societies. Students work in teams to analyse an issue and present their report using Multimedia Software.

UNIT 2: IT PATHWAYS

This unit focuses on how people and organisations use information and communication technologies.

This course covers three main areas.

The progressive development of skills in the use of a programming language software, and an understanding of career pathways where these skills would be used.

An understanding of networked information systems, and how data flows through such a system. Students use multimedia software to present this data flow.

An understanding of how information and communications technology can be used to solve a range of problems. Students work in teams to design and develop a practical solution to an information problem for a real client.

Completion of these units provides an excellent grounding for undertaking Units 3 and 4 VCE Information Technology. However, it is also possible for interested students to undertake Units 3 and 4 VCE Information Technology without having completed Units 1 and 2 VCE Information Technology.

UNIT 3: IT APPLICATIONS

This unit looks at how individuals or organisations use ICT to solve information problems and to participate actively in a society where the use of ICT is commonplace.

Students solve information problems for a specific audience, by applying project management and problem-solving strategies, and making use of database software.

Students work to create a website prototype for a virtual team, and develop an understanding of the network systems required to support their website.

UNIT 4: IT APPLICATIONS

This unit looks at how ICT is used by organisations to solve information problems and the strategies used to ensure the security of information.

Students use spreadsheet software to solve an information problem, taking into account the information needs of the organisation, and they evaluate their problem-solving strategies.

Students evaluate how effectively organisations manage the storage, communication and disposal of their information, and propose improvements.

SKILLS COVERED

Students develop a wide variety of skills relating to the use of information technology (hardware and software) to process information to suit different requirements. This involves the planning, development and evaluation of solutions to various information problems. Skills involved in critically evaluating the impact of the use of information technology are developed. Specific skills in the advanced use of software packages are also developed.

INTERNATIONAL STUDIES

UNIT 1 THE NATIONAL CITIZEN

Who are our political leaders in the world of the 21st century? What impact do they have on us? How do different individuals and groups like Al-Qaeda and ISIS exercise their power? What is a democracy and how can I play a role in the Australian democracy and the International community?

In this unit students are introduced to the study of politics and the exercise of power by individuals, groups and nation-states. Students will explore the different ideologies, ideas and what motivates leaders or groups, nation states to exercise their power.

Through analysing contemporary current events, students consider the Australian system of government and politics, and how political power is gained, exercised and challenged in Australia.

Assessment tasks: include summary posters, research assignments, essays and mid-year exam.

UNIT 2: THE GLOBAL CITIZEN

How do citizens in the 21st century interact? How have our lives been affected by globalization? Do citizens have global responsibilities? Does the global citizen really exist?

In this unit students will consider how citizens in the 21st century interact and connect with the world. They will investigate the nature of global issues and the role played by International organisations like the non-government groups the UN, and global political groups like Make Poverty History. We will also explore the economic impact of globalisation, including e-buying, online shopping and the growth of multi-national companies. Students investigate the work and role of international organisations, such as Amnesty International and Greenpeace.

Students will research two global issues and conflicts to discover how the international community has dealt with them.

Assessment tasks include: summary posters, research assignments, essays and final year exam.

UNIT 3: GLOBAL ACTORS

Who are the main global actors in the 21st century? Where does the power come from? What impact do they have on us? What motivates these global actors and what are the challenges they face? What powers do countries like China have and how do they use it to achieve what they want?

Through analysing contemporary current events, students consider the role played by global actors like Greenpeace, Al-Qaeda, the United Nations and large multi-national companies like Walmart.

Assessment tasks include: Case Studies, short answer question tests, essays and final year exam.

UNIT 4: GLOBAL CHALLENGES

Do we have a responsibility to uphold the human rights of persons outside our borders? What is the best way to deal with people movement? What does 'development' look like? Can the world be rid of weapons, and if so will it be safe?

What does crisis mean in today's world? What are the contexts for different crises and how were they created? How effective are the responses to these crises?

These are some of the important questions we will explore and discuss in the context of current global politics.

Assessment tasks: include Case Studies, short answer question tests, essays and final year exam.

OTHER

Australian and Global Politics is useful for anyone wanting to gain an understanding and stay well informed about countries other than Australia. It is especially relevant to students considering careers in a wide range of occupations where a global perspective is important eg international relations, journalism, business, trade, tourism and overseas aid. This study will also provide background for many university courses eg. International Relations, Politics, Economics, Media, Commerce, Law, Journalism and Education.

LEGAL STUDIES

UNIT 1: CRIMINAL LAW IN ACTION

This subject helps you understand where laws come from, why we need laws and what happens when laws are broken. It is great preparation for Unit 3 and 4 Legal Studies. It provides you with an introduction to criminal and civil law, the courts, the role of parliament, the adversary and jury system. Visits to the Melbourne Courts and Loddon Prison provide students with an exciting insight into the legal system.

Assessment tasks include: Research assignment, folio and report, mock trial, case study, mid year exam.

UNIT 2: ISSUES IN CIVIL LAW

This unit focuses on the effective resolution of civil disputes. It explores the civil rights of individuals and the ways these disputes are resolved in the courts. As well as the judicial procedure to resolve disputes, the unit investigates the alternatives of dispute resolution and their effectiveness. It also provides students with the opportunity to explore a specific area of law and to analyse contemporary legal issues.

Assessment: tasks include: Research assignment, folio and report, case study, end of year exam.

UNIT 3: LAW MAKING

Have you ever wondered how our laws are really made and what actually goes on in parliament and the courts?

This unit focuses on the bodies who make our laws and the process they use to make law. You will learn about why laws are necessary, how the Constitution protects your rights as a citizen and the main types of law in our community. Some individuals and groups are very keen to change laws. This subject investigates the way people working alone or as a member of a group can influence change to the law that reflects community values. You will visit the Supreme and Magistrates Court in Melbourne.

Assessment tasks include: Research assignment, folio and report, case Study, end of year exam.

UNIT 4: RESOLUTION AND JUSTICE

Disputes occur on many levels in our community and the legal system has courts, tribunals and alternative dispute resolution bodies to help people settle disputes. You may have already visited one of these bodies. You will learn about how each of the bodies works and develop a critical mind as to how well they function. You will investigate the strengths, weaknesses, and possible areas for change and reform.

Assessment tasks include: short answer test, structured questions and a folio of exercises.

OTHER

Legal Studies provides a valuable life skills as all members of society will have contact with the law and its institutions throughout their lives. Legal Studies provides a useful background to further study in politics, business studies, journalism, law, social welfare, community service, the Arts and Humanities.

LANGUAGES: FRENCH

PREAMBLE

These units are designed to enable students to develop and to refine their understanding and mastery of French, and to improve their awareness of the nature and structure of languages in general. Students will be encouraged to appreciate the views and customs of others and at the same time to enhance their self awareness and a sense of their own cultural identity in a multi-cultural Australian society.

UNIT 1 & 2: FRENCH

Students will develop language skills through reading, writing, listening and interacting with others. Students are required to demonstrate achievement of the following outcomes:

To establish and maintain conversation

To listen to, read and obtain information from written and spoken texts

To produce personal or informative responses in written form

UNIT 3 & 4: FRENCH

Students will develop language skills further through reading, writing, listening and interacting with others. Students are required to demonstrate achievement of the following outcomes:

Unit 3

To express ideas through the production of original texts.

To analyse and use information from spoken texts.

To exchange information, opinions and experiences in texts.

Unit 4

To analyse and use information from written texts.

To respond critically to spoken and written texts which reflect aspects of language and culture of French speaking communities.

SKILLS COVERED

This study is designed to enable students to:

Conduct the practical aspects of everyday life in a French speaking environment;

Increase their control over culturally appropriate discourse forms;

Seek out and understand factual information conveyed orally or in writing;

Interpret, evaluate and use information for a purpose;

Understand, describe, recreate and respond to events, emotions, ideas, opinions, values and beliefs.

OTHER

Graduates in French are not tied to one career path. Their skills are employed in government, trade, tourism, business, legal firms, banking and finance and in teaching. Many graduates have jobs in which they regularly use their French knowledge and experience and it is becoming more common for university graduates to work in France after graduation, employed in international firms.

LOTE: French gains bonus points for entry to several courses at many tertiary institutions.

Students need to complete Units 1 & 2 French before attempting Units 3 & 4.

LANGUAGES: JAPANESE SECOND

LANGUAGE

PREAMBLE

These units are designed to enable students to develop and to refine their understanding and mastery of Japanese, and to improve their awareness of the nature and structure of languages in general. Students will be encouraged to appreciate the views and customs of others and at the same time to enhance their self awareness and a sense of their own cultural identity in a multi-cultural Australian Society.

UNIT 1 & 2: JAPANESE

Students will develop language skills through reading, writing, listening and interacting with others. Students are required to demonstrate achievement of the following outcomes:

To establish and maintain conversation

To listen to, read and obtain information from written and spoken texts

To produce personal or informative responses in written form.

UNIT 3 & 4: JAPANESE

Students will develop language skills further through reading, writing, listening and interacting with others. Students are required to demonstrate achievement of the following outcomes:

Unit 3

To express ideas through the production of personal or imaginative text.

To analyse and use information from spoken texts.

To exchange information, opinions and experiences in texts.

Unit 4

To analyse and use information from written texts

To respond critically to spoken and written texts which reflect aspects of language and culture of Japanese speaking communities.

SKILLS COVERED

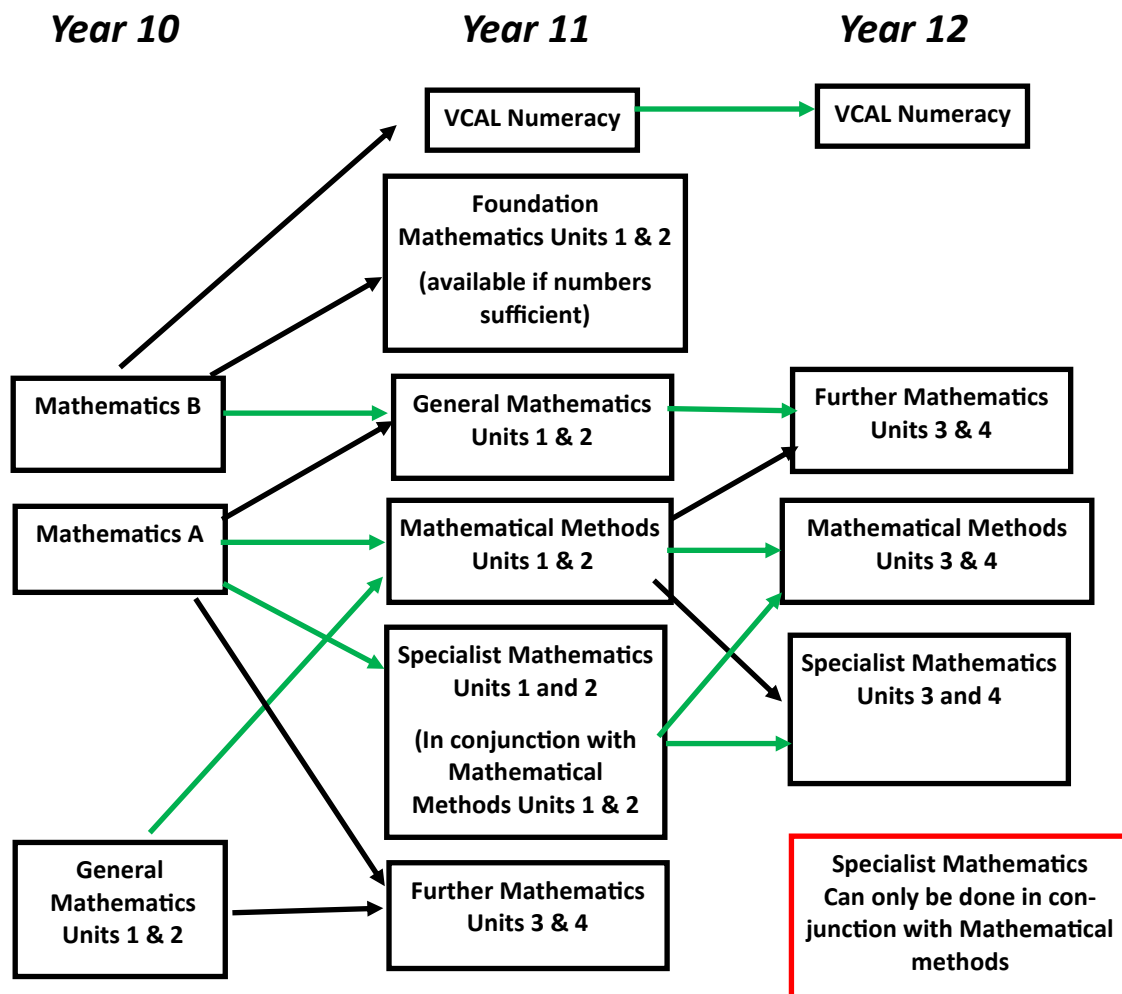
Students will use the language to: communicate with others; understand and appreciate the cultural contexts in which Japanese is used; understand their own culture through the study of other cultures; understand language as a system; conduct the practical aspects of everyday life; understand, establish and maintain relationships; increase their control over culturally appropriate discourse forms; seek out and understand factual information conveyed orally, visually or in writing; interpret, evaluate and use information for a purpose; understand, describe, recreate and respond to events, emotions, ideas, opinions, values and beliefs; and entertain themselves and others. As LOTE is a cumulative/knowledge-based area of study, it is expected that students will have studied Japanese for at least three years before attempting any VCE unit in that language.

OTHER

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. Graduates in Japanese are not tied to one career path. Their skills are employed in government, trade, tourism, business, legal firms, banking and finance and in teaching. Many graduates have jobs in which they regularly use their Japanese knowledge and experience and it is becoming more common for university graduates to work in Japan after graduation, employed in international firms. LOTE: Japanese gains bonus points for entry to several courses at many tertiary institutions. Successful completion of VCE Japanese Units 3 and 4 may give you exemption from first year of Japanese Language studies at the tertiary level.

Students need to complete Units 1 & 2 Japanese before attempting Units 3 & 4.

SENIOR SECONDARY MATHEMATICS



Students who do General Mathematics 1 and 2 in Year 10 may choose to do Further Mathematics 3 and 4 in Year 11.

Students who do Mathematics A in Year 10 may do either Mathematical Methods 1 and 2 or General Mathematics 1 and 2 when in Year 11 or Mathematical Methods 1 and 2 and Specialist Mathematics 1 and 2. They may also apply to study Further Mathematics Units 3 & 4 in Year 11.

Students who do Mathematics B in Year 10 may do General Mathematics 1 and 2 or Foundation Mathematics 1 and 2 (provided there are sufficient numbers) in Year 11. Alternatively, they may also apply to complete VCAL in which they may choose to study VCAL Numeracy.

Students who do Mathematical Methods 1 and 2 in Year 11 may go on in Year 12 to study:-

Further Mathematics 3 and 4

Mathematical Methods 3 and 4,

both Further Mathematics 3 and 4 and Mathematical Methods 3 and 4

Students who do Mathematical Methods 1 and 2 and Specialist Mathematics 1 and 2 in Year 11 can do Mathematical Methods 3 and 4 and Specialist Mathematics 3 and 4 in Year 12. NOTE: It is possible to do Specialist Mathematics 3 and 4 in Year 12 without having studied Specialist Mathematics 1 and 2 in Year 11, although not recommended.

FOUNDATION MATHEMATICS UNITS 1 & 2

(Available if numbers are sufficient)

In these units there is a strong emphasis on the use of mathematics in everyday life in a range of situations. The areas of study are Space, Shape and Design, Patterns and Number, Data and Measurement

SKILLS COVERED

In completing these units students will be expected to apply techniques, routines and processes involving arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs. The use of technology will be required to carry out numerical, graphical, geometric and statistic manipulations.

GENERAL MATHEMATICS UNITS 1 & 2

These units involve the study of univariate and bivariate statistics, linear equations and linear relations, networks, matrices, number patterns and recursion.

SKILLS COVERED

Students are required to apply techniques, routines and processes, involving arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs both with and without the use of technology. Students will use appropriate technology such as CAS calculators and computer software packages for problem solving, modelling and investigation.

FURTHER MATHEMATICS UNITS 3 & 4

This study consists of a compulsory core which covers data analysis and recursions and financial modelling and the selection of two modules from four possible modules. Further Mathematics at Loreto College involves study of the core material as well as the Matrices module and Networks and Decision Mathematics module.

SKILLS COVERED

Students will apply techniques, routines and processes involving arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs. Use of the CAS calculator is incorporated into all aspects of the course.

OTHER

Further Mathematics is a useful study for anyone wanting to deal with numerical data. It is intended to be widely accessible and will provide a general preparation for employment and further study for students who are contemplating a career in tourism, nursing, disability studies, human movement, arts/primary teaching, accounting, medical records administration, fashion, photography, arts/early childhood and arts/business.

MATHEMATICAL METHODS

Units 1 & 2

These units involve the study of Functions and Graphs, Algebra, Calculus and Probability and Statistics. They are designed as a preparation for Mathematical Methods Units 3 & 4.

Units 3 & 4

These units involve the study of Functions and Graphs, Algebra, Calculus and Probability and Statistics.

SKILLS COVERED

Students will apply techniques, routines and processes involving arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration. Use of the CAS calculator is incorporated into all aspects of the course. Students are expected to carry out the relevant calculations both by hand and with the use of technology.

OTHER

Mathematical Methods provides a grounding in abstract mathematics. It is especially relevant to students thinking of careers in any field that involves mathematics. Such careers would include commerce, economics, accounting, business, dental science, health science, applied science, computer science, interior design, architecture, medicine and engineering.

SPECIALIST MATHEMATICS

Units 1 & 2

Specialist Mathematics Units 1 & 2 is taken in conjunction with Mathematical Methods Unit 1 & 2. The areas of study are Algebra and Structure, Arithmetic and number, Discrete Mathematics, Geometry, Measurement and Trigonometry, Graphs of Linear and Non-Linear Relations and Statistics.

UNIT 3 & 4

Specialist Mathematics Units 3 & 4 is taken in conjunction with Mathematical Methods Units 3 & 4. Mathematical Methods Units 1 & 2 is a prerequisite and it is highly recommended that students also complete Specialist Mathematics 1 & 2. The areas of study are Functions and Graphs, Algebra, Calculus, Vectors, Mechanics and Probability and Statistics.

SKILLS COVERED

Students will apply techniques, routines and processes involving real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration. Use of the CAS calculator is incorporated into all aspects of the course. Students are expected to carry out the relevant calculations both by hand and with the use of technology.

OTHER

Specialist Mathematics is relevant to students considering careers in any field that involves Mathematics, including computing, surveying, computer science, engineering, medicine, architecture and applied science.

MEDIA

UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of media products.

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

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

UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION

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

UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realization. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

SKILLS COVERED

VCE Media supports students to develop and refine their analytical, critical, creative thinking and expression. Students strengthen their communication skills and technical knowledge. This study is relevant for students who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study provides knowledge and skills in creative thinking, planning, analysis, creative expression and communication valuable for participation in and contribution towards contemporary society.

OTHER

VCE Media is suitable for students with a strong interest in the communications industry or art media production. It is recommended that all students partake in Unit 1 and 2 Media. At this stage, regardless of production skill level, students are advised not to accelerate directly into Unit 3 and 4.

MUSIC PERFORMANCE

PREAMBLE

Students must be a member of a school ensemble, and be having instrumental lessons to complete this subject at Units 1,2,3 and 4. It is recommended that Units 1 and 2 are completed before completing Units 3 and 4 and that students be a member of a school ensemble. Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music. As soloists and members of groups, students develop skills in preparing and presenting programs of musical works. They learn and apply musicianship skills as they create music and interpret and analyse solo and ensemble works in a range

MUSIC PERFORMANCE: UNIT 1

Music Performance Unit 1 focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimize their own approach to performance work to address technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students also develop their listening, aural, theoretical and analytical musicianship skills.

MUSIC PERFORMANCE: UNIT 2

Music Performance Unit 2 focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimize their own approach to performance. They continue to develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

MUSIC PERFORMANCE: UNIT 3

In Music Performance Unit 3 students build and refine their performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimize their own approach to performance. Students develop, refine and focus their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

MUSIC PERFORMANCE: UNIT 4

In Music Performance Unit 4 students focus on further development and refinement of performance and musicianship and continue preparation of a performance program they will present in the end of year examination. Through analyses of other performers' interpretation and feedback on their own performances, students refine their interpretations and optimize their approach to performance. Students continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

STRUCTURE

Each unit develops student's musicianship, performance, aural, analysis and music language skills in a logically and sequential method.

OTHER

For most students, Music Performance Units 1 and 2 leads to Music Performance Units 3 and 4. If students are of an exceptional ability on their instrument, they can be invited to complete Music Investigation Units 3 & 4 alongside their Music Performance units. Music Style and Composition may be offered if numbers allow. This would also be taken alongside Music Performance units.

PHYSICAL EDUCATION

UNIT: 1 THE HUMAN BODY IN MOTION

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

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 behavior plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population based consequences of physical inactivity and sedentary behavior. They then create and participate in an activity plan that meets the physical activity and sedentary behavior guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behavior levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behavior guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings based strategies that are effective in promoting participation in some form of regular physical activity.

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

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

SKILLS COVERED

VCE Physical Education draws heavily on the skills of the Sciences. Students will be required to conduct investigations, analyse data and gain an understanding of processes specific to physical activity and participation in it. The course also involves a variety of practical participation directly related to the areas of study.

PHYSICS

UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilized. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected questions.

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY

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

UNIT 4: HOW CAN TWO CONTRADICTIONARY MODELS EXPLAIN LIGHT AND MATTER

Light and matter—which initially seem to be quite different—have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behavior. A wave model is also used to explain the behavior of matter which enables students to consider the relationship between light and matter. Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

SKILLS COVERED

Physics is a study requiring an inquisitive and analytical mind. Mathematical skills are used and developed, particularly in Units 2, 3 and 4. During this course students will develop laboratory, research and analytical skills, whilst improving their confidence and skills to communicate their knowledge of physics effectively.

Prerequisites

Units 3 and 4 Physics may only be attempted if:

- ◆ Student has completed Units 1 and 2 Physics in Year 10

PRODUCT DESIGN AND TECHNOLOGY

UNIT: 1

In 2106, this will be offered to Year 11 and Year 10 Students

In Unit 1 students are required to redesign an existing product (garment) using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including sustainability. They are expected to include an analysis of this product—both as a starting point and as a comparison at the end. The study provides an introduction and structured approach to the product design process and product design factors. Students learn about Intellectual Property (IP) and its implications related to product design. This unit entails the completion of a folio and production of the re-designed garment.

UNIT: 2

In Area of Study 1, students work both individually and as members of a small design team to address a problem, need or opportunity and consider the associated human-centered design factors. They design a product (garment) within a range, based on a theme, or a component of a group product. They research and refer to a chosen style or movement. This research is compiled into a folio. In Area of Study 2 the product (garment) is produced individually or collectively and is evaluated.

UNITS 3 & 4

In 2016, Unit 3 will be offered to both Year 11 and Year 12 students

In this course students will learn about applying the product design process in Unit 3 and product development and evaluation in Unit 4.

In this course students must have

- Either a client or a stipulated end-user for their major design and production task.
- Most of Term 1 and 2 will be spent on designing this product.
- Only one product (or a range of products) is expected for the year and it should make up approximately 50–100 hours of work, including the design folio over Units 3 and 4.
- There is also a theory component relating to commercial practices which makes up 20% of the final score for the year.

SKILLS DEVELOPED

Students investigate the needs of a client of use, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan. They commence production of the product which will be completed and evaluated in Unit 4. With increased emphasis on sustainability (environmental, social and economic), the impact of the product throughout its life cycle can be analysed and evaluated.

Skills developed are:

- | | |
|---|---------------------------------------|
| ◆ Negotiating with a client | ◆ Developing a design brief |
| ◆ Communication of ideas | ◆ Investigation and research |
| ◆ Designing | ◆ Fabric construction and composition |
| ◆ Industrial and individual construction skills in fabric | ◆ Surface decoration |
| | ◆ Marketing and evaluation |

OTHER

Product Design and Technology is recommended to those students who are interested in or wish to pursue tertiary study or find employment in Fashion, Marketing, Graphic Arts and Design, Textiles, Visual Merchandising, Fashion or Food Stylist and Architecture.

PSYCHOLOGY

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Students will investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. As part of their study, students will:

- ◆ Explore how the brain functions, brain plasticity and the influence that brain damage may have on a person's psychological functioning.
- ◆ Consider the complex nature of psychological development and how abnormalities in psychological development can occur.
- ◆ Examine the contribution of classical and contemporary studies and development of different psychological models and theories to predicting and explaining the development of thoughts, feelings and behaviours.
- ◆ Explore how the parts of the brain work, the roles of specific areas of the brain, and how the brain enables us to interact with the external world around us and complete complex cognitive tasks.

UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR & MENTAL PROCESSES ?

Students will explore how various biological, psychological and social factors influence a person's thoughts, feelings and behaviours. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They also evaluate the influence of social cognition and context on a person's attitudes, perception of themselves and relationships with others. As part of their study, students will examine how different classical and contemporary research has contributed to understanding human perception and why individuals and groups behave in specific ways.

In the second component of this unit, students will investigate two aspects of human perception-vision and taste. Students will analyse the relationship between sensation and perception of stimuli. They will consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory and can be improves.

UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behavior. They consider the role of sleep and the impact that sleep disturbances may have on a persons functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health disorder. They use specific phobia to illustrate how the development and management of a mental health disorder can be considered as an interaction between biological, psychological and social factors.

SKILLS COVERED

Psychology draws on the skills of both the Humanities and the Sciences. Students will be asked to collect and interpret information, use simple statistical analysis of data, and draw conclusions based on the evidence. Much of the discussion of issues in Psychology requires students to organise their ideas and to write clearly and fluently. The courses therefore cover the skills of the Scientific Method as well as the skills of presenting ideas in a written form. Note that the new course contains a sequential study of research methods in Psychology. Each unit builds on the knowledge learned in previous units. It is **strongly recommended** that students attempt Units 1 and 2 in preparation for Year 12 (Units 3 and 4).

Units 3 & 4 Psychology for 2016 may only be attempted in Year 11 if student has strong English Skills (A average) or student must complete a supplementary unit on research methods.

SOCIOLOGY

UNIT 1 YOUTH AND FAMILY

This unit uses sociological methods to explore the social categories of youth and adolescence and the social institution of the family. The experience of both youth and family varies across time as well as space. In the exploration of youth, students consider a range of experiences of young people, considering examples from Australia and other societies. An emphasis on the changes to family will then be explored. Broad social trends will be examined along with government policies directed toward youth and family. Assessment tasks may include: a group presentation, a survey, an interview, a film review, a media analysis task, a case study and an investigative response to an issue.

UNIT 2 BREAKING THE CODE

In this unit students explore the concepts of deviance and crime. This study involves determining the types and degree of rule breaking behavior, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behavior. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and aspects of society, such as age and socioeconomic status.

Assessment tasks may include: a representation analysis, an investigative report, a multimedia presentation, a film analysis and an extended response.

UNIT 3 CULTURE AND ETHNICITY

This unit explores expressions of culture and ethnicity within Australian society in two different contexts—Australian Indigenous culture and ethnicity in relation to migrant groups. Students develop and understanding of a variety of challenges that need to be considered when investigating experiences of ethnic identity. For example, the way that a group sees itself might not correspond to the way that outsiders see it. Sometimes observers place people into broad ethnic categories, which do not correspond with the views of individual group members. In addition, ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political and social forces.

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 the various forms of community are experienced. They examine the relationship between social movements and social change. In Area of Study 1 students examine the changing definitions and experiences of community and the challenges posed by political, social, economic and technological change. Students examine a range of theoretical understandings of the concept of community with particular reference to the theories of Tonnies and Castells.

In Area of Study 2 students investigate the role of the social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

OTHER

If you are interested in working with people and communities, then Sociology is for you. Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change.

STUDIO ARTS

STUDIO ART UNIT 1—STUDIO INSPIRATION AND TECHNIQUES

Students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore and document sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms and refine their work. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit.

STUDIO ART UNIT 2—STUDIO EXPLORATION AND CONCEPTS

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artwork using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit.

STUDIO ART UNIT 3—STUDIO PRACTICES AND PROCESSES

In this unit students write an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process. To support the making of finished artworks in Unit 4. The student determines the studio process. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4. The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

STUDIO ART UNIT 4—STUDIO PRACTICE AND ART INDUSTRY CONTEXTS

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists' involvement in the art industry, focusing on at least two different exhibitions. Students examine a range of environments for the presentation of artworks.

SKILLS COVERED

VCE Studio Arts encourages and supports students to recognize their potential as art makers and presents a guided process to assist their understanding and development of art making.

THEATRE STUDIES

Units 3 & 4 will be offered in 2019

UNIT 1: PRE—MODERN THEATRE

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 created up to 1920s in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play from the pre-modern era in performance.

UNIT 2: MODERN THEATRE

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 1920s to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the modern era. Through practical workshops involving the application of stagecraft students gain knowledge of how each movement has shaped and contributed to the world of modern theatre.

UNIT 3: PLAYSRIPT INTERPRETATION

This unit focuses on an interpretation of a playscript through the designated stages of the theatrical production process: planning and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to interpret previously unseen playscript excerpts. 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.

UNIT 4: PERFORMANCE INTERPRETATION

In this unit students study a scene and associated monologue from the *Theatre Studies Stagecraft Examination* (specifications) published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft. Students attend a performance selected from the prescribed *Theatre Studies Unit 4 Playlist* published annually in the *VCAA Bulletin* and analyse and evaluate acting in the production.

SKILLS COVERED

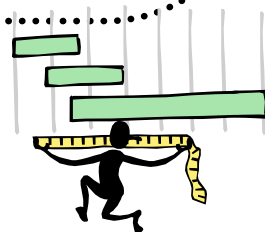
The study of Theatre Studies develops students ability to; acquire knowledge and appreciate a range of theatrical styles, interpret playscripts, apply stagecraft, analyses performance and production processes.

OTHER

Theatre Studies may be useful for any career where creativity, communication, time management and interpersonal skills are required. More specifically, the course teaches skills which may stimulate and provide a basis for careers in either Drama teaching or in any area of the Performing Arts Industry.

OUTLINE OF VETiS CERTIFICATES

Vocational Education in Schools (VETiS) programs



VETiS courses offered by Loreto College through the Highlands Local Learning and Employment Network (HLEN)

Agriculture
Animal Studies
Automotive - Mechanical
Aviation
Building & Construction—Bricklaying
Building & Construction—Carpentry
Building & Construction—Painting and Decorating
Business
Community Service
Dance
Electro Technology *tbc*
Engineering
Equine
Events
Health Services Assistance
Hospitality—Kitchen Operations
Information, Digital Media & Technology
Laboratory Skills
Music Industry (Sound Production)
Printing and Graphic Arts (General) *tbc*
Plumbing
Retail Comsetics
Retail Services *tbc*
Salon Assistant
Screen and Digital Media (Multimedia)
Sport & Recreation

VET CERTIFICATE II IN CRATIVE INDUSTRIES (MULTIMEDIA)

PREAMBLE

Creative and Digital Media is a term applied to a growing range of applications across business, education, entertainment, information and commerce where different media are integrated. These media may include text, sound, video, film, photography, graphics and animation.

Some students have completed the Multimedia elective in Year 10, but this is not required to undertake Multimedia in Years 11 and 12.

Certificate II Creative Industries aims to provide students with skills and knowledge in a broad range of basic media related tasks. It provides the foundation to enter the industry at entry level, and/or proceed to further study.

Areas addressed in this course include:

- OH & S
- Critical Thinking techniques
- Creative Arts Industry knowledge
- Working effectively with others
- Creating and updating web pages
- Vision and Sound editing
- Following a design process
- Photo image manipulation

While this study can be continued on to a Units 3 and 4 sequence in Year 12, students who opt to leave the program at the end of Year 11 will receive a certificate of modules completed in Certificate II Creative Industries from our Registered Training Organisation, Australian Institute of Education and Training. Students completing Certificate II Creative Industries will also be awarded two VCE units at 1 and 2 level. Students completing the full two years receive both Certificate II and III.

VET CERTIFICATE III IN SCREEN AND MEDIA (MULTIMEDIA)

Students who have completed Certificate II Creative Industries in Year 11 will be able to enrol in Certificate III Screen and Media at Units 3 and 4 level. The Units 3 and 4 sequence of VCE VET Multimedia is not designed as a stand-alone study. The VCAA strongly advises against undertaking the Unit 3 and 4 sequence without first completing Units 1 and 2 (Certificate II).

Areas addressed in this course are:

- Create 2D animations
- Writing content/copy
- Author interactive sequences
- Advanced video editing
- Advanced web page editing utilizing CSS
- Create visual design components

VCE VET Media Units 3 and 4 requires the completion of three coursework tasks (worth 66% of the overall Study Score), and an examination during the end of year exam period (worth 34% of the overall Study Score).

Students completing the 3 and 4 sequence (Certificate 3) will be eligible for the award of an industry recognized certificate, will receive credit for a VCE 3 & 4 sequence and will receive a Study Score that contributes to their ATAR.

**THE VICTORIAN
CERTIFICATE OF
APPLIED
LEARNING
VCAL
YEARS 11 AND 12**

PERSONAL DEVELOPMENT SKILLS

OVERVIEW

This unit focuses on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. This unit is delivered at 3 levels, Foundation, Intermediate and Senior.

Unit 1

Students are required to plan, organise and manage an activity that involves demonstrating an understanding of cultural values and cultural awareness.

Unit 2

Students are required to plan, organise and manage a specialist or technical activity.

Assessment for these units is of a practical nature where students demonstrate the necessary skills required to gain successful completion in the unit.

Sample of the projects completed

- Loreto College Chapel Tours
- Planning and researching a Melbourne CBD excursion
- Planning and carrying out a personal project.

LITERACY SKILLS

PREAMBLE

VCAL Literacy involves the study of both reading and writing a range of texts and the study of oral communication.

UNIT 1: LITERACY FOR READING AND WRITING

The purpose of this unit is to enable learners to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, learners produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the learner identifies the views shaping the text and the devices used to present that view and expresses an opinion on the effectiveness and content of the text.

UNIT 2: ORAL COMMUNICATION

At the end of this unit learners will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

Texts used in VCAL Literacy may be negotiated with the teacher, but would include texts considered 'everyday' texts; such as: newspapers, film, song, novels etc.

* Please note—these two units are studied concurrently.

SAMPLES OF PROJECTS COMPLETED

Producing resources and fundraising for Loreto Vietnam.
Planning and presenting a walking tour of Melbourne CBD
Study of film as text to explore contemporary issues
Study of a Theatre performance
Producing a personal visual diary.

NUMERACY SKILLS

OVERVIEW

The purpose of the Numeracy Unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives.

SKILLS COVERED

Topics are measurement, shape, numbers and graphs. Numeracy is delivered at three levels, foundation, intermediate and senior depending on ability.

SAMPLES OF PROJECTS COMPLETED

Design and construction project.
Planning itineraries and organising a trip.
Design, Carry out and interpret a survey.
Budgeting and personal finance.

WORK RELATED SKILLS

OVERVIEW

In this strand you study units that will help prepare you for further study or work.

You will focus on the required employability skills expected in the workplace of communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, using technology and learning.

In order to develop employability skills VCAL at Loreto gives you the choice of completing a Vocational Education in Schools (VETiS) program or a School-based Apprenticeship or Traineeship. This allows you to participate in a **Structured Workplace Learning (SWL)** placement for one day per week to gain first-hand experience of a workplace that is linked to your VET studies.

When completing Units 1 & 2 of Work Related Skills you will work as part of a team as well as independently. Some of the topics covered in this strand include but are not limited to: Occupational Health and Safety (OH&S), work projects related to student interests, preparation for employment—letter, resumes and interview skills as well as research and exploration of further education and pathways planning into a career.

SAMPLES OF PROJECTS COMPLETED

OH&S activities

Pathway research and identification and planning

Production of Resume and application documents

Preparation of a Personal Portfolio

Work placement (external to Loreto)

Group Projects

Individual Project

Questions I need answered ...

Question:

Answer:

Question:

Answer:

Question:

Answer:

Question:

Answer:

Question:

Answer:



Educating young women for the 21st century