ELTHAM HIGH SCHOOL

The curriculum advantages of a large school

The caring support of a small school

SENIOR SCHOOL COURSE SELECTION HANDBOOK 2010

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SENIOR SCHOOL OPTIONS FOR 2010

Students entering the Senior School at Eltham High School have the following course options:

1. **<u>VCE (Victorian Certificate of Education)</u> - comprising a range of VCE studies completed at the Year 11 (Unit 1/2) level and at the Year 12 (Unit 3/4) level.**
2. **<u>VCE, as above, together with a VCE/VET</u> (Vocational Education and Training) Certificate course.**
3. **<u>VCAL (Victorian Certificate of Applied Learning)</u> – a certified alternative to the VCE which gives students a more 'hands on' approach to their senior secondary years of study.**

The Victorian Certificate of Education

The VCE is a two-year program designed and administered by the Victorian Curriculum Assessment Authority (VCAA). VCE studies are made up of semester length units.

Most studies (e.g. Art, English, Physical Education, and Psychology) are made up of a sequence of four units, one for each of the four semesters studied over the two years of the VCE. At Eltham High School, students are required to complete twelve units in Year 11 and ten in Year 12. Usually Units 1/2 are studied in Year 11 and Units 3/4 in Year 12. Some students may attempt a Unit 3/4 sequence in Year 11 as part of the enhancement program. Some students may enter Senior School having completed a Unit 1 /2 study during their Year 10 year, and will therefore complete more than the minimum units required at Eltham High School.

Within the outlines provided by the VCAA, Eltham High School conducts and assesses Unit 1/2 studies. These units can be taken separately in most studies or as a sequence.

Units 3/4, however, must be taken as a sequence and have a large measure of external control and assessment placed upon them by the VCAA. Assessment of Unit 3 /4 studies comprises internally assessed outcomes that are moderated against the student's exam performance, and external examinations held in the examination periods in June and November.

Each VCE unit consists of 50 hours of class work and the equivalent amount of time spent in home study. The School attendance requirement states that students must not miss more than 5 lessons within a Semester. Medical Certificates are required when a student is absent from school due to illness. A student's ability to achieve an 'S' in a unit is dependent upon satisfactorily meeting the unit outcomes and the attendance requirement.

VCE together with a VCE VET Certificate course

Senior School students may choose to undertake their VCE (as described above) together with a nationally accredited VCE VET Certificate course. On satisfactory completion, students are awarded both their VCE Certificate and their VET Certificate.

Undertaking a VCE/VET course requires the student to combine a work placement and TAFE studies together with their in-school academic studies for the achievement of the Certificate.

For 2010 Eltham High School will be offering enrolment in the following VCE VET Certificate courses:

- Certificate II in Community Recreation
- Certificate II and III in Interactive Digital Media
- Certificate III in Laboratory Skills

NB: There are additional costs associated with undertaking a VCE/VET program.

VCAL

The Victorian Certificate of Applied Learning is an alternative Senior School course to the VCE that is made available to Year 11 and Year 12 students.

VCAL type courses began running in Victorian schools in 2002 with 546 students. Since then they have grown considerably as a viable option for senior students with over 10,000 student enrolments across the state.

Eltham High School introduced VCAL as one of the options for senior students for the first time in 2006.

WHAT IS VCAL?

The Victorian Certificate of Applied Learning is described as a 'hands on' option for Senior School students.

VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

WHO IS VCAL FOR?

Students who choose VCAL are likely to be interested in going on to training at a TAFE, or getting a job, traineeship or an apprenticeship after completing school. Students most suitable for VCAL are those who are interested in work or who may not see themselves completing a full VCE, and who have parental support for undertaking this alternative Senior School Certificate.

VCAL is a flexible program which allows students to choose a specialised study program that suits their own interests and needs via the completion of a VET Certificate course in their chosen area. (NB: Additional costs are associated with undertaking VET Certificate courses.)

Students undertaking VCAL must complete studies in:

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

Students enrolled in VCAL will also complete a work placement, which occurs during the normal school week, and a VET Certificate course undertaken in a TAFE setting one day a week.

VCE Subject Selections

This subject selection handbook has been designed to assist students in their selection of VCE subjects. It should be used in conjunction with the Parent Information Evening, and the class and individual careers counseling that is provided to students.

More extensive subject information and details can be accessed via the Eltham High School web site, the VCAA web site (http://www.vcaa.vic.edu.au), or from the Study Designs held in the school library.

Apart from these sources, students are advised to consult widely with staff and family for assistance in selecting their VCE studies. Senior School Coordinators, Middle School Coordinators, subject teachers and the Careers Coordinator are more than willing to work with individual students who may require some additional assistance.

WHAT A STUDENT MUST ATTEMPT OVER THE TWO YEARS OF THE VCE

Over the two years a student will aim to complete a total of at least 22 units from a range of different studies. Over the two years each student must study:

4 English units (Literature or English Language may be counted as the English unit requirement)

3 Sequences of study of Unit 3/4 subjects other than English

Students will choose the remaining units according to their interests, ambitions, tertiary course requirements and possible areas of employment.

It should be noted that students must successfully complete 16 units to be awarded the VCE Certificate. These units must include 3 Units from the English Group with at least 1 unit at Unit 3/4 level plus 3 sequences of Units 3/4 other than English. (This can include VCE VET Unit 3/4 sequences)

DESIGNING A PROGRAM OF STUDY FOR THE SENIOR SCHOOL

Before selecting a program of study it is essential to consider the following:

Personal Interests

What do you enjoy studying?
What talents do you have?
What skills do you need improving?
What careers do you find interesting?
Do you need to balance your program?
Are you being realistic in your subject choices?
Should you challenge yourself?
Are you planning to move into tertiary study, or to seek an apprenticeship, traineeship or employment?

External Requirements

What pre-requisites do certain tertiary/TAFE courses expect?
What units of study do employers prefer?
Can specific VCE units gain you credit transfers for some TAFE courses?
Have teachers/parents advised you against attempting certain units?
Are friends unduly influencing your subject choices?

VCE SUBJECTS OFFERED AT ELTHAM HIGH SCHOOL

For 2010 Eltham High School intends to offer the subjects listed below. Although the following subjects are offered to students, no guarantee can be given that they will all be timetabled. At Eltham High School we base our VCE subject grid on student choice rather than on predetermined timetabled blockings. This means that all subjects selected by a sufficient number of students will run for the year. On past experiences it is usual for the vast majority of the subjects offered to be timetabled.

Arts/Humanities

Accounting
Art
Business Management
Dance
Drama
Economics
English
English Language
Geography
Health and Human Development
History: 20th Century (Unit 1 / 2)
History: Revolutions (Unit 3 / 4)
History: Australian (Unit 3 / 4)
International Politics
LOTE: French and Indonesian
Legal Studies
Literature
Media
Music Styles
Music Performance (Unit 1 / 2)
Music Solo Performance (Unit 3 / 4)
Music Group Performance (Unit 3 / 4)
Outdoor and Environmental Studies
Philosophy
Physical Education
Studio Arts: Photography or
Ceramics and 3D
Theatre Studies (Units 1 / 2)
Visual Communication and Design

Mathematics/Science/Technology

Biology
Chemistry
Environmental Science
Foundation Mathematics
Food Technology
Further Mathematics (Unit 3 / 4)
General Mathematics (Further)
General Mathematics (Methods)
Information Technology: Applications (Unit 3 / 4)
Information Technology: Software Development (Unit 3 / 4)
Information Technology (Unit 1 / 2)
Mathematical Methods
Physics
Psychology
Specialist Mathematics (Unit 3 / 4)
Design and Technology: Fibres or Wood/Furniture

Vocational Education and Training

Certificates II & III Interactive Digital Media
Certificate II in Community Recreation
Certificate III in Laboratory Skills

Additional Considerations before Selecting a Course

Enhancement Program

Some students entering Year 11 might consider attempting one unit 3/4 sequence (a Year 12 subject) as well as their other five Units 1 and 2 (Year 11 subjects) per semester. By doing this, students may allow themselves more flexibility when choosing their Year 12 subjects. The score obtained from the additional unit 3/4 subject can be used in the calculation of the student's ATAR.

For example, tertiary course prerequisites may constrain a student's selections in Year 12 by stipulating a full Mathematics/Science course. By studying a unit 3/4 sequence in Year 11, a student gains the opportunity of undertaking an interest or extension subject. This additional Unit 3/4 sequence also provides additional credit towards the student's ATAR. It is expected that study of a 3/4 sequence will not replace studies in Year 12 but, rather, be in addition to studies expected in Year 12.

Particularly able students may consider alternative arrangements, such as the completion of a Tertiary enhancement subject, but this would best be done after consulting the Sub-school Leader.

Guidelines for student inclusion in the Enhancement Program

Students requesting entry to the Enhancement Program must have demonstrated an outstanding record of achievement in the prior year level e.g. Very good and above in all Assessment Tasks and a VEL's rating placing them at the upper end of the year level appropriate to their current studies. Students must demonstrate well developed abilities in organisation, planning, self management, attendance, etc. as indicated in the Semester Report to parents. Students must have demonstrated excellent results across all of their subjects for the two preceding semesters.

Similarly, in Year 12, particularly able students may choose to attempt their VCE studies plus one University study. This University Enhancement study counts as both a first year University subject and a sixth subject for calculating the student's ATAR score. Selection into a University Enhancement study is managed by the Universities. Further information can be obtained from the Senior School Coordinators.

Try designing your own VCE course

When designing a program of study, remember the program must include at least:
4 units of English (which can include Literature Units 3/4, English Language), and
3 sequences of Unit 3/4 studies other than English.

		1	2	3	4	5	6
Year 11	Semester 1	Eng/Lit/ Eng Lang					
	Semester 2	Eng/Lit/ Eng Lang					
Year 12	Semester 3	Eng/Lit/ Eng Lang					
	Semester 4	Eng/Lit/ Eng Lang					

Senior School Course Charges

Eltham High School provides a broad range of Senior School options and VCE subjects. Some studies have a charge associated with them. The charge is the difference between the basic materials/services provided from government funding and the higher cost alternatives which may be preferred for the optimum learning experience. Charges may also cover some camps and excursions that are integral to the curriculum and which all students are expected to attend.
School Council is mindful of the costs involved in undertaking studies that have an associated charge, and all attempts are made to keep costs to a minimum. A schedule of Senior School course charges is included with this handbook, and details are also provided at the School Web Page. Study charges may vary from year to year.

Payment of subject charges

Where subjects having a course charge are selected for study, parents should be prepared to meet these payments at the start of the relevant semester.

Semester 1 Subject Charges are due by 26th February 2010

Semester 2 Subject Charges are due by 23rd July 2010

If you are experiencing financial hardship, payment arrangements are available. Please contact the School Business Manager for a confidential discussion.

Glossary of terms

Assessment Tasks	School based and marked tasks. These indicate level of performance and/or achievement
ATAR	Australian Tertiary Admissions Rank (replaces ENTER) This is used as the basis for tertiary entrance Australia wide and is calculated by VTAC
Outcomes	Essential learning within the unit which students must be able to exhibit to a satisfactory level
Prerequisites	Subjects/Units that must be studied and passed for entry into tertiary courses.
SAC - School-assessed Course work	Internally set activities completed in class, to time and marked according to a set of criteria.
SAT - School-assessed Task	Internally set tasks resulting in a production which is internally assessed against a set of criteria.
Semester	Half a school year (approx. 18 weeks).
Sequence	2 units at levels 3 and 4 in the same study (eg English 3/4)
Unit	A self-contained study of one semester's length.
VCAA	The Victorian Curriculum and Assessment Authority. This Authority is responsible for the curriculum taught and assessed in Victorian schools at the VCE as well as all other levels of the curriculum.
VCAL	Victorian Certificate of Applied Learning. A more 'hands on' qualification awarded for the Senior years of education for students whose pathway is to employment, apprenticeship or traineeship
VCE	Victorian Certificate of Education The qualification awarded after the satisfactory conclusion of two years of study at Years 11 and 12.
VCE VET	Vocational and Educational Training program undertaken through TAFE, that is accredited as a VCE study
VTAC	Victorian Tertiary Admissions Centre The centre that processes student applications to most courses in tertiary colleges and universities

Some Useful Career Websites

Eltham High School	www.elthamhs.vic.edu.au
VTAC: The Victorian Tertiary Admissions Centre	www.vtac.edu.au
The Australian Careers Directory This directory is provided to help you find information about career planning and education and training options for Australian jobs.	www.detya.gov.au/ty/directory/careers.htm
Job Guide is a comprehensive guide to careers offered in Australia	www.detya.gov.au/jobguideonline/
JOBSEARCH: If you are looking for employment and apprenticeships in particular go to this web site and follow the instructions eventually select 'northern and inner east'	http://www.jobsearch.gov.au/
New Apprenticeships are the best way to combine training and employment. They offer new opportunities in more industries than ever before, as well as new support service arrangements and flexible training	http://www.newapprenticeships.gov.au/default.htm

Universities

Australian Catholic University	www.acu.edu.au
Australian National University	www.anu.edu.au
Deakin University	www.deakin.edu.au/
La Trobe University	www.latrobe.edu.au/
Monash University	www.monash.edu.au/
RMIT	www.rmit.edu.au/
Swinburne University	www.swin.edu.au/
The University of Melbourne	www.unimelb.edu.au/
Victoria University	www.vu.edu.au/

UNIT DESCRIPTIONS

ARTS / HUMANITIES SUBJECTS

ACCOUNTING

Rationale: VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

Unit 1: Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis.

Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 2: Accounting for a trading business

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 3: Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 4: Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

ART

Rationale**:** This study encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through personal and independent investigation and experimentation. The art study challenges students to articulate their understanding of the meanings and messages contained within the artworks and to examine the effects of artworks upon the viewer.

Unit 1: Art and Meaning / Artmaking and personal meaning

This area of study introduces the concept of Analytical Frameworks to support the interpretation of the meanings and messages of artworks, both as intended by the artist and as interpreted by the viewer. Students learn that the analysis of an artwork's formal qualities using the Formal Framework can enhance their understanding and interpretation of artworks.

Students focus on realising their ideas through the exploration of techniques, selected art forms and media. They are introduced to a range of materials, skills and concepts through processes of discussion and investigation. Teachers set specific tasks to direct and facilitate investigation and experimentation.

Unit 2: Art and Culture / Artmaking and cultural expression

Students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it is created. Students explore and investigate the ways in which the world and the artist have changed over time and the factors that influence these changes.

Students explore areas of personal interest related to their cultural identification and experiment with visual language to present their ideas. Observations, imagination, ideas or concepts may be starting points for them to experiment with techniques, materials, processes and art forms.

Unit 3: Interpreting art/ Investigating and interpretation through artmaking

Students respond critically as they interpret the meanings and messages of artworks. They develop, examine and analyse their own and others' opinions and use evidence to support different points of view. Students undertake research to support their analysis. Using appropriate art language, they compare and contrast artworks produced before 1970 with artworks produced since 1970.

Students make creative personal responses through exploring, investigating and experimenting with materials, techniques, processes and art forms; progressively develop and refine ideas and personal concepts; manipulate formal and technical qualities to produce creative responses; reflect on personal ideas and concepts; employ the language of selected Analytical Frameworks as a tool to support reflective annotation; document the development and refinement of their work using appropriate written and visual material.

Unit 4: Discussing and debating art/ Realisation and Resolution

Students discuss and debate art issues such as the varying interpretations of the role of art in society. They research, analyse and interpret artworks related to their discussion. They refer to a range of resources and commentaries to examine and debate opinions and arguments, and refer to artists and artworks to support their points of view.

Students continue to develop the body of work begun in Unit 3 and work toward resolved ideas and concepts leading to at least one finished artwork other than the work that was completed for Unit 3. They reflect on personal concepts and ideas as they progressively develop and refine their artworks.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges.
In addition students are required to purchase a basic art kit containing a folio, visual diary, and drawing and colour materials.

BUSINESS MANAGEMENT

Rationale**:** In contemporary Australian society, there is a wide variety of business organisations which vary in terms of size, ownership, objectives, resources and location. These organisations are managed by people who put in place systems and processes to achieve a range of objectives.

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organizations.
The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.
In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Unit 1: Small Business Management

Small rather than large businesses make up the vast majority of all businesses in the Australian economy. This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success.
Outcome 1: On completion of this unit the student should be able to explain and apply a set of generic business concepts to a range of businesses.
Outcome 2: On completion of this unit the student should be able to apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
Outcome 3: On completion of this unit the student should be able to explain and apply the day-to-day activities associated with the ethical and socially responsible operation of a small business.

Unit 2: Communication and Management

This unit focuses on the importance of effective communication in achieving business objectives. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.
Outcome 1: On completion of this unit the student should be able to explain and apply a range of effective communication methods and forms in business-related situations.
Outcome 2: On completion of this unit the student should be able to apply and analyse effective marketing strategies and processes.
Outcome 3: On completion of this unit the student should be able to apply and analyse effective public relations strategies and tactics.

Units 3 & 4: Rationale: In contemporary Australian society, there is a wide variety of business organisations which vary in terms of size, ownership, objectives, resources and location. These organisations are managed by people who put in place systems and processes to achieve a range of objectives.
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.
The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.
In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Unit 3: Corporate Management

In this unit students investigate how large-scale organisations operate. They develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.
Outcome 1: On completion of this unit the student should be able to describe and analyse the context in which large-scale organisations operate.

Outcome 2: On completion of this unit the student should be able to describe and analyse major aspects of the internal environment of large-scale organisations.
Outcome 3: On completion of this unit the student should be able to identify and evaluate practices and processes related to operations management.

Unit 4: Managing People and Change

This unit commences with a focus on the human resource management function. It then progresses to the analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.
Outcome 1: On completion of this unit the student should be able to identify and evaluate practices and processes related to human resource management.
Outcome 2: On completion of this unit the student should be able to analyse and evaluate the management of change in large-scale organisations.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

DANCE

Rationale: Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. Throughout history and in different cultures, people have explored the dancer's ability to communicate and give expression to social and personal experience. The study of dance provides the opportunity to explore the potential of movement as a medium of creative expression through diverse approaches.

Unit 1: In this unit students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes.

Unit 2: This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are also introduced to pre-1930 dance tradition/s, style/s and/or works.

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

Unit 3: This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed.

Students also develop an understanding of choreographic skills through an analysis of ways the expressive intention chosen by the choreographer of twentieth and/or twenty-first century solo dance works selected from the prescribed list of dance works is developed through the use of choreographic devices and arrangement of phrases and sections.

Unit 4: This unit focuses on choreography, rehearsal and performance of a unified solo dance work which has a beginning, development/s and resolution. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills.

Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work.
Students understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers' intention can be expressed through the manipulation of group structures and the elements of spatial organization. Cultural influences on choices made by choreographers in these works are also studied.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

DRAMA

Rationale**:** The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor–audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts. They view and analyse performances by professional and other drama practitioners.
The study provides students with opportunities to explore the ways in which drama represents social, political, and historical contexts, narratives and stories. Students develop an understanding of the language of drama including terminology and expressions appropriate to the context of the drama that students create, perform and analyse. Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding.

Unit 1: Dramatic storytelling

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.
Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulates expressive skills in the creation and presentation of characters. They develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts.
This unit also involves analysis of a student's own performance work and analysis of a performance by professional and other drama practitioners.
In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

Unit 2: Creating Australian drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.
Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Students knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.
This unit also involves analysis of a student's own performance work as well as the performance of an Australian work. An Australian work might:

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

In this unit, students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

Unit 3: Ensemble performance
This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. Collaboration to create, develop and present ensemble performance is central to this performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. They select stagecraft and theatrical conventions as appropriate to the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.
A professional performance that incorporates non-naturalistic performance style/s and production elements selected from the prescribed *VCE Unit 3 Drama Play-list* published annually in the *VCAA Bulletin* will also be analysed.
Unit 4: Solo performance
This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

ECONOMICS

Units 1 & 2, Rationale: Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.
Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.
VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.
Skills, as well as knowledge, play an important part in the VCE study of Economics. Students develop an ability to identify, collect and process data from a range of sources. They use the inquiry process to plan economics investigations, analyse data and form conclusions supported by evidence. They also use economic reasoning, including cost-benefit analysis, to solve economic problems, which assists them in understanding the economy, society and environment, and to verify values and attitudes about issues affecting the economy, society and environment.
Unit 1: Economics: Choices and Consequences
Outcome 1: On completion of this unit the student should be able to explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems.
Outcome 2: On completion of this unit the student should be able to describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.
Unit 2: Economic Change: Issues and Challenges
Outcome 1: On completion of this unit the student should be able to describe the factors that influence Australia's population and labour markets, and analyse how changes in these areas may impact upon living standards.

Outcome 2: On completion of this unit the student should be able to describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards.

Units 3 & 4; Rationale**:** Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do. Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.

Skills, as well as knowledge, play an important part in the VCE study of Economics. Students develop an ability to identify, collect and process data from a range of sources. They use the inquiry process to plan economics investigations, analyse data and form conclusions supported by evidence. They also use economic reasoning, including cost-benefit analysis, to solve economic problems which assist them in understanding the economy, society and environment, and to verify values and attitudes about issues affecting the economy, society and environment.

Unit 3: Economic Activity

Outcome 1: On completion of this unit the student should be able to explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia.

Outcome 2: On completion of this unit the student should be able to explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years, and analyse the impact each of these goals may have on living standards.

Unit 4: Economic Management

Outcome 1: On completion of this unit the student should be able to explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia.

Outcome 2: On completion of this unit the student should be able to explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia, and analyse the current government policy mix.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

ENGLISH

Rationale**:** The English language is central to the way in which students understand critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society.

The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills described in this study design underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

Unit 1: The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence

in creating written, oral and multimodal texts. The term 'set text' refers to texts chosen by the school for the achievement of Outcomes 1 and 2.
Unit 2: The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts. The term 'set text' refers to texts chosen by the school for the achievement of Outcomes 1 and 2.
Unit 3: The focus of this unit is the development of critical responses to both literary and non-literary texts, including media reports, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.
Unit 4: The focus of this unit is the development of critical responses to both literary and non- literary texts, and the achievement of competence and confidence in writing for different purposes and audiences, in a variety of forms. Although this unit does not include oral communication as a separate area of study, oral work will continue to be an important element of classroom practice for this unit.

ENGLISH LANGUAGE

Rationale: This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It is informed by the discipline of linguistics and integrates a systematic exploration of the nature of the English Language. Students develop skills in the description and analysis of a diverse range of spoken and written English texts.
Unit 1: Students must demonstrate the achievement of 2 outcomes regarding the nature and function of human language and how children acquire language. Students will demonstrate this achievement through a number of means including a folio, research reports, essay, test and oral reports.
Unit 2: Students explore how language, especially Australian English has changed and why it has changed. Students will be able to describe the changes in English over time and the changes in English as it has become more widely used across the world. Students' achievement will be demonstrated using similar forms as in Unit One.
Unit 3: Students explore how language is used to communicate information, ideas, attitudes and prejudices and how it varies depending on the user, the occasion and the purpose. Students must demonstrate an ability to analyse language samples and explain how language varies to reflect its user and users identity.
Unit 4: Students explore the interrelationship of words, sentences and texts to discover how they construct meaning. Students will analyse spoken and written language in different forms.

GEOGRAPHY

Unit 1: Natural Environments
This unit focuses on the geographical characteristics of natural environments and landforms and the natural process that shape and change the Earth's surface. It also examines how the interactions between the natural processes and human activity can also change natural environments. Students will study an Alpine and farming environment.
Unit 2: Human Environments
This unit focuses on the characteristics of human environments and changes in them. It considers the dynamic nature of rural and urban environments and the factors contributing to change that effect the management and the sustainability of human environments. Students must study two human environments in each area of study one of which must be a rural environment and one which must be an urban environment. One environment must be located in Australia and the other from another country. Each environment selected for study focuses on human geography at two different scales.
Unit 3: Regional Resources
Students study the use and management of the Murray Darling Basin region. It enables students to gain a regional perspective in determining the availability, utilization and sustainability of water in this region. Students also study the use and management of

resources in their local area and within the region. They will justify the policy for the future use and management of the resource with an emphasis on its sustainability and importantly in their study of this resource, students will undertake fieldwork.

Unit 4: Global Perspectives

This unit focuses on the geographical characteristics of global phenomena and responses to them. It considers the factors primarily responsible for generating global phenomenon and focus on the way in which people and organisations respond to the impact of global phenomenon. It analyses and evaluates policies and strategies including those that promote sustainability. Students study two global phenomenons one of which is the study of Human population

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

HEALTH AND HUMAN DEVELOPMENT

Rationale: Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. This study approaches the concept of 'developmnet' as a continuum, that begins with individual human development in Units 1 and 2 and progresses towards human development at a societal level in Unit 4.

Unit 1: The health and development of Australia's youth

In this unit students are introduced to the concepts of health and individual human development. Individual human development is a lifelong continuous process beginning at conception and ending with death and is perceived as involving a series or orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. The focus in this unit is on the health and individual human development of Australia's youth. It examines the factors that influence health and development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and development. The health status of Australia's youth is considered and health issues such as communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries impacting on this are considered.

Unit 2: Individual human development and health issues

Individual human development is perceived as involving a series of orderly and predictable changes. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of childhood and adulthood.

Unit 3: Australia's health

This unit examines the health status of Australians and the diversity of health outcomes within our population. Students investigate the burden of disease, nutrients required for optimal health, and the consequences of dietary imbalances. Students compare the health status of Australia's population with other developed countries and explain variations in health status of population groups in Australia.

Unit 4: Global health and human development

This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people's choices and enhancing capabilities, having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives.

HISTORY

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. It develops the skills necessary to analyse visual, oral and written records. The study of

history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time

Unit 1	Twentieth-Century History (1900•1945)
Unit 2	Twentieth-Century History (since 1945)
Units 3 and 4	Australian History
Units 3 and 4	Revolutions

Each pair of Units 3 and 4 is designed to be taken as a sequence. Each History is treated as a separate study with its own structure, key knowledge and skills and assessment.

Unit 1: Twentieth Century History: 1900-1945

The first half of the twentieth century was marked by significant change. In this unit students consider the way that societies respond to these changes and how they affected peoples' lives. Students will study political crisis and conflict, the way social life changed during this period and the relationship between this historical period and cultural expression. The study will be based around the emergence of Nazism in Germany. Tasks include written reports and an end of Semester examination.

Unit 2: Twentieth Century History: 1945-2000

This unit considers some of the major themes and principal events of post- World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings. Students will study ideologies of the Cold War and conflicts that emerged from the Cold War such as Cuba. People movements such as the peace movements and the civil rights movement that challenged authority will be evaluated. Issues of the millennium, arising from technological, political and economic change, such as globalization and Afghanistan, will be researched. Tasks include analysis of visual material on the Cold War, research essay and film reviews and an end of Semester examination.

Unit 3: Australian History

This unit focuses on the colonial period of the Port Phillip District (later Victoria). It introduces students to the visions and ideas which underpinned colonial society and examines the ways in which they changed over time, especially under the impetus of significant events such as the discovery of gold and the Eureka Rebellion. These visions are also examined in relation to their impact on the indigenous people. The second outcome of this unit focuses on the years leading up to Federation and the new Commonwealth, and the visions and hopes of Australians at the turn of the century. Students examine the legislation introduced in the early years of the Commonwealth.

Unit 4: Australian History

This unit continues the exploration of ideas and visions underpinning Australian society at times when these visions were under threat. Students choose to focus on World War I, The Depression or World War II. The unit concludes with an examination of changing Australian attitudes in relation to a number of issues that have been debated in the latter decades of the twentieth century among them, indigenous rights, the environment, immigration and involvement in war.

Unit 3: History of Revolutions

This unit examines the French Revolution, covering the period 1781 to 1795. It focuses on the way social tensions and conflicts generated in the old regime contributed to its breakdown; students critically examine the ideas, individuals and groups who helped bring about revolutionary change. Students will investigate the abolition of the monarchy, the Revolutionary Government's policy of Terror and France's war with Europe.

Unit 4: History of Revolutions

This unit examines the Chinese Revolution. It covers the period 1898 to the death of Mao Zedong in 1976. Students study the affect of leaders and groups who helped bring about revolutionary change. It also looks at key events of the twentieth century such as the Great Leap Forward, the famine in China and the Cultural Revolution.

A course charge applies for these subjects. Refer to 2019 Senior School Course Charges

INTERNATIONAL POLITICS

Unit 1: Politics, Power and People

The key concepts, processes and relationships within and between different political structures and systems are considered. It introduces students to the study of politics by considering key concepts and ideas including representation, power and democracy. Students compare a democratic and non democratic system and consider leadership through the study of a post World War II leader.

Unit 2: The Global Picture

This unit considers international relationships through a consideration of key concepts organisations and contemporary international relationships. Students investigate how a selected state (or group of states) exercises power internationally and a current international conflict/area of instability. The internationalization of relationships is also examined.

Assessment of Units 1 & 2 may be chosen from the following; analysis of visual materials, essay, research report, case study, oral report or audio visual presentation and an end of semester examination.

INTERNATIONAL STUDIES

Unit 3: Global Issues and Conflicts

This unit investigates recent global politics and incorporates a detailed examination of concepts of globalisation and internationalism. The second area of study examines the nature of conflict in the post Cold War world including a look at the key concepts such as a 'superpower', 'terror' and 'terrorism' post September 11.

Unit 4: International Relations

This unit focuses on the Asia-Pacific region and Australia's interaction with the international community. The Asia-Pacific region unit specifically examines the concept of power and the way states use power in their relations with each other as they pursue their national interests. The unit finishes with a study of Australian foreign policy which examines the nature of Australia's position in the region and the world.

Assessment of Units 3 & 4 may include one or more of the following formats; multimedia presentation, case study, essay, report, tests, structured questions or an extended response. SACS contribute 25% of the final mark.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

LEGAL STUDIES

Unit 1: Criminal Law and Justice

This unit explores the distinction between legal and non legal rules, the Victorian Court Hierarchy and the process of making laws through Parliament. It focuses on the role of the police, their powers of investigation, the procedures of criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

There are two areas of study that form the basis of the unit. Area of Study 1 – Criminal Law focuses on an investigation of the importance of criminal law and the nature of criminal liability. Area of Study 2 – The courtroom focuses on the Victorian court hierarchy, its personnel and the adversary system of trial. The support the curriculum program a range of excursions will be organised including a visit to the Supreme and County Courts of Victoria and H.M. Prison Barwon.

Unit 2: Civil Law and the Law in Focus

This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as judicial procedures to resolve civil disputes, the unit also investigates alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore a specific area of law and to analyse contemporary legal issues.

There are three areas of study that form the basis of the unit. Area of Study 1 – Civil Disputes focuses on the enforcement of civil rights and the comparison with the criminal

process and trial. Area of Study 2 – Civil law in action focuses on the civil procedures and the role of the jury in dispute resolution. Area of Study 3 – The law in focus involves an examination of one or more specific areas of law. Operations include; family law, legal issues in technology, human rights, sports and the law, young people and the law or wills and inheritance.

Unit 3: Law making

The purpose of this unit is to enable students to develop an understanding of the institutions that determines laws and processes by which laws are made. It considers reasons why laws are necessary and the impact the Commonwealth Constitution has on operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law making bodies and the processes used to influence change and reform.

There are three areas of study that form the basis of the unit. Area of Study 1 – Parliament and the citizen focuses on the principles of the Australian parliamentary system and the passage of a bill through Parliament. Area of Study 2 – Constitution and the protection of rights focuses on an investigation of the role of the Commonwealth constitution in establishing and restricting the jurisdiction of the law making powers of Parliament as well as an exploration of the protection of democratic and human rights. Area of Study 3 – Roles of the courts focuses on the developing an appreciation of the role played by the courts in law making. To support the curriculum program students will attend a presentation at the Electoral Education Centre.

Unit 4: Dispute Resolution

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluation the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses. Students will compare features of the adversary and inquisitorial systems of dispute resolution. In this unit students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

There are two areas of study that form the basis of the unit. Area of Study 1 – Criminal cases and civil disputes focuses on the varying jurisdictions and functions of courts in the State and the federal hierarchy. Area of Study 2 – court processes and procedures focuses on the elements of an effective legal system. To support the curriculum program a range of excursions will be organised including a visit to the Supreme and County Courts of Victoria and H.M. Prison Barwon, and or Loddon Prison.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

LITERATURE

Rationale**:** The study of literature focuses on the enjoyment and appreciation of reading that arises from discussions, debate and the challenge of exploring meanings of literary texts. Students reflect on their interpretations and those of others. The study explores a wide range of texts and forms. Students learn to understand that texts are constructions, to consider the complexity of language and to recognize the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Unit 1: This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different text, for example poetry, prose, drama and/or non-print texts.

Unit 2: The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as styles of narrative, the characters, the language and structure of the text. Students extend their exploration of ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.
Unit 3: This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represents views and values and comment on human experience, and the social historical and cultural context of literary works.
Unit 4: This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text into cogent, substantiated responses.

LOTE: FRENCH

Rationale: This study develops students' ability to understand and use a language, which is widely learned internationally and also provides students with a direct means of access to the rich and varied culture of francophone communities around the world. Studying a language other than English contributes to students' overall education in areas of communication, cross-cultural understanding, cognitive development, literacy, and general knowledge.
Unit 1 and 2: The study areas comprise themes and topics, grammar, text types, vocabulary and writing. It allows students to establish and maintain a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.
Units 3 and 4: The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. In these units students undertake a detailed study of either Language or Culture through texts, or Language and Culture through VET. Students should be able to express ideas through the production of original texts, analyse and use information from spoken or written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of French-speaking communities.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

LOTE: INDONESIAN

Rationale**:** The study of Indonesian develops students' ability to understand and use the language of a country which is one of Australia's closest neighbours and is one of the most populous countries in the world. Links between Australia and Indonesia have been strengthened in recent decades, in particular, in areas such as business, tourism, security, health, education and the environment. The study of Indonesian promotes the strengthening of these links. The study of Indonesian also has a broader application in that it is closely related to Malay and is understood in Malaysia and by Malay-speaking inhabitants of Singapore and Brunei.
Studying a language other than English contributes to students' overall education in areas of communication, cross-cultural understanding, cognitive development, literacy, and general knowledge.
Units 1 and 2: The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from

spoken and written texts and give expression to real or imaginary experience in written or spoken form.

Unit 3 and 4: The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing. Students undertake a detailed study of either Language or Culture through texts, or Language and Culture through VET. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of Indonesian-speaking communities.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

MEDIA

Rationale**:** VCE Media provides students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structures and features, their industry production and distribution context, audience reception and impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

Unit 1: Representation and Technologies of Representation

The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. Students also develop practical and analytical skills in a study of the production of media products.

Unit 2: Media Production and the Media Industry

The main purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills and analyse issues concerning the media production process.

Unit 3: Narrative and Media Production Design

The main purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. Students also develop practical skills through designing media productions.

Unit 4: Media Process, Social Values and Media Influence

The main purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Students also develop an awareness of the role of social values in the construction of media texts and analyse issues raised about the role and influence of the media.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

MUSIC PERFORMANCE

Rationale**:** Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of works. They learn about and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles**.**

Unit 1: Aural Development

This unit focuses on performance in a solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension. Students present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music.

Unit 2: Aural Development

This unit further develops skills in practical music and performance in solo and group contexts. Students present a prepared program/s of solo and group works, demonstrate prepared technical work, perform previously unseen music and develop skills in aural comprehension. Selected works are analysed to enhance performance interpretation

and to understand their context, influences, characteristics and styles. This unit also focuses on music language that is relevant to performance and used to analyse, compose or improve music.

Unit 3: SOLO PERFORMANCE – Performance, Aural and Analysis development

This unit focuses on the preparation and presentation of solo works. Students use performance techniques to develop understanding of interpretation of a range of styles. Music performance skills are broadened by ensemble performance, solo technical work and unprepared performance. Music language knowledge, aural comprehension skills and understanding of the structure and characteristics of an ensemble work are also developed.

Unit 4: SOLO PERFORMANCE – Performance, Aural and Analysis Development

This unit focuses on the preparation and presentation of a solo program of works, demonstrating through performance an understanding of interpretation. Music performance skills are extended by development of technical work in ensemble performance and unprepared performance skills, and studies in aural comprehension. Understanding and recognition of musical characteristics of an ensemble work are further developed.

Unit 3 and 4: GROUP PERFORMANCE

Students who elect Music Group Performance Units 3 and 4 choose any instrument/s to practice and perform, in a group context, a range of styles demonstrating both authentic and individual interpretation. Students are assessed individually on their contribution to the group's performance. Units 3 and 4 Music Group Performance focuses on performing as a member of a group. Technical, creative and interpretation skills are developed for the presentation of a performance of music in a range of styles. In Unit 3, students also focus on ways of preparing and presenting performances, including developing arrangements, rehearsal strategies and understanding of ways that the acoustics of performance venues can influence performances. In Unit 4, they study techniques for creating arrangements through part-writing or develop skills in improvisation. Both Units 3 and 4 include outcomes that focus on developing students' knowledge of the structure and sound of the components of music language and their skills in aural analysis of the characteristics of arrangements in a wide range of music styles.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

MUSIC STYLES

Rationale**:** In VCE Music Styles Units 1-4, students listen, analyse and respond critically and creatively to music from a range of geographically, social and cultural contexts. Students use a range of practices, including those associated with listening, analysis and creativity, to develop their understanding of ways music can be designed, created and performed.

Unit 1: Analytical and Compositional Development

This unit focuses on a broad survey of music from different styles, traditions, times and places. Students will analyse a range of works, including music from a non-western style or tradition. They will learn about the characteristics of the elements of music and consider ways that music creators use elements of music and composition devises to make works. Students will compose, arrange and/or improvise brief creative exercises in response to the practices of other composers.

Unit 2: Analytical and Compositional Development

This unit focuses on ways that music is used in multidisciplinary art works that combine music and non-musical elements. These works are in many different forms and are represented in diverse historical and cultural contexts. In many of these works, music is used to create effects and elicit responses, often being used to advance a narrative, provide commentary on a narrative or to communicate a mood or feeling. Students analyse ways that music can be used to create effects or elicit responses both as discrete works and in works that combine music and other elements. They also create music for an art work that combines music and other elements. The form of this work is selected by the student.

Unit 3: Analytical and Critical Development
This unit focused on the study of works from at least two different music styles and traditions, including a work or collection of minor works, by an Australian composer. Students develop understanding of similarities and differences in the practice of music composition from different times and/or places. They develop skills in making critical responses to works from different music styles and traditions, including skills in identifying different approaches to using the compositional devises of contrast, repetition and variation. Students develop knowledge about the characteristics of the style of selected works and understanding of the ways that contextual issues can influence works. They make creative responses based on ways of treating elements and using compositional devises.

Unit 4: Analytical and Critical Development
This unit focused on a study of music excerpts from a range of styles and traditions. Students listen and make critical responses to works and analyse the organisation and context of the works. They also use creative processes to compose, arrange and/or improvise a short work. Works selected for study in this unit should differ from those selected in Units 1, 2 and 3.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

OUTDOOR AND ENVIRONMENTAL STUDIES

Rationale**:** Outdoor and Environmental Studies is a study of the ways humans interact with and relate to natural environments. Ultimately the study is directed to enabling students to make critically informed comments on questions of environmental sustainability and to understand to importance of environmental health.
Experiential knowledge is gained through participation in both active and passive outdoor activities in a range of natural environments. Such knowledge is then enhanced through theoretical study of natural environments, the pressure and impacts of human use and issues concerning the preservation and sustainability of natural environments. The experiential component provides students with skills and knowledge to safely participate in activities in natural environments and to respect and value the environment.

Unit 1: Understanding Outdoor Experiences
This unit examines the ways in which humans understand and relate to nature through experiences in natural environments. The focus is on the individual's relationship with the natural environment. Students explore motivations for interacting with the natural environment, and factor that affect individual's access to outdoor experiences and relationship with the environment.
Students develop practical skills and knowledge to live comfortable, with minimal impact, in natural environments through participation in related outdoor experiences.

Unit 2: Environmental Impacts
This unit focuses on characteristics of natural environments, human impacts on natural environments and how changes to nature affect people. The focus shifts from the individual to society's interaction with natural environments. Outdoor recreation provides the means for studying nature's impact on humans, as well as ecological, social and economic implications of human impact on natural environments. Impacts of technology and changing human lifestyles are also examined. Outdoor experiences, involving minimal impact practices will take place in natural environments where there is evidence of human intervention.

Unit 3: Relationships with natural environments
This unit focuses on the ecological, historical and social contexts of relationships between humans and natural environments in Australia. It examines the changing nature of human interactions and relationships with, and perceptions of, the natural environment since human habitation. Contemporary relationships between humans and their environment, and factors shaping relationships, including the media, are examined. Practical experiences provide opportunities for reflection and comparison, and opportunities to develop theoretical knowledge about specific natural environments where there is no evidence of human intervention.

Unit 4: The future of Human-Nature Interactions
This unit focuses on the sustainable use and management of natural environments, examining the contemporary state of the environment in Australia, the importance of natural environments and the capacity of the natural environment to support the future needs of the human population. The emphasis is to develop a balance between human needs and the conservation of the natural environments through investigation of current policies, management strategies and actions that can be undertaken to achieve healthy and sustainable environments in contemporary Australian society. Outdoor experiences require students to apply the practical skills and knowledge required to live sustainably in natural environments and evaluate the strategies and actions they are using.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

PHILOSOPHY

Rationale**:** Philosophy provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. This course introduces students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophers and philosophical ideas at different stages in history.
Doing philosophy is about developing the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments.
VCE Philosophy is a challenging and stimulating study which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour, and equips students with the rational discernment to analyse and contribute to a range of twenty-first century debates.
Unit 1: What is the nature of reality? How can we achieve certain knowledge? These are some of the questions which have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical problems through active, guided investigation, and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – 'doing philosophy' - and hence the study and practice of the distinctive nature of philosophical thinking, including techniques of logic, are central to this unit. As students learn to think philosophically, appropriate examples of philosophical view points and arguments, both contemporary and historical, should be used to support, stimulate and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.
Unit 2: This unit engages students in philosophical investigation and critical discussion of two key areas of philosophy, developing their abilities to analyse the reasoning of others and to formulate logical responses to philosophical questions. Students apply philosophical methods as they analyse problems, develop0 independent ideas, and explain and defend their views in philosophical exchanges with others, evaluating viewpoints and arguments. Students also apply their skills of reasoning to philosophical analysis of contemporary debates.
Students explore basic principles of morality, assessing ethical arguments according to standards of logic and consistency, and uncovering the assumptions about values which underpin ethical viewpoints. There is broad scope to apply philosophical methods to everyday, personal ethical dilemmas as well as to issues debated in the media, including the most significant challenges faced by contemporary societies.
The second area of study focuses on another significant topic in philosophy, to be chosen from Aesthetics, Philosophy of religion, Political philosophy or Other traditions of thought.
Unit 3: This unit considers the perennial question of what it is for a human to live well. What is the nature of happiness? What is the role of pleasure in the good life? What does the good life have to do with being morally decent to other people? The areas of study cover two different periods in which questions such as these have been at the forefront of discussion. Texts by both ancient and modern philosophers have had a significant impact on contemporary western ideas about the good life. Students critically compare the

viewpoints and arguments in set texts from both these periods to their own views on how we should live, to contemporary experience, and to ideas about the good life presented in a range of other sources.

Unit 4: This unit explores two areas of contemporary philosophical debate and their historical development. It involves the study and evaluation of viewpoints and arguments in these debates that occur in the set texts, and the relationship between the contemporary and historical arguments. The first area of study looks at a topic from metaphysic: What is the mind? The second considers a topic from epistemology: Does science provide us with knowledge? Since it is by using our minds as well as our senses that we are capable of acquiring knowledge, and since philosophy suggests that what we can know will influence what we think the mind is, these two questions are interrelated.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

PHYSICAL EDUCATION

Rationale**:** Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation. A theoretical and practical approach towards physical education is taken in this study. It provides the means by which theory and practice are integrated. Participation in physical activity and development of performance skills provide opportunities for students to reflect on factors that affect performance and participation in physical activity, as well as improving their own performance.

Unit 1: Learning and Improving Skill

This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen. Studying skill development theories and psychological concepts, students will be able to apply these principals to the sporting arena.

Unit 2: The Active Body

This unit introduces students to an understanding of the physical activity, including relationships between the body systems and physical activity. It explores how musculoskeletal, cardio-respiratory and energy systems function during physical activity. The impact preparation in physical activity has on health of individuals will be investigated and students will analyse factors affecting participation in physical activity.

Unit 3: Physiological and Participatory Perspectives of Physical Activity

This unit introduces students to an understanding of physical activity from a physiological perspective. The contribution of energy systems to performance in physical activity is explored, as well as the health benefits gained from participation in regular physical activity. Students will apply various models to analyse levels of participation in physical activity and identify strategies that will be effective in promoting participation in some form of regular activity.

Unit 4: Enhancing Physical Performance

This unit focuses on the components of fitness and assessment of fitness from s physiological perspective. Students consider the manner in which fitness can be improved by the application of appropriate training methods and principles. Training effects are investigated in relation to individual responses and adaptations achieved through participation in exercise programs.

A range of factors and strategies that influence improvements and limit performance in physical activities are investigated by students. Performance enhancing practices are studied in combination with appropriate recovery and risk management systems used to assist the athlete.

STUDIO ARTS– CERAMICS AND 3D, AND PHOTOGRAPHY

Rationale**:** Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. The design process enables students to explore ideas and sources of inspiration, experiment with materials and techniques and practice specialised skills in a range of art forms. Students generate a range of directions and potential solutions and analyse and evaluate these

before producing artworks. The theoretical component of the study informs students' practice through an investigation of selected artworks, an examination of artists' working methods and a study of professional practices and the art industry issues.

STUDIO ARTS: CERAMICS AND 3D

Unit 1: Artistic Interpretation and Techniques
The focus of this unit is the investigation of sources of inspiration, which generate creative activity, and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations are also examined.
Unit 2: Design Exploration and Concepts
The focus of this unit is to establish an effective design methodology for the production of artworks and develop skills in the analysis of ceramic and sculptural works.
Unit 3: Studio Production and Professional Art
The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to ceramics.
Unit 4: Studio Production and Art Industry
The focus of this unit is to produce a cohesive folio of finished ceramic works that resolves the aims and intentions set out in the work brief formulated in Unit 3. Students also examine different components of the arts industry and issues relating to the public display, promotion and critique of art works.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

STUDIO ARTS: PHOTOGRAPHY

Unit 1: Artistic inspiration and Techniques
This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art-making. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.
Unit 2: Design Exploration and Concepts
This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists' ideas and how they have created aesthetic qualities and identifiable styles.
Unit 3: Studio production and professional art practices
This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design 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 design process to support the making of finished artworks in Unit 4.
For this study, the exploration proposal supports the student to identify a direction for their design process. The design process is individually determined by the student. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4.
The study of artists and their work practices and processes may provide inspiration for students' own approaches to artmaking. Students investigate and analyse the response

of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists' work in the making of new artworks. Students are expected to visit at least two different exhibition spaces in their current year of study.

Unit 4: Studio production and art industry contexts

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges.
Those students doing darkroom work will need to purchase extra materials.

THEATRE STUDIES

Rationale**:** Theatre Studies focuses on the interpretation of play-scripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study, students work with play-scripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

This knowledge is applied through use of stagecraft to collaboratively interpret play-scripts in performance. Through contribution to the production of plays and performance of a monologue, students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners.

Theatre Studies provides students with pathways to further studies in fields such as theatre production and theatre design, script writing and studies in theatre history.

Unit 1: Theatrical styles of the pre-modern era

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with play-scripts from the pre-modern era of theatre, focusing on works prior to the 1880s in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play from the pre-modern era in performance.

Periods from the pre-modern era of theatre include Ancient Greek theatre, Roman theatre, Liturgical drama such as morality/miracle/mystery plays, Italian theatre and the Commedia Dell'Arte, Elizabethan and Shakespearean theatre, Restoration comedies and dramas, Neo-classical theatre, Spanish and French theatre and non-Western theatre such as Beijing Opera, Noh theatre, Bunraku and Kabuki.

The term 'play-script' refers to play/s and/or excerpts from play/s.

Stagecraft: In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. Students research and apply acting and other stagecraft to interpret play-scripts.

Unit 2: **Theatrical styles of the modern era**

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

evaluation and apply these skills to the analysis of a play in performance from the modern era.
Theatrical styles in the modern era include Naturalism/Realism, Expressionism, Theatre of the Absurd, Epic Theatre, physical theatre, political theatre, feminist theatre, and Eclectic theatre (contemporary theatre that crosses traditional boundaries). Modern theatre has been influenced by practitioners such as Ibsen, Strindberg, Stanislavsky, Chekhov, Brecht, Jarry, Pinter, Beckett, Anouilh, Grotowski, Artaud, Craig, Churchill, Hewitt, Kane, Cusack and Rayson.
The term 'play-script' refers to play/s and/or excerpts from play/s.
Stagecraft: In this unit stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. Students apply stagecraft to interpret a play-script and consider the impact of stagecraft on audiences.

VISUAL COMMUNICATION AND DESIGN

Rationale: This study is intended to assist students in the understanding, production and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, principles and design process in visual communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

Unit 1: Visual Communication

The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students will also be introduced to design elements and principles and the role of the design process in visual communication production.

Unit 2: Communication in Context

The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communications technology. Students will use the design process to explore ways of communicating information and ideas.

Unit 3: Visual Communication Practices

The main purpose of this unit is to enable students to apply the visual communication production process to satisfy specific communication needs. Students will investigate the production of visual communications in a professional setting, and evaluate examples of visual communication produced.

Unit 4: Designing to a Brief

The main purpose of this unit is to enable students to prepare one brief, and design and produce developmental work and two final presentations based on the brief.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges.
Students will also be required to purchase a kit containing visual diary and drawing materials and equipment.

MATHEMATICS, SCIENCE AND TECHNOLOGY SUBJECTS

BIOLOGY

Unit 1: Unity and Diversity

This unit investigates the structure and functions of cells. It looks at the needs of individual cells and how specialized structures carry out cellular activities. It also looks at how the survival of a cell depends on the balance between its internal and external environment. All life needs to obtain nutrients and water, have a source of energy, dispose of wastes and reproduce. In this unit Biology students gain an understanding of ideas and technological advances that have helped us to understand those needs.

In completing this unit, students undertake and are assessed on practical investigations, research assignments, knowledge and problem solving ability, topic tests and final exam.

Unit 2: Organisms and their environment

This unit allows students to study the relationships between living things and their environment, with examples drawn largely from Australian ecosystems. Students examine how organisms in their habitat are part of systems through which energy and other matter flow and are recycled. They consider how species are affected by environmental changes. Students are assessed on both practical and written assessment tasks which demonstrate their understanding of the topic.

Unit 3: Signatures of Life

In this unit students study biochemistry and genetics of plants and animals. They look at the structure and function of DNA, and its coding for the production of proteins. They investigate the role of proteins in cell functions and how new technologies have led to the development of specific proteins in medical and pharmaceutical applications. They investigate how cells detect bio-molecules and respond to them.

Assessment is through school assessed course work and a mid year examination.

Unit 4: Continuity and Change

In this unit students examine evidence for the evolution of life forms over time. They explore hypotheses that explain how changes to species have come about. They learn about molecular genetics, gene expression and regulation, and relationships between species. Students learn about heretibility.

Students are assessed through school assessed course work and an end of year examination.

A course charge applies for this subject. Refer to the 2010 Senior School Course Charges

CHEMISTRY

Unit 1: The big ideas of chemistry

The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. The Periodic Table provides a unifying framework for studying the chemistry of the elements using their chemical and physical properties to locate their position. The electron configuration of an element, its tendency to form a particular bond type and its ability to behave as an oxidant or reductant can all be linked to its position in the Periodic Table.

A study of the development of our understanding about the internal structure of the atom illustrates to students the collaborative and step-by-step way in which scientific theories and models are formed.

Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives. Students investigate the uses of materials and how these have changed. Examples could include improved corrosion prevention or limitation and carbon nanotubes and self-repairing materials.

Students are introduced to the development and application of ‘smart’ materials. Developing new materials has escalated with the use of synchrotron science that explores particle behaviour at an ever decreasing size. Some examples of new materials are alloys, fibres and compounds incorporating polymers, ceramics, biopolymers, films

and coatings. Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.
All Areas of Study in this unit involve the design and performance of experiments.

Unit 2: Environmental chemistry

Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes. The atmosphere supplies life-giving gases, provides temperature that sustains life, and gives protection from harmful radiation.
Algae blooms, salinity, acid rain, depletion of ozone, photochemical smog, and global warming continue to have an impact on living things and the environment. Students will investigate how chemistry is used to respond to the effects of human activities on our environment.
Typical tasks of environmental chemists include monitoring the concentration of wastes in the effluent from an industrial plant and monitoring air quality. Quantitative chemical calculations play an essential role in these tasks and students are introduced to the types of calculations used every day by analytical chemists.
The principles and applications of green chemistry – benign by design – to processes and practices are included. The goal of these processes is to achieve hazard-free, waste-free, energy efficient synthesis of non-toxic products whilst maintaining efficiency. Students are introduced to new, cleaner and more efficient chemical processes that have been designed using green chemistry principles.
Students continue to use and develop the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.
All Areas of Study in this unit involve the design and performance of experiments.

Unit 3: Analytical and Industrial Chemistry

In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway.
Each technique of analysis depends on a particular property or reaction of the chemical being investigated. Consequently, an understanding of the chemistry is necessary in learning how and why the techniques work.
Students investigate organic reaction pathways and the chemistry of particular organic molecules. Synthesis of new medicines is one of the growth industries for the coming decades. Students investigate the role of organic molecules in the generation of biochemical fuels and forensic analysis. Students will continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

Unit 4: Food Chemistry, Energy and the Periodic Table

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions.
Chemical reactions produce a diverse range of products we use and depend on every day. Features that affect chemical reactions such a s the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.
Our society uses a range of energy sources, including coal to generate electricity and gas for heating, oil for transport, and solar and wind for small and large scale production of electricity. Students investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource.
Galvanic cells and electrolytic cells operate by transforming chemical and electrical energy. Students investigate their operating principles, both in the laboratory and in important commercial and industrial applications including fuel cells. These cells are used in smaller appliances such as mobile phones, CD players, personal computers, and in larger scale systems such as cars and motor bikes, and in the production of chemicals.

Students will continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

A course charge applies for this subject. Refer to the 2010 Senior School Course Charges

DESIGN TECHNOLOGY

Rationale**:** In Design and Technology students focus on one of the following materials: - Fibres or Wood/Furniture. They assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges. Students learn skills to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Unit 1: Design modification and production

This unit focuses on redesigning an existing product/design (development of folio work) and its production and evaluation. Students develop skills in the preparation of a design brief, researching, using a range of communication methods to convey design ideas and the use of a range of tools, equipment and machines to make the redesigned product.

Unit 2: Collaborative Design

This unit focuses on students working as a team to: design a product range or a number of products based on a common theme; or contribute to the design and development of a group project. Each student in the team individually manufactures one of the products from the range.

Unit 3: Design, technological innovation and manufacture.

In this unit, students focus on the role of the designer, including how a designer develops solutions to a problem. They investigate a clients needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. Production work commences in Unit 3, and is completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

Unit 4: Product development, evaluation and promotion

Students continue to develop and manufacture the product designed in Unit 3. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product. Judgments are also made about possible improvements. Students highlight features of the design and product in a product promotion. The analysis and comparison of a commercial product is also part of the course work.

(Assessment of the design folio and production work for Units 3 and 4 contributes 50% to the student's study score.)

NB: Students considering the selection of both Design Technology Wood and Design Technology Fibres must discuss this option with the Sub-School Leader.

Students will need to purchase raw materials to complete their production work.
A course charge applies for this subject. Refer to 2010 Senior School Course Charges

ENVIRONMENTAL SCIENCE

Rationale**:** Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impact of human activities on them. Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations.

Environmental Science investigates the interactions between natural and human systems. This study examines the application of environmental science to ecologically sustainable development and environmental management. Students should understand the values and attitudes that underpin environmental decisions and reflect on effective ways for modifying behaviour of individuals and groups for positive environmental outcomes.

While undertaking this study, students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis.

Unit 1: The environment

This unit focuses on the environment and its components. The function of ecosystems and the interactions in and between the ecological components are investigated. The unit presents opportunities to consider the effects of natural and human-induced changes in ecosystems.

Unit 2: Monitoring the environment

This unit focuses on the characteristics of environmental indicators and their use in monitoring programs. Environmental indicator data will be defined, collected and interpreted.

Unit 3: Ecological issues: energy and biodiversity

This unit focuses on two major ecological issues which provide challenges for the present and the future. The consequences on the atmosphere of natural and enhanced greenhouse effects, and issues of biodiversity and its significance in sustaining ecological integrity, will be examined.

Unit 4: Ecological sustainability

This unit focuses on pollution and its relationship to the health of humans and the environment. It advances further understanding of managing the environment to ensure development meets human needs while maintaining ecological integrity of the environment.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

FOOD TECHNOLOGY

Rationale**:** Through the study of Food and Technology, students will develop knowledge of the functional, sensory, physical and chemical properties of food and will be able to apply this knowledge when using food in a practical situation. They will develop and apply the knowledge and skills for safe and hygienic work practices and food preparation techniques. They will use the design process, critical thinking and problem solving skills to develop food products to suit specific situations or to meet the needs of individual consumers and their lifestyles. In this process, they will develop independent and cooperative learning skills. The study may also form the foundation for existing pathways to food science and technology, consumer science, home economics, education, the hospitality and food manufacturing industries, and nutrition and health studies.

Unit 1: Properties of Food

In this unit students are introduced to a diverse nature of food, how we prepare it and how to store it for best quality in terms of safety, health and aesthetics. Students study safe and hygienic food handling practices and apply these practices in preparation of food. Food storage practices that maximize quality of raw and cooked food are also investigated. Students discover the links between classification of foods and their properties and how their enjoyment of food is associated with different cooking methods and properties of food. They examine changes in properties of food when different preparation processing techniques are used. Students apply this knowledge when preparing food.

Unit 2: Planning and Preparation of Food

This unit provides students with the opportunity to investigate the best methods and tools and equipment to use for optimum results, and what to prepare for a range of situations. Students research, analyse and apply the most suitable food preparation and cooking methods to optimize the sensory, physical and chemical properties of food. Students work both independently and as a member of a team to research and implement solutions to a design brief, and to respond to exciting challenges of preparing food for a range of contexts. These contexts include nutritional considerations, cultural briefs, and resource access and availability.

Units 3: Food Preparation, Processing and Food Controls

This unit requires students to analyse the functions of the natural components of key foods and apply this information in the preparation of foods. Students will investigate cooking techniques and justify the use of best techniques for key foods. They develop an understanding of food processing techniques to prevent spoilage in industrial and domestic settings, and will also preserve food using some of these techniques.

Students develop an understanding of food safety in Australia by investigating the causes of food poisoning and food spoilage, and their relevant regulations. Students apply safe work practices while preparing food.
Students write a design plan developed from a design brief that they devise. In the design plan, they will apply their knowledge about key foods, properties of food, tools techniques and preservation techniques best suited to a particular context. They make decisions and choices related to their understanding of the brief. In developing this plan, students establish a timeline to complete the set of food items to meet the requirements of the brief in Unit 4.

Units 4: Food Product Development and Emerging Trends

In this unit students work independently to complete the challenge of implementation of the design plan they established in Unit 3. In completing this task, students apply food safety and hygiene guidelines and evaluate the product planning and processes in the plan.
Students examine food product development, and research and analyse factors that have contributed to product development. They investigate the process of product development, including packaging, packaging systems and marketing.
Students investigate emerging trends in product development, including societal pressures to improve health, technological developments and environmental considerations.

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

INFORMATION TECHNOLOGY

Rationale**:** This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes.
The rapid pace of development in information and communications technology (ICT) is having a major influence on virtually all aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation, and in relationships. Social relations and cultural values influence the way ICT is used.
While it is important that students extend their use of ICT as a tool to assist with work, study, recreation and in relationships (which builds on their compulsory education experiences), the study of Information Technology focuses on the capacities, scope and limitations of hardware and software, and their interactions to carry out specialised applications.
With appropriate knowledge and skills, students will be equipped to make use of ICT and make informed personal and workplace choices about future developments and directions in this exciting and challenging field. Innovative approaches to the potential uses of ICT are developed, and students are encouraged to orient themselves towards the future, with an awareness of the implications of these uses.
The study of Information Technology may provide pathways to further studies in IT and to careers in ICT-based areas. It may also prepare students for programs that require either an IT-related subject or for a vast range of careers that require efficient and effective use of ICT.

Unit 1: IT in action

This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information.
In each outcome of this unit, students use software to create solutions and information products. For Outcomes 1 and 3, students use a software tool selected from these types of software: web authoring and multimedia authoring. Additional types of software can be used, such as image editing software, for example, Macromedia Flash and Adobe PhotoShop, but they are not mandatory. For Outcome 2, students use database management software to solve information problems.

Unit 2: IT pathways

This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.

Students develop and apply knowledge and skills in using two different software tools. One tool must be a programming or scripting language that enables students to manipulate data, for example, Javascript, Actionscript, Visual Basic, Java, php. The other software tool should be selected from these types of software: web authoring and multimedia authoring, and, where appropriate, be supported by image editing software, such as Macromedia Flash and Adobe PhotoShop. Students also explore career pathways that involve using knowledge and skills associated with programming or scripting languages.

Working collaboratively in teams is an important and effective problem-solving strategy, and this strategy is applied when students solve information problems for clients in the community.

In each outcome of this unit, students use software tools. For Outcome 1, the software tool should be a programming or scripting language. For Outcome 2, students use software that supports the creation and presentation of animated images, such as multimedia authoring and web authoring. Image editing software may be used in conjunction with these software types. For Outcome 3, students use one or both of the software tools studied for this unit.

UNITS 3 AND 4: IT APPLICATIONS

Unit 3: IT Applications

Units 3 and 4 are designed to be taken as a sequence. In Unit 3, students use web authoring and database management software to solve information problems. In Unit 4, they use web authoring or multimedia authoring software as well as spreadsheet software to solve information problems. Additional software can be used to support the development of solutions and information products, for example, image editing software, such as Macromedia Flash and Adobe PhotoShop.

Unit 3 focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines. The solutions and information products should meet the specific needs of organisations such as sporting clubs, news agencies, charities, or the needs of individuals. Students also explore how the capabilities of networked information systems support teams of workers or learners to solve problems and share knowledge.

For Outcome 1 of this unit, students must use database management software to solve information problems, and for Outcome 2, students use web authoring software to create prototypes of websites.

Unit 4: IT Applications

This unit focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be re-used in the future with new sets of data. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation. Students apply their ICT knowledge and skills to record their decision-making strategies when solving information problems and to reflect on the effectiveness of these strategies.

In this unit students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity of data and security of information, and to optimise efficient information handling.

Students are required to use two types of software for Outcome 1: spreadsheet and web authoring or multimedia authoring.

Units 3 and 4: Software Development

Unit 3: Software Development

Units 3 and 4 are designed to be taken as a sequence. Unit 3 focuses on the techniques and procedures for determining the ability of networked information systems to meet organisational needs and on how the development of purpose-designed software, using a programming language, helps fulfill these needs. Students explore the roles and functions of networked information systems, and the types of networks. They apply three phases of the waterfall model of the systems development life cycle (SDLC): analysis, design and development. They use this concept as the methodology for making changes to networked information systems.

For Outcome 1 in this unit, students analyse the operations of networked information systems, and explore design options in order to produce the physical design specifications for modified or new networked information systems. In Outcome 2, the development phase of the SDLC is realised by students designing and coding software modules, using a programming language. Students are not expected to fulfill entire software design specifications; only modules need to be developed. Typically the stages of software development involve analysing, designing, developing, testing, documenting, implementing and evaluating. In this unit students are required to engage in the stages of designing, developing and testing. Students also explore how the development of programs is influenced by legal obligations and ethical considerations. In Unit 4 students are required to undertake all stages of software development.

The programming language selected will be studied for both Unit 3 and Unit 4. The language must be a general-purpose language.

Unit 4: Software Development

This unit focuses on techniques, procedures and strategies to develop, implement and evaluate proposed networked information systems. Students explore the technical, human, procedural, economic and management factors that need to be considered when undertaking these phases of the systems development life cycle (SDLC). The development phase is realised through the creation of software solutions using the programming language studied in Unit 3.

For Outcome 1 of this unit students continue to study the programming language selected in Unit 3. They are required to engage in all stages of software development: analysis, design, development, testing, documentation, implementation and evaluation. Details of information system objectives and the needs of the users are provided in design briefs. For Outcome 2, students continue their study of the SDLC by examining in detail the phases of development, implementation and evaluation.

MATHEMATICS

An underlying principle of the Mathematics study is that all students will engage in the following mathematical activities:

1. **Apply knowledge and skills:** The study of aspects of the existing body of mathematical knowledge through learning and practising mathematical algorithms, routines and techniques, and using them to find solutions to standard problems.
2. **Model, investigate and solve problems:** The application of mathematical knowledge and skills in unfamiliar situations, including situations which require investigative, modeling or problem solving approaches.
3. **Use technology:** The effective and appropriate use of technology to produce results which support learning mathematics and its application in different contexts.

These three types of mathematical activity underpin the outcomes for each unit of Mathematics. They are intended to guide the work of students throughout Mathematics and to promote and develop key aspects of working mathematically.

All students undertaking a VCE Mathematics study (except Foundation Mathematics) must have their own CAS calculator. The recommended CAS calculator is the Texas Instruments Ti Nspire.

Recommended sequences of study for VCE Mathematics

Units 1/2 (Year 11)		Units 3/4 (Year 12)
Foundation Mathematics	Leads to	**NO Year 12 Mathematics**
General Mathematics (Further)	Leads to	**Further Mathematics**
Mathematical Methods CAS and General Mathematics (Methods)	Leads to	**Mathematical Methods CAS or Mathematical Methods CAS and Specialist Mathematics or Mathematical Methods CAS and Further Mathematics**

- Students intending to study General Mathematics (Further), or the combination of Mathematical Methods CAS Units 1/2 and General Mathematics (Methods), should have gained a VELS rating of "C" or better in Year 10 Mathematics together with assessments rated at "GOOD" or better.
- Students who are achieving less than a VELS rating of "C", and assessments below "GOOD" in Year 10 Mathematics, and who require the further study of mathematics, should consider Foundation Mathematics in Year 11.
- The table above indicates the strongly recommended pathways. Student considering an alternative pathway must consult with their mathematics teacher.
- In selecting VCE mathematics units, students should bear in mind future (eg. tertiary) course options and possible pre-requisites, but students should also make realistic choices based on their abilities. Year 10 mathematics teachers will discuss choices with students.

FOUNDATION MATHEMATICS UNITS 1/2

This subject is designed for students who want to complete 2 units of VCE mathematics, but who do not want to undertake a Unit 3/4 sequence in the following year. It caters for students whose mathematical and algebraic skills may not be sufficient to tackle General Mathematics (Methods) or General Mathematics (Further) or Mathematical Methods CAS, but who require VCE mathematics units. There is very little algebra in Foundation Mathematics and there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study.

GENERAL MATHEMATICS UNITS 1/2

The areas of study are: Statistics and Probability, Functions and Graphs, Algebra, Geometry and Trigonometry. There are two distinct General Mathematics subjects, each with a quite different emphasis on the content, according to the Units 3/4 for which students are being prepared.

GENERAL MATHEMATICS (METHODS)

Should be studied with Mathematical Methods CAS 1/2, to give a full and broad preparation for Year 12 Mathematics, including Mathematical Methods CAS 3/4 and Specialist Mathematics 3/4. General Mathematics (Methods) **should not** be studied alone as this would limit access to year 12 Mathematics (e.g. access to Mathematical Methods CAS 3/4 would not be possible).
Students **must** have a Ti Nspire CAS Calculator.

GENERAL MATHEMATICS (FURTHER)

Is designed and recommended as preparation for Further Mathematics Units 3/4, with increased emphasis given to content which is relevant to that subject. General Mathematics (Further) would not normally be studied with any other unit 1/2 mathematics subject.
Students **must** have a Ti Nspire CAS Calculator.

MATHEMATICAL METHODS CAS UNITS 1/2

The areas of study are: Functions and Graphs, Algebra, Calculus, Probability. These units are designed in particular as preparation for Mathematical Methods CAS Units 3/4 and also for Specialist Mathematics Units 3/4. Mathematical Methods CAS Units 1/2 should be studied together with General Mathematics (Methods) Units 1/2 as this gives students the best and broadest preparation for the Unit 3/4 sequences in Year 12. Mathematical Methods CAS Units 1/2 contain significant areas of algebra and calculus, and a good standard of achievement in Year 10 Mathematics is required for success.
Students **must** have a Ti Nspire CAS Calculator.

FURTHER MATHEMATICS UNITS 3/4

This sequence of units consists of a compulsory area of study: Data Analysis; and a selection of three modules from the following: Number Patterns and Applications, Geometry and Trigonometry, Graphs and Relations, Business Related Mathematics, Networks and Decision Mathematics, Matrices. Further Mathematics 3/4 provides a general preparation for employment or further study. It assumes students have already studied material that is emphasized in General Mathematics (Further).
Students **must** have a Ti Nspire CAS Calculator.

MATHEMATICAL METHODS CAS UNITS 3/4

The areas of study are: Functions and Graphs, Algebra, Calculus, Probability. Mathematical Methods CAS 3/4 can be studied alone, with Specialist Mathematics Units 3/4, or with Further Mathematics 3/4. The content is intended to provide an appropriate background for further study in, for example, mathematics, science, commerce or medicine. Students **must** have a Ti Nspire CAS Calculator.

SPECIALIST MATHEMATICS UNITS 3/4

The areas of study are: Functions, relations and graphs, Algebra, Calculus, Vectors, and Mechanics. Students studying Specialist Mathematics Units 3/4 must also study Mathematical Methods CAS Units 3/4. Specialist Mathematics Units 3/4 is intended for students with a strong interest in mathematics and those who wish to undertake further study in mathematics and related disciplines.
Students **must** have a Ti Nspire CAS Calculator.

PHYSICS

Rationale**:** Physics is the study of matter and its motion through space-time and all that derives from these, such as energy and force. More broadly, it is the general analysis of nature, conducted in order to understand how the world and universe behave. Both unit 1 and 2 consist of two core areas of study as outlined below including a third topic chosen from one of the detailed studies.

Unit 1: Nuclear Physics and Radioactivity and Electricity
The particle model of matter and ideas about energy transfers and transformations are relevant to the study of nuclear physics and radioactivity. Students will use the concepts of nuclear physics and radioactivity in the contexts of environmental radiation and the production and use of radioisotopes in industry. They will access information related to the use of nuclear reactions and radioactivity. Students develop circuit models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Mathematical models are applied and critically assessed during experimental investigation of DC circuits.
Detailed study for Unit 1 - Medical Physics which follows on with Nuclear Physics
Unit 2: Motion and Wave-like Properties of Light.
Students learn about the models used to explain motion from the early theories of Aristotle and the work of Galileo and Newton. These theories are developed through the examination of aspects of motion including transport, games and sport. Mathematical models are critically applied during experimental investigations of examples of motion using computer software.
Light phenomena are example of the interaction of the physical world with human biology. The wave model of light, compare with particle model of light will be evaluated in terms of satisfactorily explaining light phenomena.
Detail study for unit 2 – **Sustainable energy sources**
Assessment is done by tests, experimental work, and assignment on a detail study.
Unit 3: This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. The detailed studies offer examples of theoretical and practical applications of these technologies. Mathematical modeling, including calculations, is applied to all areas of study to organize first-hand and second-hand data, make predictions and link concepts. Students analyse and solve more complex qualitative and quantitative problems. Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions; and Electronics and photonics; and a third area of study to be chosen from one of three detailed studies: Einstein's special relativity, Materials and their use in structures, and Further electronics. Assessment is by written tasks for school assessed coursework. There is a mid-year examination.
Unit 4: This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered. The detailed studies provide examples of innovative technologies used for research and communication.
Students continue to undertake extensive and regular experimental work in the laboratory. They design and carry out investigations, collect accurate data, evaluate the quality of data and measurement processes and make conclusions based on the data.
Mathematical modeling, including calculations, continues to be used to organize firt-hand and second-hand data, to link concepts, to make predictions and to identify trends.
Unit 4 consists of two prescribed areas of study: Electric power and Interactions of light and matter; and a third area of study to be chosen from one of three detailed studies: Synchrotron and its applications, Photonics, and Sound.

PSYCHOLOGY

Rationale: Psychology is the scientific study of mental processes and behavior in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research. In VCE students explore complex human behaviours and thought processes. They develop empathetic understandings of mental health issues in society. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and

socio-cultural factors that influence thought, emotions and behavior.

Unit 1: Introduction to Psychology

In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behavior. Students analyse the contribution that classic and contemporary theories have made to the development of psychology. They are introduced to the scope of psychology – its specialized fields of study and its application in a variety of contexts and settings. Students investigate aspects of visual perception to consider how psychologists approach the study of the mind and human behavior from biological, behavioural, cognitive and socio-cultural perspectives. Students will focus on changes in the interaction between the biological, cognitive and socio-cultural influences and learned behaviours that contribute to an individual's psychological development and mental wellbeing at different stages.

Unit 2: Self and Others

A person's attitudes and behaviours affect the way they view themselves and affect their relationships with others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behavior.

Students consider the findings of key classic and contemporary research as a means to explaining the formation of attitudes, and individual and group behaviour. They examine research methods appropriate to measuring attitudes and behaviours, and consider associated ethical issues in the conduct and use of such research. Students explore scientific ways of describing, measuring and classifying intelligence and personality. They analyse classic and contemporary theories of intelligence and personality, including the influence of genetic and environmental factors. They compare the research methods used in the development of these theories.

Unit 3: Brain and Nervous System; Visual Perception; and States of Consciousness (2010 only – new course will be released for 2011)

This unit focuses on the brain and the nervous system as a whole structure and investigates their role in affecting human behaviour. Students study the main structures of the human brain and their functioning. Brain research methods are examined.

Students undertake the study of our visual system, distinguishing between the processes of visual sensation and perception. They will learn about the structures of the eye and the process of sensation and about how these sensations are then interpreted and perceived by individuals. The principles of visual perception are studied with regard to how they are used in art and everyday life.

Students learn to distinguish between states of consciousness and to identify the different characteristics associated with normal waking consciousness and altered states of consciousness.

Assessment is by empirical research activities, tests, essays and evaluation of research design and theories. An externally set examination is held at the end of this unit in June.

Unit 4: Memory; Learning; and Research Investigation (2010 only – new course will be released for 2011)

In this unit, students study cognitive psychological methods through the concepts of memory and learning. The concept of behaviour is understood in terms of the mental processing of information. Students study the stages of memory (Sensory Memory, Short Term Memory, and Long Term Memory), how our memory system works and techniques to enhance memory.

Students also undertake the study of the Nature of Learning. This includes consideration of Classical and Operant Conditioning, and Observational Learning. Methods are integrated within the different methodological approaches to psychology. Students apply these methods to different studies and make evaluations of the appropriateness of each model. The application and understanding of ethical principles in the conduct of psychological research and practice is extended as students complete a research investigation. Assessment is by empirical research activities, tests, essays and a major research investigation. An externally set examination is held at the end of this unit.

VCE VET SUBJECTS

VCE VET programs are vocational studies approved by VCAA as appropriate for senior secondary school students. VCE VET programs lead to nationally recognised qualifications, offering students the opportunity to gain both the VCE and a nationally portable vocational education and training certificate.

VCE VET programs are fully recognised within the Unit 1–4 structure of the VCE and therefore may contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies and function within the National Training Framework

A course charge applies for these subjects. Refer to 2010 Senior School Course Charges

VCE VET Interactive Digital Media

This is a new program and replaces VCE VET Multimedia. The full program consists of twelve units of competence taken over two years. After the first year students will be eligible for credit of two units at Units 1 and 2 level, regardless of whether or not they go on to complete the second year. Those who complete the two years will be eligible for two units at Units 3 and 4 level, as well as VET Certificate III in Media. A contribution to the ATAR score is available to those students who complete the two years and the final examination.

VCE VET Units 1 & 2

Students at Units 1 & 2 level become proficient in a broad range of basic tasks including working with digital images using digital camera, scanner and image-manipulation software, designing graphics using software applications such as Photoshop, Illustrator and Flash, manipulating text, designing and updating websites, creating animations and incorporating video.

BSBCRT301A Develop and extend critical and creative thinking skills
CUFIND301A Work effectively in the screen and media industries
BSBOHS201A Participate in OHS processes
CUFDIG303A Produce and prepare photo images
CUVCOR08B Produce drawings to represent and communicate the concept
CUFDIG201A Maintain interactive content

VCE VET Units 3 & 4

Pre-requisite: Successful completion of Units 1 & 2

This program builds on the skills, knowledge and attitudes acquired in Units 1 & 2. Student use advanced features of multimedia applications to complete three major interactive multimedia projects which, in combination with the end of year examination, contribute to the ATAR score. Each project is an individual response to a design brief which focuses on the needs of the client and potential users. Students complete all aspects of each project including digital animation, sound, web design, visual design, written copy and video editing.

Six modules are studied. Successful completion of all modules leads to attainment of VET Certificate III in Media and VCE Units 3 & 4 in Interactive Digital Media

CUFANM301A Create 2D digital animations
CUFWRT301A Write content for a range of media
BSBDES302A Explore and apply the creative design process to 2D forms
CUFDIG302A Author interactive sequences
CUFDIG301A Prepare video assets
CUFDIG304A Create visual design components

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

VCE VET Certificate II in Community Recreation

The aims of the VCE VET Sport and Recreation program are to:

- Provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in sport and recreation or related industries
- Enable participants to gain a recognized credential and make a more informed choice of vocation and career paths.

This VCE VET program provides students with the opportunity to select electives that enable them to become multi-skilled, thereby enhancing e4ntry to employment and further training across many sectors in the sport and recreation industry.

SRC20204 Certificate II in Community Recreation
Requirements for completion of the certificate:

- Core 11 units of competence
- Stream core 5 units of competence
- Elective 5 units of competence

The Certificate II in Community Recreation aims to provide specific skills and knowledge required for an assistant level employee at an aquatic centre or gymnasium/dry area fitness centre. The functions of a person with this qualification may include assistance with the conduct of recreation activities and events, facility maintenance and general workplace operations.
Community Recreation may also provide students with the opportunity to develop skills in specific sports through the choice of electives from:

- SRS20203 Certificate II in Sport (Career-oriented participation)
- SRS20303 Certificate II in Sport (Coaching)
- SRS20403 Certificate II in Sport (Officiating)

A course charge applies for this subject. Refer to 2010 Senior School Course Charges

VCE VET Certificate III in Laboratory Skills

The recognition of science as a growth area in tertiary education and employment makes this course a valuable tool in achieving high level laboratory skills transferable to other science studies.

The competencies that need to be achieved are:

- maintaining the laboratory fit for purpose
- working safely in accordance with defined policies and procedures
- performing aseptic techniques
- assisting with fieldwork
- calibrate test equipment
- assist with maintenance
- perform procedures relevant to biology and chemistry

This is a practical certificate course which leads to industry standard qualifications. During the two years of the course students will be required to complete 50 hours Work Placement in the industry.

In completing the Certificate a range of tasks will be used to assess the level of competence for each unit. These will include maintenance of a log book and workbook, completion of work placement, practical demonstration of skills acquired, contribution to group discussion, completion of assignments, and TAFE visits for competency assessment.