



**NORTHCOTE
HIGH SCHOOL**

SENIOR YEARS SUBJECT HANDBOOK

FOR YEARS 11 & 12 2020



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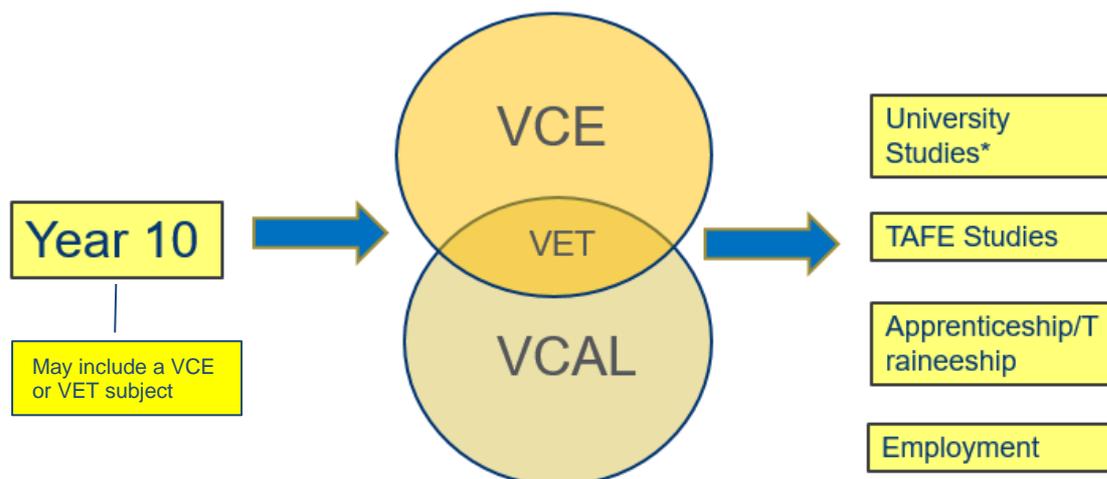
Welcome to the Senior Years

Congratulations! You are about to embark on an exciting journey: your final two years of secondary school. This is a time of increased independence, exploring the pathways and passions that will take you beyond our school and on to your next learning experiences. You will work hard, but many senior students report that it is these two years in which relationships with peers and teachers develop and strengthen to a richly rewarding level.

This handbook is here to provide you with an overview of the many academic and vocational opportunities available to you at Northcote High School. Read it and seek information from teachers and at the course expos, and discuss your options with your family, tutor and the people who know you, your learning and your goals well.

Your options in Years 11 and 12

At Northcote, you can complete the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). In addition, you can undertake Vocational Education and Training (VET) subjects. These count towards the VCE, and are a required part of the VCAL program. Information about all these options is contained in this handbook.



*Students wishing to pursue Bachelor degree level studies at university directly after secondary schooling are encouraged to complete their VCE with an ATAR score

*Students wishing to transfer to VCAL in Y12 must have studies a VET course

A scored VCE provides you with an ATAR score, which helps you to directly access tertiary education at university. A VCAL pathway is designed more to lead to TAFE studies, an apprenticeship or employment. However, you may still be able to access university courses after some bridging studies.



The VCE program at Northcote

The VCE program covers both Years 11 & 12 and involves four semesters (half years) of work. Over these four semesters students will normally take a total of 22 semester-length units. These will include:

- a) four units of English (any of the English subjects, one per semester)
- b) six units (1 / 2) *per semester* in Year 11
- c) five *sequences* (Units 3&4) in Year 12

Units 3&4 are taken as a sequence.

To be awarded the Victorian Certificate of Education, a student must satisfactorily complete at least sixteen units, including:

- a) at least three units of English (one of which must be at 3/4 level)
- b) at least three sequences of Unit 3&4 level studies other than English.

Most students will do Units 1&2 at Year 11 and Units 3&4 at Year 12. Some Year 10 students will be able to take a Unit 1/2 subject if their Year 9 results and work ethic are very good. Similarly some Year 11 students will be able to take a Unit 3&4 sequence if they continue to display high results and an excellent work ethic. Studying a Unit 3&4 sequence at Year 11 gives you an extra subject that can count towards your ATAR score. Students who study a Unit 3&4 sequence at Year 11 are still expected to undertake 5 sequences in Year 12.

There are no pre-requisites for entry to Unit 1,2 or 3 subjects. However, many subjects build knowledge and skills sequentially, so it is an advantage to have undertaken the earlier studies. Advice regarding this is contained in this handbook, and can be discussed in more detail with the recommended subject teachers.

Useful information

The course selection process provides you with many opportunities to consider and discuss your preferred pathway. It is important that you engage in all of the Connect sessions, information evenings and course expos offered. Our Careers Practitioner is also an excellent source of advice – see the [myNorthcoteHigh Careers Page](#) for links, information and appointment booking.

The [Victorian Curriculum and Assessment Authority \(VCAA\)](#) is also a great resource regarding VCE, VET and VCAL. On their website you will find all the VCE Study Designs (the required knowledge, skills and outcomes for each subject) as well as other useful information.

There are also important rules, procedures and expectations associated with obtaining a senior secondary school certificate. You will be provided with a Senior Years Handbook at the start of Year 11 which will outline these. For example, it's important that you know your responsibilities around attendance, work completion and plagiarism. Your Senior Sub-School team and tutor will work with you to make sure you understand these.



English Units 1&2

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

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

In **Unit 2** students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Assessment

- Analytical response to text
- Creative response to text
- Analysing the use of argument and persuasive language in texts
- Presenting an argument (oral)
- Comparative analytical response to two texts

Advice to students

English would suit any student with an interest in reading and closely engaging with variety of texts including short stories, plays, contemporary novels and film. This subject will enable students to also think critically about the ideas and arguments of others and the use of language to persuade and influence audiences.

For further information see

Rebekah Keenan Mount (Head of English)

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf>



English Units 3&4

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. This study will build on the learning established in English Units 1&2.

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

In **Unit 4** students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Assessment

- Analytical response to text
- Creative response to text
- Analysing the use of argument and persuasive language in texts
- Presenting an argument (oral)
- Comparative analytical response to two texts
- External exam

Advice to students

English would suit any student with an interest in reading and closely engaging with variety of texts including short stories, contemporary novels and film. This subject will enable students to also think critically about the ideas and argument of others and the use of language to persuade and influence audiences.

Students interested in undertaking English Units 3&4 are recommended, but not required, to study Units 1&2.

For further information see

Rebekah Keenan Mount (Head of English)

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf>



English as an Additional Language

EAL Units 1&2

The study of English as an Additional Language (EAL) contributes to the development of literate individuals capable of critical and creative thinking. This study also develops students' ability analyse texts, moving from interpretation to reflection and critical analysis. In EAL, students also develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

In **Unit 1** students read and respond to texts analytically. They analyse arguments and the use of persuasive language in texts.

In **Unit 2** students compare the presentation of ideas, issues and themes in two selected texts. They create their own texts intended to position audiences.

Assessment

- Analytical response to text
- Analysing the use of argument and persuasive language in texts
- Comprehension of a spoken text
- Comparative analytical response to two texts
- Presenting an argument to position an audience (oral)

Advice to students

For Units 1&2, provision for English as an Additional Language (EAL) students is a matter for school decision. For Units 3&4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL.

For further information see

Effie Sgardelis, Jonathan Hoon, Rebekah Keenan Mount (Head of English)

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf>



English as an Additional Language

EAL Units 3&4

The study of English as an Additional Language (EAL) contributes to the development of literate individuals capable of critical and creative thinking. This study also develops students' ability analyse texts, moving from interpretation to reflection and critical analysis. In EAL, students also develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

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

In **Unit 4** students compare the presentation of ideas, issues and themes in two selected texts. They create their own texts intended to position audiences.

Assessment

- Analytical response to text
- Analysing the use of argument and persuasive language in texts
- Comprehension of a spoken text
- Comparative analytical response to two texts
- Presenting an argument to position an audience (oral)
- External exam

Advice to students

For Units 3&4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL.

For further information see

Effie Sgardelis, Jonathan Hoon, Rebekah Keenan Mount (Head of English)

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf>



English Language Units 1&2

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form.

Unit 1: Language and communication. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Unit 2: Language Change. In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics.

Assessment

- Written and Spoken Modes Analysis
- Essays
- Conference Poster: History of English
- Research and Presentations
- Report: A Variety of English

Advice to students

English Language would suit any student with an interest in how language functions. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. Text studies are a key part of this study.

Students interested in undertaking English Language Units 3&4 are strongly recommended, but not required, to take Units 1&2.

For further information see

Prue Morris, Josh Melican, Josh Arandt, Rebekah Keenan Mount (Head of English)

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/EnglishLanguageSD_2016.pdf



English Language Units 3&4

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form.

Unit 1: Language variation and social purpose. In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Unit 2: Language variation and identity. In this unit students focus on the role of language in establishing and challenging different identities. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups.

Assessment

- Discourse analyses of spoken and written texts
- Essay: English in Australia
- Essay: Australian English and Identity
- External exam

Advice to students

English Language would suit any student with an interest in how language functions. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. Text studies are a key part of this study.

Students interested in undertaking English Language Units 3&4 are strongly recommended, but not required, to take Units 1&2.

For further information see

Prue Morris, Josh Melican, Josh Arandt, Rebekah Keenan Mount (Head of English)

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/EnglishLanguageSD_2016.pdf



Literature Units 1&2

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. Students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

Unit 1: Approaches to literature. In this unit, students focus on the ways in which the interaction between text and reader creates meaning. 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. Students analyse the similarities and differences across and between texts; engage in close reading of texts and create evidence-based analytical responses. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Assessment

- Close analysis of selected poems in written form
- Oral presentation on the ideas and concerns in a film text
- Analysis of the ways a text from a past era and/or a different culture reflect the ideas and concerns of individuals and groups in that context
- A comparative essay considering the dialogic nature of texts

Advice to students

Literature would suit any student with an interest in engaging deeply and critically with a range of literature including: poetry, multimodal texts (e.g. film), contemporary texts, Australian texts and texts from past eras and other cultures.

Students interested in undertaking Literature Units 3&4 are strongly recommended to take Units 1&2.

For further information see

Martin Ramsay, David Norman, Alora Young, Rebekah Keenan Mount (Head of English)

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/literature/LiteratureSD-2016.pdf>



Literature Units 3&4

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. Students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form.

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.

Unit 4: Interpretation 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.

Assessment

- Adaptation of a text into a different form
- Creative response to a text
- Interpretation of a text using two different literary perspectives
- Interpretation of a text, supported by close textual analysis.

Advice to students

Literature would suit any student with an interest in engaging deeply and critically with a range of literature including: poetry, multimodal texts (e.g. film), contemporary texts, Australian texts and texts from past eras and other cultures.

Students interested in undertaking Literature Units 3&4 are strongly recommended to take Units 1&2.

For further information see

Martin Ramsay, Lincoln Lefevre, Rebekah Keenan Mount (Head of English)

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/literature/LiteratureSD-2016.pdf>



Design and Technology

Computing Units 1&2

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Unit 1

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks to design a network solution that meets an identified need or opportunity. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software.

Assessment

Unit 1

- Infographic
- Home Network Design
- Issue-Based Site
- Exam

Unit 2

- Programming Portfolio
- Data Analysis
- Database Solution
- Exam

Advice to students

Students are required to bring their own laptop and charger to class daily.

For further information see

Erik Koopmans, Peter Murphy

Relevant Links

<https://www.vcaa.vic.edu.au/Documents/vce/computing/ComputingSD-2016.pdf>



Design and Technology

Software Development Units 3&4

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Unit 3

In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology. In Area of Study 1 students respond to given software designs and develop a set of working modules through the use of a programming language. In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Unit 4

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Assessment

Units 3&4

- Programming Modules 10%
- School Assessed Task (Design and Solution) 30%
- Analysis of Information Systems 10%
- Exam 50%

Advice to students

Students are required to bring their own laptop and charger to class daily.

For further information see

Erik Koopmans, Peter Murphy

Relevant Links

<https://www.vcaa.vic.edu.au/Documents/vce/computing/ComputingSD-2016.pdf>



Design and Technology

Product Design and Technology Units 1&2 (Wood/Metal/Plastics or Textiles)

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products.

Unit 1

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

Unit 2

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

Assessment

- Portfolio
- Product
- Exam

Advice to students

Students are required to purchase an A3 portfolio case.

For further information see

Peter Murphy, Rohan Bevan (Wood/Metal/Plastics)
Sarah Grinzi, Connie Stewart (Textiles)

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/ProductDesignTechnology_SD_2018.pdf



Design and Technology

Product Design and Technology Units 3&4 (Wood/Metal/Plastics or Textiles)

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products.

Unit 3

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

Unit 4

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

Assessment

- School Assessed Task (Portfolio and Product) 50%
- 3 x School Assessed Coursework 20%
- Exam 30%

Advice to students

Students are required to purchase an A3 portfolio case.
Students may be expected to pay up to \$100 for materials in Unit 3/4

For further information see

Peter Murphy, Rohan Bevan (Wood/Metal/Plastics)
Sarah Grinzi, Connie Stewart (Textiles)

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/productdesign-and-technology/ProductDesignTechnology_SD_2018.pdf



Food Studies Units 1&2

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills

Unit 1: Food Origins

Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food and prepared its food throughout history and consider the origins and significance of food through inquiry into particular food-producing regions of the world. Students build on this knowledge to focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. The acquired knowledge is used in the preparation (cooking) of food during practical classes

Unit 2: Food Makers

This unit investigates food systems in contemporary Australia. Students examine commercial food production industries and compare this to food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

Assessment

- Practical Work (Folio of 3 practical classes and written evaluations)
- Comparative Food Testing Analysis
- Research Activity – What is Australian Cuisine – a study of an Australian food icon
- Exam

Advice to students

It is highly recommended that students who are interested in undertaking Food Studies Units 3&4 take Units 1&2

For further information see

Lorraine Lockhart, Lynn Delahunty

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/FoodStudiesSD_2017.pdf



Food Studies Units 3&4

Unit 3: Food in Daily Life

This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, the microbiology of digestion and functional and dietary properties of food. 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 consider 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 develop an understanding of the skills and habits that empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. 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.

Assessment

- A range of practical activities and records of practical activities
- Tests: Data analysis; short answer; structured questions
- a written report that includes a selected food related topic, explanation of concerns related to environment, ethics and/or equity
- End of year exam

Advice to students

It is strongly recommended that students who study Unit 3 & 4 Food Studies have studied Unit 1 & 2 Food Studies

For further information see

Lorraine Lockhart, Lynn Delahunty

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/FoodStudiesSD_2017.pdf



Health and Physical Education

Health and Human Development Units 1&2

Unit 1

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2

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

Assessment

- Data analysis
- Case study
- Research task
- Structured Questions

Advice to students

Units 1&2 are sequential to Units 3&4, however not essential.

For further information see

Carolyn Richards, Lorraine Lockhart, Katie Archibald

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevlopment/HealthHumanDevSD-2018.pdf>



Health and Physical Education

Health and Human Development Units 3&4

Unit 3 looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students focus on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4 examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students explore global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Assessment

- Data analysis
- Case study analysis
- Research task
- Structured Questions

Advice to students

Units 1&2 are sequential to Units 3&4, however not essential.

For further information see

Carolyn Richards, Lorraine Lockhart, Katie Archibald

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevlopment/HealthHumanDevSD-2018.pdf>



Health and Physical Education

Outdoor & Environmental Studies Units 1&2

Unit 1 examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2 focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

Assessment

- Practical journals
- Gear and technology report
- Written reports
- Multimedia Presentations

Advice to students

There is a cost of camps/excursions and related activities associated with this course (approx \$800). Students are expected to complete all practical components. Students interested in undertaking Units 3&4 are advised to take Units 1&2. Students may wish to consider undertaking this subject whilst in Years 10 and 11 as there is time away on camps involved in Units 1-4.

For further information see

Steven Flight, Rachael Malcolm

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/outdoor/OutdoorES_SD_2018.pdf



Health and Physical Education

Outdoor & Environmental Studies Units 3&4

Unit 3 focuses on the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments and examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

In **Unit 4** students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ.

Assessment

- Practical Journals
- Case studies
- Structured questions
- Data analysis
- Written Report

Advice to students

There is a cost of camps/excursions and related activities associated with this course (approx \$800). Students are expected to complete all practical components. Students interested in undertaking Units 3&4 are advised to take Units 1&2. Students may wish to consider undertaking this subject whilst in Years 10 and 11 due to time away on camps.

For further information see

Steven Flight, Rachael Malcolm

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/outdoor/OutdoorES_SD_2018.pdf



Health and Physical Education

Physical Education Units 1&2

In **Unit 1** 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. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity and 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. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2 develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level.

Assessment

- Practical Workbook
- Structured questions tests
- Case study
- Inquiry based projects

Advice to students

Students are expected to participate in physical activity to support the theory content. There is strong connections between the **practical and theory components**.

For further information see

Jane Lange, Richard Ogilvie, Cathy Lester, Steven Flight, Megan Young

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD_2017.pdf



Health and Physical Education

Physical Education Units 3&4

Unit 3 introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

In **Unit 4** 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. 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 from a theoretical perspective.

Assessment

- Laboratory reports
- Structured questions tests
- Data analysis
- Case studies
- Practical Workbook

Advice to students

Students are expected to participate in physical activity to support the theory content. There is strong connections between the practical and theory components.

For further information see

Katie Archibald, Cathy Lester, Megan Young

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD_2017.pdf



Health and Physical Education

Cert III VET Sport & Recreation Units 1-4

This certificate is a popular VET in school course, delivered over a 12 to 24 month period. This course offers students a vocational qualification. The course structure can be contextualised to your state's education system and timetable requirements.

Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry.

Learning Areas

- Planning a session & facilitating groups
- Conducting warm-up & cool-down programs
- Safety & the sport environment
- Social media & creative thinking
- First aid & emergency situations
- Managing conflict

Assessment

- VCE Scored assessments
- Competency based written tasks
- Observations of practical skills
- Portfolio
- End of year Exam

Advice to students

VCE Study Score available. All units to be completed to gain the full Certificate III award. This is an accredited VET subject that is usually run on-campus at NHS (subject to student numbers).

For further information see

Meredith Gollan, Katie Archibald

Martin Ramsay regarding general VET questions



Humanities - Business and Economics

Accounting Units 1&2

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

Unit 1 This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Unit 2 In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Assessment

- Work book theory questions and exercises
- Research reports
- Tests
- Exam

Advice to students

Accounting would suit any student with an interest in business and students who are planning to study commerce at a tertiary level. Students interested in undertaking Accounting Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Bill Neal, Harriette Barclay

Relevant links

<https://www.vcaa.vic.edu.au/Pages/vce/studies/account/accountindex.aspx>



Humanities - Business and Economics

Accounting Units 3&4

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

Unit 3 This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Unit 4 In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Assessment

- Work book theory questions and exercises
- Tests
- Exam

Advice to students

Accounting would suit any student with an interest in business and students who are planning to study commerce at a tertiary level.

Students interested in undertaking Accounting Units 3&4 are recommended, but not required, to take Units 1&2.

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Bill Neal, Harriette Barclay

Relevant links

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Humanities - Business and Economics

Business Management Units 1&2

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

Unit 1 investigates how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students develop their knowledge of business environments including the impact of changing customer needs and emerging technologies including how they can affect business decisions and planning.

Unit 2 explores the different phases of a business's life. This unit also focuses on staffing requirements, an understanding of the financial planning demands on businesses, marketing and public relations in order to better appreciate and understand the various challenges faced by businesses when making decisions.

Assessment

- Ongoing coursework
- Contemporary business case studies
- School Assessed Coursework (SACs)
- Exams

Advice to students

Business Management would suit any student with an interest in the world of business and resource management. Selecting this course will develop the knowledge and skills to enhance confidence and ability to participate effectively as future ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Students interested in undertaking Business Management Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Jai Rochester, Rohan Hamit

Relevant links

<https://www.vcaa.vic.edu.au/Pages/vce/studies/busmngmnt/businesstindex.aspx>



Humanities - Business and Economics

Business Management Units 3&4

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

Unit 3 examines the key processes and issues related to managing a business. Students will examine the different types of businesses and their objectives. They will give close consideration of issues related to corporate culture, management styles and skills, and the relationship between them. Finally, students will investigate strategies used to manage staff and business operations.

Unit 4 analyses the use of key performance indicators to review the performance of businesses. The management of change and strategies used to successfully change are examined, along with an investigation into the importance of leadership at a time of change.

Assessment

- Ongoing coursework
- Contemporary business case studies
- School Assessed Coursework (SACs)
- Exam

Advice to students

Business Management would suit any student with an interest in the world of business and resource management. Selecting this course will develop the knowledge and skills to enhance confidence and ability to participate effectively as future ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. Further study can lead to specialisation in areas such as marketing, public relations and event management.

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Humanities - Business and Economics

Economics Units 1&2

Economics is the study of how resources are allocated to meet the needs and wants of society. It explains how and why individuals behave the way they do and the consequences of their decision making. Students gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens.

Unit 1: explore some fundamental economic concepts. Students examine basic economic models and investigate motivations and consequences of both consumer and business behaviour. Students examine microeconomics to explain changes in prices and quantities traded and gain insight into the factors that may affect the way resources are allocated in an economy.

Unit 2: focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. Students explore how economic growth is shared in an economy and understand efforts to increase economic efficiency, leading to a more inequitable distribution of income. They evaluate the role of government intervention in markets with reference to equality.

Assessment

- Short-answer and multiple choice questions, including case studies
- Research reports
- Exam

Advice to students

Economics would suit any student with an interest in business or politics. This subject focuses on contemporary issues in the wider Australian economy and interlinks this with theoretical understanding.

Students interested in undertaking Economics Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Harriette Barclay, Bill Neal, Liz Lenthall (Head of Humanities)

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/economics/EconomicsSD-2017.pdf>



Humanities - Business and Economics

Economics Units 3&4

Economics is the study of how resources are allocated to meet the needs and wants of society. It explains how and why individuals behave the way they do and the consequences of their decision making. Students gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens.

Unit 3: Focus on factors that influence the level of aggregate demand and aggregate supply in the economy and determination of how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards. Students explore the influence of Australia's international transactions and how this and trade liberalisation may influence the current account balance, the domestic macroeconomic goals and living standards in Australia.

Unit 4: focus how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and aggregate supply and the achievement of domestic macroeconomic goals. Students examine the last two Australian Government budgets and current monetary policy, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals.

Assessment

- Short-answer and multiple choice questions, including case studies
- Research reports
- Exam

Advice to students

Economics would suit any student with an interest in business or politics. This subject focuses on contemporary issues in the wider Australian economy and interlinks this with theoretical understanding.

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Relevant links

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Humanities - Business and Economics

Legal Studies Units 1&2

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

Unit 1 examines legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Unit 2 focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.

Assessment

- Structured questions
- Case studies
- Research reports
- Exam

Advice to students

Legal Studies would suit any student with an interest in law, social justice, or crime. Legal Studies enables students to become active and informed citizens by developing knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students interested in undertaking Legal Studies Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

David Adam, Allira Scott, Marlee Zirkler

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf



Humanities - Business and Economics

Legal Studies Units 3&4

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

Unit 3 examines the Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

Unit 4 focuses on an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making.

Assessment

- Structured questions
- Case studies
- Exam

Advice to students

Legal Studies would suit any student with an interest in law, social justice, or crime. Legal Studies enables students to become active and informed citizens by developing knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students interested in undertaking Legal Studies Units 3&4 are recommended, but not required, to take Units 1&2.

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Humanities - Geography

Geography Units 1&2

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. It enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface.

Unit 1: Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Assessment

- Structured Questions
- Case Studies
- Fieldwork
- Fieldtrip Report
- Exam

Advice to students

Students who are intrigued by finding the answers to key questions about our earth and who are interested in the earth's natural environment and the way in which humans connect and manage the land will be suited to Geography.

There is a fieldtrip for both Units 1&2, which will be strengthen understanding on key content. Students should note that while there are no prerequisites for entry it is strongly recommended that students undertake Units 1&2 to better understand Units 3&4.

For further information see

Courtney Lever & Alana Smith

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD_2016.pdf



Humanities - Geography

Geography Unit 3&4

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world, enabling students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface

Unit 3: Changing the land

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

Unit 4: Human population – trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Assessment

- Structured Questions
- Case Studies
- Fieldwork
- Fieldtrip Report
- Data Interpretation and Analysis
- Exam

Advice to students

There is a fieldtrip for Unit 3. Students should note that while there are no prerequisites for entry it is strongly recommended that students undertake Units 1&2 to better understand Units 3&4.

For further information see

Courtney Lever & Alana Smith

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD_2016.pdf



Ancient History Units 1&2

Mesopotamia and Egypt were the founding civilisations of Humanity and the birthplace of many different aspects of society (writing, the wheel, standing army, agriculture, etc.) Students explore the development of these societies and the sources of our knowledge of these great civilisations.

Unit 1 – Ancient Mesopotamia

Students explore Ancient Mesopotamia, the land between the two rivers, often described as 'the cradle of civilisation'. They investigate the growth of cities and empires in Ancient Mesopotamia, as well as the development of writing, from simple accounts to the creation of literature. This unit will explore from that growth of cities in approximately 3500 BCE to the rise and fall of the Assyrian Empire in 612 BCE.

Unit 2 – Ancient Egypt

Students explore the enduring civilisation of the Nile River and the Egyptian civilisation of approximately 3000 years, when Egypt was able to dominate the area and was not threatened by its neighbours. Students will examine the sources available, including the funerary practices that lead to Mummies and Pyramids, and the rise and falls of Kingdoms from the beginning of the Early Dynastic Period in 2920 BCE to the end of the Seventeenth Dynasty in 1550 BCE.

Assessment

- An analysis of primary sources
- A historical inquiry
- An analysis of historical interpretations
- An essay

Advice to students

Ancient History suits students with an interest in the ancient world and in history more generally. Students who enjoy Classical Studies will also find it of interest. The course involves the study of primary and secondary sources and some self-directed inquiry. It follows into Ancient History Units 3/4, as well as skills crossover with History: Revolutions 3/4.

For further information see

Carlene Wilson, Paul-Micah Sullivan, Heath Thompson, Liz Lenthall (Head of Humanities)

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/history/HistorySD-2016.pdf>



Ancient History Units 3&4

Egypt and Rome were major civilisations of the ancient Mediterranean. They have bestowed a powerful legacy on the contemporary world. Students explore the structures of these societies and a period of crisis in its history.

Unit 3 – Egypt

Students examine the social, political and economic features of life during the New Kingdom. They investigate the features of Thebes to 1069 BC. They examine causes and consequences of warfare and its effect on the social, political and economic life of New Kingdom Egypt. They also explore the tensions of the Amarna Period.

Unit 4 – Rome

Students examine social, political and economic features of the early development of Rome and life under the Kings. They also investigate the social, political and economic features of the Roman Republic. Furthermore, they examine the causes and consequences of the conflict between Rome and Carthage. They also explore the demise of the Republic.

Assessment

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay

Advice to students

Ancient History suits students with an interest in the ancient world and in history more generally. Students who enjoy Classical Studies will also find it of interest. The course involves the study of primary and secondary sources and some self-directed inquiry.

For further information see

Carlene Wilson, Paul-Micah Sullivan, Heath Thompson, Liz Lenthall (Head of Humanities)

Relevant links

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Twentieth Century History Units 1&2

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place.

Unit 1: Twentieth-Century History (1918 - 1939)

In this unit, students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come.

Unit 2: Twentieth-Century History (1945 – 2000)

In this unit, students explore the nature and impact of the Cold War and the challenges and changes to the existing political, economic and social arrangements in the second half of the twentieth century, including the establishment of the United and the competing ideologies of democracy and communism in the context of the Cold War. Students explore the challenges and changes to the established order in many countries with the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Assessment

- Analysis of historical interpretations
- Essay
- Historical inquiry Research reports
- Analysis of primary sources
- Exam

For further information see

Zach Healey, Steve Hodder, Liz Lenthall (Head of Humanities)

Relevant links

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/history/Pages/Index.aspx>



Australian History Units 3&4

In VCE Australian History students explore four periods of time which span some of the transformative events and processes that developed and changed the nature of Australian society and created modern Australia. The first slice of time begins in the 1830s with the expansion of European control over much of southern Australia as squatters appropriated country inhabited by Aboriginal peoples. The remaining three time periods consider transformations undergone by the new Australian nation in the twentieth century.

Key areas of study include:

- The reshaping of Port Phillip District/Victoria, 1834–1860
- Making a people and a nation 1890–1920
- Crises that tested the nation 1929–1945
- Voices for change 1965–2000

Assessment

Each of the following four assessment tasks must be completed over Units 3&4:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay

Advice to students

It is recommended that students have undertaken either Units 1&2 Ancient History or 20th Century History before undertaking Units 3&4.

For further information see

Josh Melican, Paul Micah Sullivan or Liz Lenthall (Head of Humanities)

Relevant links

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/australianhistory/Pages/index.aspx>



History: Revolutions Units 3&4

History: Revolutions investigates the historical causes and consequences of the French and Russian Revolutions. Both revolutions played a significant role in the shaping of the modern world, and students investigate the challenges that go along with creating a new society.

Unit 3 – French Revolution

Students investigate the long and short term causes of the end of the absolute monarchy of France in 1789. They examine the attempts to create a new society based on reason and the different visions for society from the bourgeois and the working class. Students evaluate the reasons for the corruption of these visions by the reactions to the revolution, including government by terror and the conservative conclusion to the period in 1795.

Unit 4 – Russian Revolution

Students examine the conditions that gave rise to the overthrow of the Tsar in Russia in 1917, focusing on the different social classes and the impact of WW1. They investigate the attempt to create a Communist state and the challenges that the government faced from inside and outside of Russia. They also explore the role of leaders in the creation of the new society and the impact that the Revolution has on different social groups in Russia

Assessment

- A historical inquiry
- An analysis of primary sources
- An analysis of historical interpretations
- An essay

Advice to students

History: Revolutions suits students who are interested in changes in the modern world and in the impact of historical events on people and countries. Students who enjoy looking at different perspectives on the past and comparing how different people experienced history will also find it of interest. The course involves the study of primary and secondary source to develop arguments about the past and some self-directed inquiry.

For further information see

Paul-Micah Sullivan, Liz Lenthall (Head of Humanities)

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/history/HistorySD-2016.pdf>



Humanities - Interdisciplinary & other fields

Classical Studies Units 1&2

VCE Classical Studies is the study of works of literature, history, philosophy, art and architecture from ancient Greece and ancient Rome. It is a multidisciplinary study in which students examine works that have had an enduring influence on Western civilisation.

Unit 1 explores the myths of ancient Greece, the search for their origins and their contribution to classical culture. Students examine heroes, gods and monsters through a study of *The Iliad*; analyse how archaeology has informed understanding of ancient Greek myths and examine the representation and function of myths in a classical work such as *Oedipus the King*.

Unit 2 examines classical works across time, beginning with the study of ancient Greek society through an exploration of intellectual and material culture. Students analyse the ways in which classical works such as *Lysistrata* reveal and present aspects of ancient Greek society; and examine the lasting influence of classical works through a comparison with modern works.

Assessment

- Short-answer text analysis
- Research reports
- Analytical essays
- Exam

Advice to students

Classical Studies would suit any student with an interest in literature, history or philosophy. It is a truly interdisciplinary subject which draws on knowledge and skills from each of these fields. Text studies are a key part of this subject.

Students interested in undertaking Classical Studies Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Carlene Wilson, Ciar Foster, Liz Lenthall (Head of Humanities)

Relevant links

<https://www.vcaa.vic.edu.au/Pages/vce/studies/classical/classicalindex.aspx>



Humanities - Interdisciplinary & other fields

Classical Studies Units 3&4

Students engage with the intellectual and material culture of ancient Greece, working with translations. Students analyse individual works and engage with ideas and techniques that are used by particular writers and artists. They will also compare works, with particular reference to their socio-historic context.

Unit 3

Students will analyse a series of Attic vases. They will compare Sophocles' *Antigone* and Euripides' *Electra*

Unit 4

Students will analyse Aeschylus' *Agamemnon*. They will compare Aeschylus' *The Persians* and Herodotus' *The Histories*.

Assessment

- Short-answer analysis of objects/texts
- Comparative essays
- Exam

Advice to students

Classical Studies is an interdisciplinary subject suitable for anyone who enjoys literature, philosophy or history. Completing the Unit 1 and 2 course is not a prerequisite, but is advised. The course involves detailed text and art study.

For further information see

Carlene Wilson, Ciar Foster, Liz Lenthall (Head of Humanities)

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/classical/ClassicalStudiesSD_2019.pdf



Humanities - Interdisciplinary & other fields

Extended Investigation Units 3&4

Extended investigation provides an opportunity for students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question.

It enhances the students' understanding of what constitutes both a good research question and an ethical, robust, disciplined and rational approach to interpreting and evaluating evidence in order to answer such questions. Within the study, issues around the ethics of research are covered.

It considers how research questions are developed and focused to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. The individual investigation question developed by each student facilitates the exploration of a range of potential research outcomes and allows students to engage more deeply with an area of interest to them.

Students conduct a relevant literature review and develop project management knowledge and skills, and ways of effectively presenting and communicating results. Students are introduced to a broad classification of research methods and their comparative suitability for the investigation of particular questions.

Assessment

- Folio – 3 to 4 written pieces developing critical thinking
- Written research plan
- Written report
- Oral report

Advice to students

There are no prerequisites for undertaking Extended Investigation. Students considering undertaking the units should be confident, independent and self-managed learners.

For further information see

Carlene Wilson, Kevin Hoole

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/extendedinvestigation/Extended_Investigation_SD_2019.pdf



Humanities - Interdisciplinary & other fields

Australian and Global Politics Units 1&2

VCE Australian and Global Politics offers students the opportunity to engage in a range of political, social and economic issues, and to become informed citizens, voters and participants in and observers of their local, national and international communities.

Unit 1 - In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and the development of government systems around the world. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

Unit 2 - This unit introduces students to the global community and the global actors that are part of this community. Students will explore the ways lives have been affected by the increased interconnectedness of the world through the process of social, political and economic globalisation. Student consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability

Assessment

- Presentations
- Research reports
- Analytical essays
- Exam

Advice to students

Australian and Global Politics would suit students with an interest in the world, history, politics and the interrelation between people and government. It is a truly interdisciplinary subject which draws on knowledge and skills from each of these fields.

Students interested in undertaking Global Politics 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Marlee Zirkler

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/politics/AustGlobalPoliticsSD_2018.pdf



Humanities - Interdisciplinary & other fields

Global Politics Units 3&4

Unit 3 - This unit investigates the role of key global actors in international politics, including the United Nations, the International Monetary Fund and non-state actors such as environmental groups and organised religions. Students also examine the foreign policy of one state in the Asia-Pacific region.

Unit 4 - This unit focuses on the ethical considerations in regard to international issues such as refugees, weapons proliferation and global economic development. Students also examine international crises and the way in which the international community responds to them.

Assessment

- Ongoing coursework
- School Assessed Coursework (SAC)
- Exam

Advice to students

There are no prerequisites for entry into Unit 3 & 4 Global Politics. Students are able to study Units 3&4 Global Politics in Year 11 or Year 12.

Possible Pathways

Students may wish to study Global Politics at either Year 11 or Year 12. Students in Year 11 who wish to attempt a Unit 3 & 4 subject may find Global Politics an attractive option, while students in Year 12 who have already completed some Unit 3 & 4 subjects may wish to expand their options, improve their general knowledge and pursue the prospect of a better result in this subject.

For further information see

Zachary Healey, Jai Rochester, Paul Micah – Sullivan

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/politics/AustGlobalPoliticsSD_2018.pdf



Humanities - Interdisciplinary & other fields

Philosophy Units 1&2

VCE Philosophy is a broad introduction to western philosophy and its methods of inquiry. Students explore what philosophers have written and said about existence, knowledge, ethical and political values, and beauty. However the key emphasis is on doing philosophy. Students will develop their reasoning and logical skills to evaluate ideas and come up with their own ideas.

Unit 1 explores existence, knowledge, and reasoning. The study of what exists and what reality is like (metaphysics) will lead students to investigate many large and puzzling questions such as ‘does God exist?’ and ‘do our minds influence the world around us?’ The study of knowledge (epistemology) will prompt students to examine how we know things and whether we can really know anything. Crucially, students learn inquiry skills to enable them to dig into these big questions.

Unit 2 explores questions of value. Students will consider ethical values and where they come from and will ultimately need to justify their decisions about what the right thing to do and the wrong thing to do is. Students will also investigate values relevant to political thinking, such as ‘justice’, ‘equality’, and ‘freedom’. Finally, the study of aesthetic value will lead to an inquiry into ‘what is art?’ and ‘what makes something beautiful?’

Assessment

- Short-answer questions
- Extended responses
- Essays
- Exam

Advice to students

Philosophy is an interesting, deep thinking, and academic subject for students who can develop their own ideas through both writing and speaking.

Students interested in undertaking Philosophy Units 3&4 are recommended, but not required, to take Units 1&2.

For further information see

Elliot Wall, Chris Fotinopoulos, Josh Melican, Heath Thompson

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/philosophy/PhilosophySD_2019.pdf



Humanities - Interdisciplinary & other fields

Philosophy Units 3&4

Unit 3

This unit revisits the issues associated with Philosophy of Mind in greater detail, with studies of the work of Descartes, Nagel and Smart on the subject. Students are also introduced to the problem of 'self' and identity through the works of Locke, Hume and Michaels. Students will not only analyse the ideas of these philosophers in depth but will also be called upon to apply their teachings to contemporary issues.

Unit 4

This unit focuses on what it means to live a 'good life'. Through the works of Plato, Aristotle, Nietzsche and Wolf, students will be asked to consider the role that happiness, self-discipline, morality and altruism can play in leading a rich and full life. As well as critically analysing the work of these philosophers, students will be required to apply their ideas to our contemporary society.

Assessment

- Ongoing coursework
- School Assessed Coursework
- Exam

Advice to students

There are no prerequisites for entry into Unit 3 Philosophy, although it is strongly recommended that students complete Unit 1 & 2 Philosophy before entering Unit 3.

For further information see

Josh Melican, Kevin Hoole

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/philosophy/PhilosophySD_2019.pdf



Chinese First Language Units 1&2

Chinese aims to develop students' ability to use Chinese to communicate with others, to understand and appreciate their own and other cultures, to develop their understanding of language as a system and their potential to apply Chinese to work, further study, train or for leisure.

The language to be studied and assessed is the modern standard/official version of Chinese. Modern Standard Chinese is taken to be *putonghua* in the spoken form and simplified character text in the written form. This does not, however, preclude the use of written texts in full-form or complex (traditional) characters. Students may choose to use either complex or simplified characters in their writing.

Assessment

- Oral interactions (role plays, presentations or interviews)
- Listening and reading comprehensions
- Write informative, imaginative or personal texts

Advice to students

Chinese First Language is designed for students who will typically, have spent some time as a resident and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

For further information see

Lixia Wang, Hannah Zhang, Yongzhong Zhu

Relevant links

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chinese-firstlanguage/Pages/Index.aspx>



Chinese First Language Units 3&4

Chinese aims to develop students' ability to use Chinese to communicate with others, to understand and appreciate their own and other cultures, to develop their understanding of language as a system and their potential to apply Chinese to work, further study, train or for leisure.

The language to be studied and assessed is the modern standard/official version of Chinese. Modern Standard Chinese is taken to be *putonghua* in the spoken form and simplified character text in the written form. This does not, however, preclude the use of written texts in full-form or complex (traditional) characters. Students may choose to use either complex or simplified characters in their writing.

Assessment

- Express ideas through the production of original written texts.
- Analyse and use information from spoken texts.
- Exchange information, opinions and experiences (oral).
- Analyse and use information from written texts.
- Respond critically to spoken and written texts which reflect aspects of language and culture.
- External exam

Advice to students

Chinese First Language is designed for students who will typically, have spent some time as a resident and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication. Students must undertake Unit 3 prior to undertaking Unit 4.

For further information see

Lixia Wang, Hannah Zhang, Yongzhong Zhu

Relevant links

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chinese-firstlanguage/Pages/Index.aspx>



Languages

VET Chinese Certificate 3 (completed over Year 11 and 12)

The VCE VET Applied Language program aims:

- to provide participants with the language skills and cultural knowledge to enable them to communicate in social and workplace situations in a language other than English
- to enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Assessment

Certificate III in Applied Language provides four core units of competency

- Conduct routine oral communication for social purposes in Chinese
- Conduct routine workplace oral communication in Chinese
- Read and write routine documents for social purposes in Chinese
- Read and write routine workplace documents in Chinese

Advice to students

This program is especially attractive for students of non-Chinese speaking background and is based on competency rather than marks. Completion of the certificate 3 gives an increment to the ATAR (see link for further information). It is completed over Year 11 and 12.

For further information see

Hannah Zhang, Yongzhong Zhu

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vet/appliedlanguage/ExtractAppliedLanguage2018.pdf>

More information about VET and VCE

<https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/DownloadbySections.aspx>



Languages

French Units 1&2

French focuses on student participation in communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics.

In Units 1&2, students develop and extend their abilities in listening, speaking, reading, writing and viewing in French and develop cultural understanding in interpreting and using the language from a range of texts, activities and creations such as: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.

Assessment

- Oral interactions (role plays, presentations or interviews)
- Listening and reading comprehensions
- Write informative, imaginative or personal texts

Advice to students

French would suit any student with an interest for exploring other cultures (the francophone community is diverse) and a desire to communicate in French.

There are no prerequisites for entry to Units 1&2, however they are designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1. It is strongly advised to study units 1 to 4 as a sequence.

For further information see

Pierrick Hubert, Audra Keane

Relevant links

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/french/Pages/Index.aspx>



Languages

French Units 3&4

French focuses on student participation in communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics.

Unit 3 investigates the way French speakers interpret and express ideas and negotiate and persuade in French through the study of a range of sources. Students interpret information, inform others, and reflect upon and develop persuasive arguments.

Unit 4 investigates aspects of culture through a range of sources. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations.

Assessment

- Participate in a spoken exchange in French to resolve a personal issue
- Interpret information from texts and write responses in French.
- Express ideas in a personal, informative or imaginative piece of writing in French.
- Share information, ideas and opinions in a spoken exchange in French.
- Analyse information from written, spoken and viewed texts for use in a written response in French.
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in French.
- External exam

Advice to students

French would suit any student with an interest for exploring other cultures (the francophone community is diverse) and a desire to communicate in French.

It is strongly advised to study units 1 to 4 as a sequence.

For further information see

Pierrick Hubert

Relevant links

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/french/Pages/Index.aspx>



Greek Units 1&2

Greek focuses on student participation in communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics.

In Units 1&2, students develop and extend their abilities in listening, speaking, reading, writing and viewing in Greek and develop cultural understanding in interpreting and using the language from a range of texts, activities and creations such as: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.

The language to be studied and assessed is the modern standard version of Greek. Students are expected to know that dialects and language variations exist, but they are not required to study them.

Assessment

- Oral interactions (role plays, presentations or interviews)
- Listening and reading comprehensions
- Write informative, imaginative or personal texts

Advice to students

Greek would suit any student with an interest for exploring other cultures and a desire to communicate in Greek.

There are no prerequisites for entry to Units 1&2, however they are designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1. It is strongly advised to study units 1 to 4 as a sequence.

For further information see

Evangelia O'Hehir, Vicki Konstantinou

Relevant links

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/greek/Pages/Index.aspx>



Greek Units 3&4

Greek focuses on student participation in communication, interpreting the language of other speakers, and presenting information and ideas in Greek on a range of themes and topics.

The language to be studied and assessed is the modern standard version of Greek. Students are expected to know that regional dialects exist, but they are not required to study them.

Unit 3 investigates the way Greek speakers interpret and express ideas and negotiate and persuade in Greek through the study of a range of sources. Students interpret information, inform others, and reflect upon and develop persuasive arguments.

Unit 4 investigates aspects of culture through a range of sources. Students build on their knowledge of Greek-speaking communities, considering cultural perspectives and language and explaining personal observations.

Assessment

- Participate in a spoken exchange in Greek to resolve a personal issue
- Interpret information from texts and write responses in Greek.
- Express ideas in a personal, informative or imaginative piece of writing in Greek.
- Share information, ideas and opinions in a spoken exchange in Greek.
- Analyse information from written, spoken and viewed texts for use in a written response in Greek.
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Greek.
- External exam

Advice to students

Greek would suit any student with an interest for exploring other cultures and a desire to communicate in Greek

It is strongly advised to study units 1 to 4 as a sequence.

For further information see

Evangelia O’Hehir, Vicki Konstantinou

Relevant links

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/greek/Pages/Index.aspx>



Italian Units 1&2

Italian focuses on student participation in communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics.

In Units 1&2, students develop and extend their abilities in listening, speaking, reading, writing and viewing in Italian and develop cultural understanding in interpreting and using the language from a range of texts, activities and creations such as: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.

The language to be studied and assessed is the modern standard version of Italian. Students are expected to know that regional dialects exist, but they are not required to study them.

Assessment

- Oral interactions (role plays, presentations or interviews)
- Listening and reading comprehensions
- Write informative, imaginative or personal texts

Advice to students

Italian would suit any student with an interest for exploring other cultures and a desire to communicate in Italian.

There are no prerequisites for entry to Units 1&2, however they are designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1. It is strongly advised to study units 1 to 4 as a sequence.

For further information see

Arcangela Cappelli, Angela Odorisio

Relevant links

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/italian/Pages/Index.aspx>



Italian Units 3&4

Italian focuses on student participation in communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics.

The language to be studied and assessed is the modern standard version of Italian. Students are expected to know that regional dialects exist, but they are not required to study them.

Unit 3 investigates the way Italian speakers interpret and express ideas and negotiate and persuade in Italian through the study of a range of sources. Students interpret information, inform others, and reflect upon and develop persuasive arguments.

Unit 4 investigates aspects of culture through a range of sources. Students build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations.

Assessment

- Participate in a spoken exchange in Italian to resolve a personal issue
- Interpret information from texts and write responses in Italian.
- Express ideas in a personal, informative or imaginative piece of writing in Italian.
- Share information, ideas and opinions in a spoken exchange in Italian.
- Analyse information from written, spoken and viewed texts for use in a written response in Italian.
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian.
- External exam

Advice to students

Italian would suit any student with an interest for exploring other cultures and a desire to communicate in Italian. It is strongly advised to study units 1 to 4 as a sequence.

For further information see

Arcangela Cappelli, Angela Odorisio

Relevant links

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/italian/Pages/Index.aspx>



Foundation Mathematics Units 1&2

Foundation Mathematics has a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1&2 are:

- Space, shape and design
- Patterns and number
- Data
- Measurement

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology.

Assessment

- Credit Card Investigation Task
- Planning a Holiday SAC
- Numeracy Test

Advice to students

Foundation Mathematics provides for the mathematical development of students entering VCE who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics.

Northcote HS offers this subject to Year 10 students who do not wish to undertake VCE Mathematics in Year 11.

Students wishing to attempt Further Mathematics Units 3&4, would need to do satisfactorily complete General Further Mathematics Units 1&2 at a minimum.

For further information see

Cathy Lester

Adam Coxsell

Michael Waiser

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf>



General Mathematics Units 1&2

General Mathematics Units 1&2 provides preparation for study of VCE Further Mathematics at the Unit 3 and 4 level.

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Graphs of linear and non-linear relations' and 'Statistics'.

In undertaking these units, students are expected to be able to apply processes and techniques to both basic skill questions and analysis-style problems with the use of CAS technology. Connections to real life situations are a feature of these units.

Assessment

- Skill building tasks
- Skills Tests
- SACs (School Assessed Coursework)
- Examination 1 Multiple Choice (1.5 hours)
- Examination 2 Short Answer Analysis (1.5 hours)

Note: Skills Tests, SACs and Examinations are completed with a CAS calculator and a bound reference book.

Advice to students

Most students who undertake General Mathematics Units 1&2 proceed to take Further Mathematics Units 3&4 in year 12. Students may also choose not to continue with year 12 Mathematics units.

Students may also choose to take General Mathematics Units 1&2 concurrently with Mathematical Methods or on its own.

For further information see

Any NHS mathematics teacher.

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/MathematicsSD-2016.pdf>



Further Mathematics Units 3&4

Further Mathematics Units 3&4 provides general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important.

Further Mathematics consists of two areas of study, a compulsory Core area of study completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules: 'Matrices' and 'Graphs and relations'.

'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and 'Matrices' and 'Graphs and relations' each comprise 20 per cent of the content to be covered.

In undertaking these units, students are expected to be able to apply processes and techniques to both basic skill questions and analysis-style problems with the use of CAS technology.

Assessment

- Unit 3 and 4 School-assessed Coursework: 34 per cent
- Units 3&4 Examination 1: 33 per cent
- Units 3&4 Examination 2: 33 per cent

Advice to students

Students interested in undertaking Further Mathematics Units 3&4 are required to have undertaken General Mathematics Units 1&2 and/or Mathematical Methods Units 1&2.

Access to CAS technology is a requirement for satisfactory completion of Further Mathematics Units 3&4.

For further information see

Any NHS mathematics teacher.

Relevant links

<https://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/further/furthermathindex.aspx>



Mathematical Methods Units 1&2

Mathematical Methods is the study of mathematical functions and tools related to their analysis, including the use of CAS technology.

Unit 1 explores the properties of many fundamental mathematical functions, including polynomial functions, hyperbolae, exponential, logarithmic and circular functions. Key skills for this unit include solving algebraic equations, graphing functions and identifies features such as turning points, intercepts and asymptotes.

Unit 2 explores differentiation and integration of mathematical functions, including applications of these tools. Basic properties of probability and statistics are also explored. Key skills for this unit are finding rates of change and areas under curves.

Assessment

- Examination 1 (Technology free, no calculator, no notes)
- Standard Short Answer questions (60 minutes)
- Examination 2 (Technology active, using calculator and reference material)
 - Multiple Choice and Analysis Questions (90 minutes)
- SACs (School Assessed Coursework) – two or three per semester
- At least 80% completion of assigned work from the textbook is required to receive an S grade

Advice to students

Mathematical Methods would suit any student with a keen interest and demonstrated ability with algebra and with mathematical functions. Working with CAS technology is a key component of this subject.

Students interested in undertaking Mathematical Methods Units 3&4 are strongly recommended to have taken Units 1&2.

For further information see

Any NHS Mathematics Teacher

Relevant links

<https://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/cas/casindex.aspx>



Mathematical Methods Units 3&4

VCE Mathematical Methods extends the study of mathematical functions completed in Units 1&2 and tools related to their analysis, including the use of CAS technology. It has a heavy focus on the applications of the functions in both practical and theoretical contexts.

Unit 3 builds on Units 1&2 by continuing to explore the properties of a wide variety of mathematical functions. New differentiation tools are used to identify turning points and their nature. The key skills involved are algebraic manipulation, graphing techniques and differentiation skills.

Unit 4 explores integration techniques and their applications, including the area of regions and finding the probability in different distributions. The key skills involved are algebraic manipulation, graphing techniques, differential and integral calculus skills, and probability application.

Assessment

- SAC 1: Application task: Functions and Calculus
- SAC 2: Modelling task: Calculus
- SAC 3: Problem-solving task: Probability and Statistics
- At least 80% completion of assigned work
- Exams and topic tests

Advice to students

Mathematical Methods would suit any student with a keen interest and demonstrated ability in working with algebra and mathematical functions. Working with CAS technology is a key component of this subject.

Students are strongly encouraged to have completed the Mathematical Methods Units 1&2 course before taking on this subject.

For further information see

Kirsty Phillips or Adam Cossell

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/MathematicsSD-2016.pdf>



Specialist Mathematics Units 1&2

Specialist Mathematics is an intensive study into more abstract and stimulating Mathematics than students have been exposed to in their high school experience so far. Students will cover entirely new areas of Mathematics including complex numbers, vectors and calculus. To underpin these new subject areas, students will also develop deep knowledge of the areas of algebra and trigonometry, as these skills will serve as the basis for their journey discovering the novel areas of Mathematics.

Unit 1 begins with a deep study of algebra where students further develop new skills with linear and quadratic algebra, as well as developing new skills such as partial fraction decomposition. This is followed by a study of trigonometry, looking into further skills than students have previously experienced. Students make connections between trigonometric graphs, the unit circle and triangular geometry. Unit 1 ends with a study of advanced graphing techniques, such as graphing the reciprocal of functions as well as using parametric equations to produce graphs.

Unit 2 consists of a study of complex numbers, where students discover and begin to manipulate and graph combinations of real and imaginary numbers. This is followed by a study of vectors, a field of mathematics used heavily in Physics and Computing. Finally, the students embark on a study of differential calculus and of probability.

Assessment

- Minimum 80% of set book work is required to pass the subject
- Topic tests twice a semester
- Examination at the end of each semester

Advice to students

Specialist Mathematics Units 1&2 will provide an exciting challenge for any student interested in and very capable at Mathematics. It is a rewarding opportunity to discover entirely new areas of Mathematics.

Students interested in taking Specialist Mathematics Units 3&4 are required to complete Units 1&2 first.

For further information see

David Macindoe, Michael Waiser, Geoffrey Thomas, Laura Ritchie, Donal Uahwatanasakul

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/MathematicsSD-2016.pdf>



Specialist Mathematics Units 3&4

Specialist Mathematics is a survey course in applied mathematics. Students learn fundamental skills and concepts related to vectors, complex numbers, differential and integral calculus, functions and statistics. These concepts and skills are then applied to solve problems related to differential equations, physics and statistics.

Assessment

- SAC 1: Unit 3 Application Task (Functions and graphs, Algebra, Calculus)
- SAC 2: Unit 4 Problem Solving Analysis Task 2 (Differential Equations)
- SAC3: Unit 4 Modelling Task (Mechanics/Dynamics)
- External Exam

Advice to students

It is essential that students intending to take Specialist Mathematics Units 3&4 have successfully completed Specialist Mathematics Units 1&2 and Mathematical Methods Units 1&2.

For further information see

Michael Waiser, Laura Ritchie or Geoff Thomas.

Relevant links

- <https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Specialist-Mathematics.aspx>



Drama Units 1&2

Unit 1 This unit focuses on creating, presenting and analysing a devised ensemble performance that includes real or imagined characters and is based on stimulus material. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

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

Unit 2 This unit focuses on the use and documentation of the processes involved in constructing a devised solo performance. Students create, present and analyse a performance from a contemporary or historical Australian context. Students further develop their knowledge of the conventions and the use of dramatic elements and production areas.

Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work. Across this unit, students study performance styles from a range of historical and/or social and/or cultural contexts.

Assessment

- Creation of a performance
- Perform a devised ensemble and solo
- Ensemble, solo and performance analysis
- Examination

Advice to students

Drama would suit any student with an interest performance and who enjoys performing. Its stimuli comes from many different sources so can draw on student interests. It involves both practical and theoretical work.

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

For further information see

Shirley Barbara-Heyworth

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/drama/DramaSD_2019.pdf



Drama Units 3&4

Unit 3 Students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions and work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style/s. They use play-making techniques then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. They experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific audience impact. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance

Unit 4 This unit focuses on the development and the presentation of devised solo performances. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles and associated conventions to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Assessment

- Devise, present and analyse an ensemble
- Devise, describe and present a mini solo
- Analyses of a professional performance and your solo performance
- Solo Performance Examination and Written Examination

Advice to students

Drama would suit students with an interest in performance and those who enjoy performing. Its stimuli comes from many different sources so can draw on student interests. It involves both practical and theoretical work. This study offers a number of opportunities for students to develop employability skills. There are no prerequisites for entry to Units 3. Students must undertake Unit 3 and Unit 4 as a sequence.

For further information see

Shirley Barbara-Heyworth

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/drama/2019DramaSD.pdf>



Music Performance Units 1&2

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

Assessment

- Preparing for Performance: performance of technical work and exercises on your instrument
- Performance Recital: performance of solo and group works in a concert setting
- Music Language: written and aural music theory, analysis of music

Advice to students

It is highly recommended that students:

- Enrol in music lessons on their principal instrument (including voice)
- Express passion for their instrument and performance

Unit 1&2 Music is a pathway to Unit 3&4 Music Performance and Unit 3&4 Music Investigation.

For further information see

Jackie Brogan, Cindy Frost

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/music/MusicSD-2017.pdf>



Music Performance Units 3&4

These units focus on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Assessment

- Preparing for Performance: performance of technical work and exercises on your instrument
- Performance Recital: performance of solo and group works in a concert setting
- Music Language: written and aural music theory, analysis of music

Advice to students

It is highly recommended that students:

- Complete Unit 1&2 Music Performance
- Enrol in music lessons on their principal instrument (including voice)
- Express passion for their instrument and performance

For further information see

Jackie Brogan, Cindy Frost

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/music/MusicSD-2017.pdf>



Music Investigation Units 3&4

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

Assessment

- Investigation: presentation of a report outlining research from the Investigation Topic
- Compose / Improvise / Arrange: performance of technical works related to the Investigation Topic and presentation of original work
- Performance: performance of works prepared that demonstrate understanding on the Investigation Topic
- Preparing a Performer's Statement: written submission introducing the Investigation Topic to assessors

Advice to students

It is highly recommended that students:

- Complete Unit 1&2 Music Performance
- Enrol in music lessons on their principal instrument (including voice)
- Express passion for a style, genre, artist that they wish to research
- Have proven independent research skills

For further information see

Jackie Brogan, Cindy Frost

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/music/MusicSD-2017.pdf>



Biology Units 1&2

Unit 1: How do living things stay alive?

In this unit students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism's survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet's biodiversity is classified and investigate the factors that affect population growth.

Unit 2: How is continuity of life maintained?

In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. 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 explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Assessment

Unit 1

- Practical Investigation
- Test
- Extended Investigation
- Exam

Unit 2

- Data Analysis Activity
- Test
- Research Report
- Exam

Advice to students

It is highly recommended that students who are interested in undertaking Biology Units 3&4 take Units 1&2. *Student investigations in Unit 3 draw on content from Units 1&2.*

For further information see

Luke Barrett, Alastair Boyd, Megan Rolls, Luke Slingsby, Katie Turner

Relevant links

<https://www.vcaa.vic.edu.au/Pages/vce/studies/biology/biologyindex.aspx>



Biology Units 3&4

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. These different perspectives enable consideration of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. Students examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population's gene pool. Students explore the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies are explored for both the individual and the species.

Assessment

- A report on two practical investigations
- Test
- Data analysis task
- Response to an issue or laboratory investigation
- Scientific poster

Advice to students

Biology is a pre-requisite for some university science courses but not all. Make sure that you are aware of the pre-requisites of any courses you are interested in applying for

For further information see

Megan Rolls, Luke Slingsby, Katie Turner

Relevant links

<https://www.vcaa.vic.edu.au/Pages/vce/studies/biology/biologyindex.aspx#H2N10023>



Chemistry Units 1&2

Unit 1 The development and use of materials for specific purpose is an important human endeavour. 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.

Unit 2 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. 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.

Assessment

- SAC 1: Data analysis - Analysing second hand data
- SAC 2: Research Report
- SAC 3: Test - Organic Chemistry and Polymers
- SAC 4: Deriving a solubility curve (practical report)
- SAC 5: Ammonia in household cleaner (practical investigation)
- SAC 6: Water investigation (student designed practical investigation)
- Examination

Advice to students

Chemistry would suit students who are interested in science and explaining the properties of different materials using various models. Students are encouraged to complete Unit 1 and 2 Chemistry if they are to complete Unit 3 and 4 Chemistry.

For further information see

Rohan Griffiths, Sophia Griffith, Nhan Do, Luke Barrett and Lorena Pellone-Gismondi

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/chemistry/ChemistrySD-2016.pdf>



Chemistry Units 3&4

Unit 3 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 consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. 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 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. They study the ways in which organic structures are represented and named. 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. They investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules.

Assessment

- SAC 1: Practical Investigation- Combustion of fuels
- SAC 2: Data analysis- Faraday's Laws
- SAC 3: Practical Investigation- rates of reaction
- SAC 4: Practical Investigation- Esters
- SAC 5: Data analysis- NMR
- SAC 6: Enzyme investigation
- SAC 7: Extended practical investigation
- Examination

Advice to students

Chemistry would suit students who are interested in science and explaining the properties of different materials using various models. Students are encouraged to complete Unit 1 and 2 Chemistry if they are to complete Unit 3 and 4 Chemistry.

For further information see

Rohan Griffiths, Nhan Do and Lorena Pellone-Gismondi

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/chemistry/ChemistrySD-2016.pdf>



Environmental Science Units 1&2

Unit 1 In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Unit 2 In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making. They explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.

Assessment

- SAC 1: Practical - Factors affecting Respiration & Photosynthesis
- SAC 2: Investigation Poster
- SAC 3: Practical Investigation

Advice to students

This subject suits students interested in an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analysing the functions of both living and non-living elements that sustain Earth systems.

For further information see

Rohan Griffiths

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/envscience/EnviroScienceSD-2016.pdf>



Environmental Science Units 3&4

Unit 3 In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

Unit 4 In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

Assessment

- SAC 1: Field Work
- SAC 2: Sustainable Development Test
- SAC 3: Practical Reports
- SAC 4: Climate Test
- SAC 5: Scientific Poster

Advice to students

Students interested in an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analysing the functions of both living and non-living elements that sustain Earth systems.

For further information see

Rohan Griffiths

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/envscience/EnviroScienceSD-2016.pdf>



Physics Units 1&2

Unit 1: Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2: In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Assessment

Assessment includes a compulsory structured scientific poster. Other assessments may include: tests, research tasks, extended practical investigations and an end of year examination.

Advice to students

It is strongly recommended that students who wish to study Units 3&4 Physics study Units 1&2 Physics.

For further information see

Kirsty Phillips, Michael Waiser, David Macindoe.

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/physics/PhysicsSD-2016.pdf>



Physics Units 3&4

Unit 3: In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4: A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Assessment

Assessment includes a compulsory structured scientific poster. Other assessments may include: tests, research tasks, extended practical investigations and an end of year examination.

Advice to students

It is strongly recommended that students who wish to study Units 3&4 Physics study Unit 1 & 2 Physics.

For further information see

Kirsty Phillips, Michael Waiser, David Macindoe.

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/physics/PhysicsSD-2016.pdf>



Psychology Units 1&2

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. The study explores the connection between the brain and behaviour, looking at the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, and mental health.

Unit 1: In this unit students:

- investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system
- explore brain plasticity and the influence that brain damage may have on a person's psychological functioning
- consider the complex nature of psychological development, including situations where psychological development may not occur as expected
- examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions

Unit 2: 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.
- evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.
- explore a variety of factors and contexts that can influence the behaviour of an individual and groups.
- examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Assessment

- Scientific posters and exams (one per unit)
- Other assessments including tests, research investigations, media responses, evaluations of research, data analyses, visual presentations, or an annotated folio of practical activities.

Advice to students

Psychology, as the study of human behaviour focuses heavily on theories and research evidence, rather than practical experiments. There are no prerequisites for this study, however students are encouraged to have previously studied Body and Mind/Mind Matters.

For further information see

Rachel Carey, Joanne Foley, Rachel Kan, Liz Lenthall, Lorena Pellone-Gismondini

Relevant links

<https://www.vcaa.vic.edu.au/Pages/vce/studies/psychology/psychoindex.aspx>



Psychology Unit 3&4

Psychology is the scientific study of human behaviour. It provides students with a framework for understanding complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

Unit 3: The nervous system influences behaviour and the way people experience the world. In this unit students:

- use research methods to collect and analyse data and make evaluations;
- illustrate the application of statistical procedures in the development of models and theories of psychology;
- study the role of the functioning brain and nervous system in relation to interaction with the external world and the impact of stress on nervous system functioning;
- investigate the retention of experiences and memory and the factors that affect retention and recall of information including factors that affect memory and consider the fallibility of memory;
- explore the characteristics of learning as a process that plays a part in determining behaviour and focus on the different types of learning.

Unit 4: Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students:

- use research methods to collect and analyse data and make evaluations;
- illustrate the application of statistical procedures in the development of models and theories of psychology;
- examine the nature of consciousness and how changes in the level of consciousness can affect mental processes and behaviour;
- consider the role of sleep and the impact that sleep disturbances have on functioning;
- study how biological, psychological and socio-cultural factors interact to contribute to the development of an individual's mental functioning and mental health using specific phobia as an example.

Assessment

Assessment includes a compulsory structured scientific poster. Other assessments may include: tests, media responses, student practical investigation, data analyses, annotated folio/reflective journal of practical activities and an end of year examination.

Advice to students

It is strongly recommended that students who study Unit 3 & 4 Psychology have studied Unit 1 & 2 Psychology.

For further information see

Joanne Foley, Rachel Kan, Liz Lenthall, Lorena Pellone-Gismondi (Head of Science)

Relevant links

<https://www.vcaa.vic.edu.au/Pages/vce/studies/psychology/psychoindex.aspx>



Media Units 1&2

The media is ubiquitous in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live.

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control. Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

Unit 1: Students will be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences. They will also produce a series of media products that reflect a representation in a variety of media forms. They will be taught structural features of Australian narratives and how they are made for and read by audiences.

Unit 2: They will analyse the intentions of filmmakers and how media creates meaning for audiences through the study of narrative and genre. Students will then apply those techniques into a student led narrative production. Finally students will discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment

Assessment options include a roughly 50/50 split of practical production work and theoretical analysis.

- Print media, photography, digital design, short films, advertising, audio productions and more.
- Analytical essays and short answer questions
- Pre-production folios and planning documentation.

Advice to students

Potential pathways include any media work or theory analysis as well as learning skills in project management, UX design, photography/film, advertising/copywriting, govt regulation and some handy hints on how to be a media influencer.

For further information see

Dean Ashton & Alora Young

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/media/MediaSD_2018.pdf



Visual Arts

Media Units 3&4

The media is ubiquitous in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live.

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control. Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

Unit 3: During Unit 4, students should be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences. They will also research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production that forms their major project. They will also develop and document a media production design plan for their major project.

Unit 4: In Unit 4 they will enact their Production plan from Unit 3 for their selected media form for a specified audience in that they produce, edit and evaluate their productions. Finally they will discuss issues of agency and control in the relationship between the media and its audience and the challenges of a globalized media landscape.

Assessment

SAC - Unit 4 Outcome 1: Analysis of two key films (10%)

SAT Major Media Production (40%) Media production development – production tests and case study research to inspire major production. Media production Design – Pre-production planning and the production and post-production planning.

SAC Unit 4: Outcome 2: Agency and control (10%) Evaluating regulation and issues surrounding ethics and influence of media and the challenges of a globalized media landscape.

Exam (40%)

Advice to students

Potential pathways include any media work or theory analysis as well as learning skills in project management, UX design, photography/film, advertising/copywriting, govt regulation and some handy hints on how to be a media influencer.

For further information see

Dean Ashton or Alora Young

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/media/MediaSD_2018.pdf



Studio Arts Units 1&2

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks.

Assessment

- outline of a proposed investigation of studio practice using visual language
- a selection of exploratory work and a visual diary, showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques
- a presentation of at least one finished artwork.
- undertaking an exploration proposal
- undertaking studio process
- producing at least one artwork
- At least one of: an extended response; short-answer responses; a presentation using digital technologies; an oral presentation.

Advice to students

Students interested in art, art history, history, philosophy and psychology could be interested in Studio Art. It is a creative hands on subject which allows students to delve into metaphors and symbols while developing their own art practice.

For further information see

Jerome Rush, Connie Stewart or Christine Martin.

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf>



Studio Arts Units 3&4

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making.

Unit 3 focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of final artworks.

Unit 4 students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in the previous unit. This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions

Assessment

- Exploration proposal
- Exploration folio
- Artists' practice SAC
- Final artworks
- Art industry SAC

Advice to students

Studio Art would suit any student with an interest in Art, history or philosophy. It is a creative subject that allow students to explore materials and ideas and delve into metaphors and symbols while developing their own art practice.

For further information see

Connie Stewart, Christine Martin and Jerome Rush

Relevant links

<https://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf>



Visual Communication Design Units 1&2

Visual Communication Design focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Students apply visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Unit 1 - Students learn the basics of technical drawing through the exploration of products. Students redesign a product of their choosing and complete technical drawings adhering to the assigned standards. With an overarching theme of design elements and principles students explore design possibilities for a print or pattern using manual and digital media. Students research historical, social, cultural, economic, political and environmental factors that would have influenced the design styles.

Unit 2 - Using their understanding of technical drawing and the design process students must adhere to the brief and provide a design response for industrial or environmental design. Students learn the technical make up, layout and processes of type. Students will design a typeface for a product including signage, poster or pamphlet. Students follow the design process to complete an environmental design concept. Students complete their layout through technical drawing.

Assessment

- Folios
- Essay
- Exam

Advice to students

Visual Communication design would suit any students with an interest in the following aspects of design. Architecture, Urban Design, Graphic Design, Industrial design, Furniture Design, Fashion design, Set Design. It particularly suits students who are visual creative and also possess problem solving/analytical skills.

For further information see

Finbarr Drinan, Paula Androvoski, Christine Martin, Jane Critcher

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD_2018.pdf



Visual Communication Design Units 3&4

Unit 3

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

Unit 4

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

Assessment

- Unit 3 Folio
- Written report on professional practice
- Unit 4 folio
- VCE Exam

Advice to students

Visual Communication design would suit any students with an interest in the following aspects of design. Architecture, Urban Design, Graphic Design, Industrial design, Furniture Design, Fashion design, Set Design. It particularly suits students who are visual creative and also possess problem solving/analytical skills. Students are recommended but not required to take Unit 1 and 2 VCD.

For further information see

Finbarr Drinan, Paula Androvoski, Christine Martin, Jane Critcher

Relevant links

https://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD_2018.pdf



VOCATIONAL AND OTHER PATHWAYS

Vocational Education and Training (VET)

VET Units 1 - 4

V.E.T. is an acronym for Vocational Education and Training - a series of vocational, hands-on subjects which involve authentic industry exposure and the development of industry-specific skills.

Competency based assessment

VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, you must show a consistent application of skills and knowledge to the standard required in the workplace. To make sure you are ready to begin your career or continue with further study, assessments take place in a real or simulated workplace environment.

Contribution to VCE

VET may contribute to VCE. Some VET programs have a Victorian Curriculum Assessment Authority (VCAA) recognised Unit 1-4 structure. Partial or full completion of other programs may contribute via Block Credit to the completion of VCE.

- Scored VCE VET program can contribute to the Primary Four in the ATAR or as a 5th or 6th subject. A student's Primary Four subjects may be made up of English, with all other sequences derived from scored VCE VET programs. Non scored VCE VET programs usually provide credit at Units 1-4. The ATAR contribution is as a 10% 5th or 6th study increment.
- VFE Block Credit can be used towards satisfactory completion of the VCE but can only be used in calculation of an ATAR if there are fewer than 6 VCE or VCE VET available.

Contribution to VCAL

VET contributes to the Industry Specific Skills Strand and/or Work Related Skills Strand.

Advice to students

Most VET programs run for two years and culminate in either a Certificate II or Certificate III qualification. Students who complete the second year of a two-year program can then add this additional qualification to their resume. It is worth noting that a two-year VET program can NOT be entered into once the course is underway, so students who think they may want to explore VET options are encouraged to do so from the beginning of Year 10 or Year 11. Please seek advice on this issue if unsure what is best for you. There are additional costs in the form of materials charges. These vary according to the specific VET subject.

For further information see

Martin Ramsay (VET Coordinator) or Karen Burgess (Careers Practitioner)

Relevant links

<https://schoolbox.nhs.vic.edu.au/homepage/12252> *Please note that applying for VET subjects requires extra steps – see the additional information in this link.*

<https://www.vcaa.vic.edu.au/Documents/vet/GetVET/GETVET.pdf>



VOCATIONAL AND OTHER PATHWAYS

Victorian Certificate of Applied Learning (VCAL)

VCAL - Intermediate & Senior

The Victorian Certificate of Applied Learning is an alternative pathway to the VCE. It aims to provide the skills, knowledge and attributes to enable students to make informed choices about employment and educational pathways.

Students undertaking VCAL study across four strands:

- Literacy and Numeracy Skills – with a focus on how these skills are used in life and work
- Work Related Skills – covering topics such as health and safety, rights and responsibilities and using technology in the workplace
- Personal Development Skills – covering topics such as project planning, working in teams, building community and civic responsibility
- Industry Specific Skills – satisfied by participating in a VET course, such as a Certificate II, Certificate III or a School Based Apprenticeship or Traineeship (see previous page)

A student who complete all units will be eligible for an Intermediate VCAL certificate at the end of Year 11, and a Senior VCAL certificate at the end of Year 12.

Competency Based Assessment

Students in VCAL are assessed as 'competent' or 'not yet competent' for each learning outcome. Students will be given multiple opportunities to demonstrate each outcome throughout the year through a range of projects and activities.

Advice to students

VCAL is a great option for students who prefer hands-on learning and have identified a vocational pathway they would like to explore. Students undertake learning at NHS 3 days per week, a VET course 1 day per week, and a work placement 1 day per week.

After completing a VCAL certificate, students may enter the workforce, undertake further study at TAFE, or start an Apprenticeship or Traineeship. Students may complete further study at university after studying at TAFE or a bridging course.

Due to the limited number of places and the type of learning undertaken, an application process applies to be a part of the VCAL program.

For further information see

Rohan Bevan (VCAL Coordinator) or Karen Burgess (Careers Practitioner)

Relevant Links

<https://www.vcaa.vic.edu.au/curriculum/vcal/Pages/index.aspx>



Your notes...