

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### Art

#### Rationale

This study encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through investigation and experimentation. Inter media and cross media investigations are an integral part of this exploratory process. It also equips students to respond to art in an informed and articulate manner.

#### Structure

The study is made up of four units.

#### Unit 1

This unit encourages the imaginative exploration of materials, techniques and working methods, demonstrating visual solutions to set tasks and studying the ways in which the art of the past and present relates to the society for which it was created.

#### Unit 2

This unit focuses on the development of art works demonstrating effective working methods and studying the roles of artists and their innovative and personal involvement in art.

#### Units 3 and 4

In these units students present a broad and innovative body of work as they communicate ideas through experiments in one or more media. A range of approaches to interpreting art are studied and applied.

#### Assessment

#### UNIT 1

#### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Developing ideas and skills: present visual solutions to set tasks through experimentation with a range of materials and cross media techniques and process, in a particular media and/or art form. *Practical.*
2. Art and society: identify and discuss relationships between art and society with reference to selected art works. *Theoretical.*

#### School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. Visual solutions to a selection of set problems demonstrating an exploration of techniques, materials, skills, working methods, ideas and inter media and cross media investigations.
2. Written reports, oral reports and short answer responses supported by visual references.

*Cross media: variety of media, inter-media: in-depth study within one medium.*

## UNIT 2

### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Exploring ideas and issues: demonstrate through inter media and cross media investigations technical development and varied solutions in the visual exploration of ideas and issues. Practical.
2. Art and the individual: identify and discuss different expressions of artistic identity and innovation with reference to selected art works. *Theoretical*.

*Cross media: variety of media, inter media: in-depth study within one medium.*

### School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. A body of work which explores and develops personal ideas and issues in a range of materials, techniques and working methods. This will include practical and written information.
2. Written reports; oral reports; short-answer responses discussing expressions of artistic identity and innovation supported by visual references.

### Units 3 and 4

School assessed task, school-assessed coursework and end-of-year examination

- Unit 3 school-assessed coursework: 10 per cent
- Unit 4 school-assessed coursework: 10 per cent
- Units 3 and 4 school-assessed task: 50 per cent
- Units 3 and 4 examination: 30 per cent

# STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

## Drama/Theatre Studies

### **Rationale: Drama**

The study of Drama focuses on the development of expressive skills within dramatic structures and the development and performance of imagined characters. This is achieved through the refinement of skills, techniques and processes in the creation and presentation of dramatic works and through an understanding and use of a range of content, application of stagecraft elements and the analysis of the development and performance of dramatic works.

This study also provides students with the opportunity to examine and explore the ways in which drama gives form to, and makes meaning of, a range of social, political, cultural, and historical contexts.

### **Rationale: Theatre Studies**

Theatre Studies involves students in the interpretation of play texts and the production of plays. Students study the nature and characteristics of theatre through the ages and acquire knowledge of its traditions and history as well as knowledge of the times in which key theatrical developments occurred. Students apply this knowledge to the production of plays. They develop skills in the use of stagecraft and performance, contribute to a major production and perform a monologue. Students experience plays in performance as an audience member and apply these experiences to their own development works. They apply skills of analysis and evaluation to performances.

### **Structure**

The study of Drama is made up of four units, of which Unit 1 is offered combined with 3 Theatre Studies units.

Unit 1: Character development (Drama)

Unit 2: Text interpretation (Theatre Studies)

Unit 3: Ensemble Performance (Theatre Studies)

Unit 4: Solo Performance (Theatre Studies)

### **Unit 1**

This unit focuses on the art of transforming into imagined characters, examining the place of role and status in characterisation, and using performance structures such as solo or ensemble performance from a range of cultures and their significance in a variety of social, political and historical contexts are examined. This unit also involves analysis of student performances and of professional performance work.

### **Unit 2**

This unit focuses on the study of works of the modern era, from the 1880s to the present. Works selected focus on the key theatrical developments in the modern era. Knowledge of a range of performance styles and theatrical conventions that define this era is developed. Acting and use of other aspects of stagecraft focus on naturalistic and non-naturalistic forms which characterise the times and which make meaning for contemporary audiences. Theatre history is explored through selected texts, emphasising the works' placement within their historical contexts. Students also learn about theatre as industry and develop knowledge of the workings of modern theatre companies. Analytical and evaluative skills are developed to enable students to demonstrate their knowledge of performance processes.

Stagecraft includes: acting, direction, dramaturgy, stage management, set design, costume, lighting, properties, make-up and sound.

### **Unit 3: Production development**

This unit focuses on an interpretation of a playscript through the four designated stages of production: planning, production development, production season, and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed *Theatre Studies Unit 3 Playlist* published annually in the *VCAA Bulletin*, and analyse and evaluate the interpretation of the playscript in the performance.

### **Unit 4: Performance Interpretation**

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

## **UNIT 1**

### **Outcomes**

**To receive a satisfactory completion for this Unit the students needs to demonstrate achievement in the following set of outcomes.**

1. Use expressive skills to develop and perform characters from different contexts.
2. Analyse the development of performance of the characters from Outcome 1.
3. Analyse and evaluate the ways in which characters are given form through a professional performance.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in following assessment tasks.**

- A solo character-based performance to an audience.
- Analytical exercises on the development and presentation of their performance.
- Analytical exercises responding to a professional production.

There will be a mid-year exam which will be a factor in the assessment of outcomes 2 and 3.

## UNIT 2

### Outcomes

**To receive a satisfactory completion for this Unit the students needs to demonstrate**

**Achievement in the following set of outcomes.**

1. Apply acting and other stagecraft to realise plays or excerpts form plays of the modern era.
2. Analyse the production processes used in the development of work from Outcome 1.
3. Analyse modern theatre companies and their practices.

## School Assessed Coursework

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

- A performance interpretation through the use of stagecraft.
- A theatre history report and analytical exercises.
- A report on a modern theatre company and an analysis of an associated professional performance.

There will be an end-of-year exam which will be a factor in the assessment of outcomes 2 and 3.

## Units 3 and 4

School-assessed task, school assessed coursework and end of year examination

- Unit 3 school-assessed coursework: 50 per cent
- Unit 4 monologue examination : 25 per cent
- End of year written examination: 25 per cent

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## **Media**

### **Rationale**

The media have a significant impact on people's lives. The media entertain/educate, inform and provide channels of communication. The media not only comment on culture, they reflect the society which creates them. The study of media includes media forms such as the press, radio, film, TV and photography, and media processes such as publishing, advertising, news production, and popular culture.

### **Structure**

The study is made up of two units.

### **Unit 1 Representation and Technology**

This unit encourages the imaginative exploration of materials, techniques and working methods, demonstrating visual solutions. To set tasks and studying the ways in which the art of the past and present relates to the society for which it was created.

### **Unit 2 Media Production and the Media Industry**

The main purpose of this unit is to enable students to develop and 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.

<b>Assessment</b>	<b>UNIT 1 Outcomes</b>
<b>To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.</b>	
<ol style="list-style-type: none"><li><b>1. Representation Report</b> Student should be able to describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.</li><li><b>2. Visual Productions Student</b> should be able to produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.</li><li><b>3. Technological Changes</b> Student should be able to discuss the creative and cultural implications of new media technologies for the production and consumption of media products.</li></ol>	

<b>Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.</b>
<ol style="list-style-type: none"><li>Using current media topics each student completes a research report on how the media is constructed to present a particular issue in a particular way.</li><li>Each student produces a series of visual images in two or more media forms.</li><li>Using a variety of new media technologies each student completes a set of short task and present and ora piece on how our lives have changes due to its use in society.</li></ol>

<b>Assessment</b>	<b>UNIT 2 Outcomes</b>
<b>Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.</b>	
<ol style="list-style-type: none"><li><b>1. Stages and Roles</b> Student should be able to explain the media production process and demonstrate specialist production skills within collaborative media productions</li><li><b>2. Media Products</b> Student should be able to discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the media industry.</li><li><b>3. Research Report</b> Student should be able to describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.</li></ol>	

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. After a number of collaborative projects each student writes up how the various roles work together to achieve the final practical pieces.
2. Students complete practical work demonstrating an understanding of various stages and roles involved in completing a number of media products.
3. Each student writes a research report describing how people working in the media industry operate and how the various industries have changed throughout the years in Australia.

**Units 3 and 4**

School Assessed Coursework, a school assessed task and an end-of-year examination.

Unit 3 school-assessed coursework: 8 per cent

Units 3 and 4 school-assessed coursework: 12 per cent

Units 3 and 4 school-assessed task: 35 per cent

Units 3 and 4 end-of-year examination: 45 per cent

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**Music Performance: Solo**

**Rationale**

This study 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 musical works.

They learn about and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles.

**Structure**

This study is made up of 4 units.

**Unit 1**

The focus of this unit is on achieving flexibility in music performance.

**Unit 2**

This unit continues the development of performance skills and focuses on analysis of music being prepared for performance.

**Units 3 and 4**

These units focus on the preparation and presentation of performances in solo and ensemble contexts, demonstrating through performance an understanding of interpretation and authenticity. Music performance skills are broadened through ensemble performance, solo technical work and unprepared performance, and studies in aural comprehension and music language. Understanding of the structure and characteristics of an ensemble work are developed.

**Assessment**

**UNIT 1**

**Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. The student should be able to perform a program(s) of contrasting solo and group works, selected solo technical work and work that demonstrates unprepared performance skills.
2. The student should be able to analyse and evaluate influences on works being prepared for performance and approaches that can be used to optimise performance of those works.
3. The students should be able to describe how instruments are used in combination using selected elements of music, and recognize, sing and write scales, intervals, chords and rhythms, using conventions in music notation.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. Solo performance recital.  
Group performance.  
Technical work and unprepared performance test.
2. Written report.
3. Test(s) that includes written, aural and practical components.

## UNIT 2

### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Solo and group works, unprepared performance, and selected technical work.
2. Analyse the structure and style of works selected for solo performance and identify expressive features of the works.
3. Recognise, sing and write scales, intervals and chords; transcribe rhythms and melodies; use conventions in music notation; and describe how instruments are used in combination.
4. Devise a composition or improvisation that use music language drawn from analysis of selected works being prepared for performance.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. Solo performance recitals.  
Group performances.  
Technical work and unprepared performance test(s).
2. Written report.
3. Test(s) that includes written, aural and practical components.
4. Folio of compositions.

### Units 3 and 4

School-assessed course work and examinations.

- Unit 3 school-assessed work: 15 per cent
- Unit 4 school-assessed work: 10 per cent
- End-of-year recital: 50 per cent
- End of year written paper: 25 per cent

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### Music Styles

#### Rationale

Music Styles is a 3 part course covering arranging/composition, listening and analysis. It develops students' understanding and response to all kinds of music from a range of different times and places.

The study is an important partner for students taking performance as the knowledge, vocabulary and understanding gained builds understanding and improves the analysis of performance work.

#### Aims:

Music Styles is designed to enable students to develop:

- Skills in listening effectively
- Aural and visual analysis skills
- An understanding of how the characteristics of works are built up
- Skills and understandings about composing/arranging
- Discussing and responding to the wide range of types of music of all times and places
- Understanding how social, cultural, practical, and other issues affect the sound and form of musical works

#### Structure

The study is made up of 4 units.

#### Unit 1

This unit covers a broad survey of a range of music of different times and places, including non-western music, and own choice music

#### Unit 2

This unit explores the role and place of music in relation to other media and art forms, including musicals, film music etc.

#### Unit 3

This unit explores two works in different styles of about ten minutes each, their characteristics and how they are constructed. The unit involves listening, analysing and writing music.

#### Unit 4

Unit 4 is similar to Unit 3 and consolidates the work done on listening, analysis and composition over the study design.

## Assessment

### UNIT 1

#### Outcomes

**To achieve a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Discuss the characteristics of selected music in a range of styles.
2. Identify and discuss the characteristics and contexts of selected works in three different styles and traditions
3. Compose, range and or improvise music in ways other composers have used, and document their processes.

### UNIT 2

#### Outcomes

**To achieve a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Analyse ways in which elements of music and compositional devices are used to create effects and responses.
2. Describe treatment of elements of music and use of compositional devices in works that combine musical and non-musical features.
3. Create music for an art work that combines music and non-musical features.

### **Units 3 and 4**

School-assessed course work and examinations:

- Unit 3 school-assessed course work: 25 per cent
- Unit 4 school-assessed course work: 25 per cent
- End-of-year examination: 50 per cent

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### Studio Arts

#### Rationale

Studio Arts provides a framework for the establishment of effective art practices through the application of a design process and the production of a cohesive folio of artworks. It enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed an examination of artists' working methods and study of professional practices and art industry issues.

#### Structure

The study is made up of four units.

Unit 1: Artistic inspiration and techniques

Unit 2: Design exploration and concepts

Unit 3: Studio production and professional practices

Unit 4: Studio production and art industry contexts

#### Unit 1

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 is also examined.

#### Unit 2

The focus of this unit is to establish an effective design methodology for the production of artworks and develop skills in the analysis of artworks. Artworks from different times and locations are analysed to understand artists ideas and the creation of aesthetic qualities and identifiable styles.

#### Unit 3

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 subject matter.

#### Unit 4

The focus of this unit is the production of a cohesive folio of finished artworks which resolve the aims and intentions set out in the work brief formulated in Unit 3. Students also examine different components of the art industry and issues relating to the public display, promotion and critique of artworks.

### Assessment

#### UNIT 1

##### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Source ideas and inspiration and use a variety of methods to translate these into visual form.
2. Explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration.
3. Discuss how artists from different times and places interpret sources of inspiration and use materials and techniques.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. A visual diary compiled of inspirational material related to several ideas and topics of personal interest. These are to be used as starting points for visual exploration, using a variety of approaches, such as realistic, expressive and stylised.
2. A folio of exploratory work, showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques. Ideas should be developed and evaluated. University High has a focus on drawing, painting and printmaking.
3. Short answer responses, comparative analysis essay, research assignment and an exam that discusses ways in which artists interpret sources of information, apply elements, principles and use materials and techniques.

**Assessment is based on 65% practical tasks and 35% theoretical tasks**

## UNIT 2

### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Develop a design process methodology in order to explore sources of inspiration and produce artworks.
2. Examine and discuss the ways in which design elements and principles, signs, symbols and images are used in a variety of artworks to communicate ideas and develop style.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. A folio of work that shows a variety of design explorations and production of a number of related artworks.
2. Short answer responses, research reports and an exam which discuss the use of design elements and principles, signs, symbols and images to communicate ideas and develop style, in a variety of artworks

**Assessment is based on 65% practical tasks and 35% theoretical tasks.**

### Units 3 and 4

School assessed tasks and an end-of-year examination:

- Unit 3 school-assessed coursework: 33 per cent
- Unit 4 school-assessed coursework: 33 per cent
- Units 3 and 4 examination: 34 per cent

## **STUDY SUMMARIES FOR REVISED VCE STUDIES 2010**

### **Visual Communication and Design**

#### **Rationale**

This study is intended to assist students in the understanding, use 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, and principles and the function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

#### **Structure**

The study is made up of four units:

Unit 1: Visual Communication

Unit 2: Communication in context

Unit 3: Visual communication practices

Unit 4: Designing to a brief

#### **Unit 1**

The purpose of this unit is to enable students to develop an understanding of instrumental drawing methods and freehand drawing, including drawing from direct observation. Drawing systems and the application of Australian Standards conventions will be introduced. Students develop practical skills in the application of appropriate drawing methods, design elements and principles and information and communication technology. The role of the design process in visual communication production will be investigated.

#### **Unit 2**

The purpose of this unit is to enable students to develop and refine practical skills by generating images and developing them through freehand and instrumental drawing and the application of information and communication technology. The ways in which information and ideas are communicated visually will be explored through the design process and the analysis of work by graphic designers.

#### **Unit 3**

The purpose of this unit is to enable students to develop an understanding of visual communication production through the application of the design process to satisfy specific communication needs. Students will investigate the production of visual communications in a professional setting, and examine the nature of professional practice in the design and production of visual communications.

#### **Unit 4**

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

## Assessment

### UNIT 1

#### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit the student should be able to complete instrumental drawings using a range of paraline drawing systems.
2. On completion of this unit the student should be able to draw from direct observation, in proportion, and render the drawings.
3. On completion of this unit the student should be able to apply the design elements and principles through freehand drawing, using the visual communication production process.
4. On completion of this unit the student should be able to explain the nature of the design process in the production of visual communication.

#### School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. Folio of instrumental drawings of objects.
2. Folio of drawings of objects that show one-point and two-point perspective drawing, rendering techniques, proportion, scale, relationship of objects.
3. Folio of visual communications that use design elements and principles to satisfy stated a purpose.
4. Written and/or oral report supported by visual material explaining the design process.

### UNIT 2

#### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit students should be able to use freehand and instrumental drawings to develop images that represent and communicate form.
2. On completion of this unit students should be able to use freehand drawings in the development of rendered three-dimensional images.
3. On completion of this unit students should be able to develop a visual communication solution to a set task.
4. On completion of this unit students should be able to analyse examples of visual communication and explain how they communicate ideas and information and reflect influences.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. Folio of instrumental drawings of objects that include paraline drawing, scale, Australian Standards Conventions in dimensioning, cross-sectioning and circular representations, conversion of two-dimensional orthogonal views into three-dimensional drawing systems and vice versa.
2. Folio of freehand drawings of objects that show development of rendered three-dimensional images.
3. Folio that follows the design process in response to a design brief.
4. Written and/or oral report, supported by visual material, that describes and analyses contemporary and historical examples of visual communication.

### **Units 3 and 4**

School assessed coursework and end-of-year examination:

- Unit 3 school-assessed coursework: 33 per cent
- Unit 4 school-assessed task: 33 per cent
- Unit 3 and 4 examination: 34 per cent

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### English/English as a Second Language

#### 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 dealt with in this subject underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

#### Structure

The study is made up of 4 units.

#### 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.

#### 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.

#### Unit 3

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen context and the ability to explore choices they have made as authors.

#### Unit 4

The focus on this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

#### Assessment : English

#### UNIT 1

#### Outcomes

**To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.**

1. Identify and discuss key aspects of a set text, and construct a response in oral or written form.
2. Create and present texts taking account of audience, purpose and context.
3. Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

A minimum of three texts will be studied over units one and two.

## School Assessed Course Work

**Achievement of each outcome must be demonstrated in a selection of assessment tasks. These may include:**

1. Journal entries, analytical responses to text, creative responses to text, reviews.
2. A specified range of writing tasks in response to set texts.
3. Participation in discussion groups, leadership of discussion groups; oral presentations.

There will be a mid-year exam which will be a factor in the assessment of outcomes one and two.

## UNIT 2

### Outcomes

**To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.**

1. Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.
2. Create and present texts taking account of audience, purpose and context.
3. Identify and analyse how language is used in a persuasive text and present a reasoned point of view in an oral or written form.

A minimum of three texts will be studied over units one and two.

## School Assessed Course Work

**Achievement of each outcome must be demonstrated in a selection of assessment tasks. These may include:**

1. Journal entries, analytical and creative responses to texts, reviews.
2. A specified range of writing tasks in response to set texts.
3. Participation in and leadership of discussion groups; oral presentations.

There will be a final exam which will be a factor in the assessment of outcomes one and two.

## Units 3 and 4

School assessed coursework and end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed task: 25 per cent
- End of year examination: 50 per cent

## Assessment : English as a second language

### UNIT 1

#### Outcomes

**To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.**

1. Identify and discuss key aspects of a set text and construct a response in oral or written form.
2. Create and present texts taking into account audience, purpose and context.
3. Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

Outcome 1: Two analytical responses to text: an oral presentation and an essay.

Outcome 2: Three pieces of writing, for different audiences and purposes:

- Imaginative/descriptive
- Argumentative/persuasive
- Informative

Outcome 3: Analysis of the use of persuasive language in the media, in written form.

## UNIT 2

### Outcomes

**To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.**

1. Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes and construct a response in oral or written form.
2. Create and present texts taking account of audience, purpose and context.
3. Identify and analyse how language is used in a persuasive text and present a reasoned point of view in an oral or written form.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

Outcome 1: An analytical response to the themes in one set text, in essay form.

Outcome 2: Three extended pieces of writing, for different audiences and purposes:

- Informative
- Argumentative/persuasive
- Instructional

Outcome 3: An oral presentation of a viewpoint on a current media issue, attempting to persuade the audience to share the view.

### Units 3 and 4

School assessed coursework and examinations

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

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**English Language**

**Rationale**

The study aims to combine learning about the nature of language in human thought and communication with learning about 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 English with development of skills in description and analysis of a diverse range of English texts, including spoken and written varieties.

**Structure**

There are four units offered in 2007. One area of study, *Language Description*, is common to all four units. It involves progressive mastery of a range of analytic and descriptive tools for studying language.

**Unit 1: Language and Communication**

This unit concentrates on how language is acquired, and what functions it performs both socially and intellectually.

**Unit 2: Language Change**

This unit concentrates on how language changes, and on the effects of the globalisation of English in terms of both conformity and diversity.

**Unit 3: Language in Society**

This unit focuses on the different Englishes in contemporary Australia and the different attitudes to them; and how language reflects personal, social and cultural understandings and constructs a sense of identity.

**Unit 4: Texts in their Australian Contexts**

This unit focuses on analysis and exploration of the distinctive features of a range of written and spoken texts.

**UNIT 1: LANGUAGE AND COMMUNICATION**

**Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. They should be able to identify and describe primary aspects of the nature and functions of human language.
2. They should be able to analyse what children learn when they acquire language and explain a range of perspectives on how language is acquired.

One text will be studied over units one and two. Students also will be required to research using the internet and other media texts.

## School Assessed Coursework

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following types of assessment tasks.**

- A folio: a written or oral report of an investigation, a test, short answer questions.
- A folio: a written or oral analysis of data, an analytical response, a poster or multimedia text.
- An analysis of data, a report of an investigation, the reworking of a text, a performance with written or oral commentary.

There will be a mid-year examination which will be a factor in the assessment of these outcomes.

## UNIT 2: LANGUAGE CHANGE

### Outcomes

**To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.**

1. They should be able to identify changes in each of the subsystems of language through a historical study of English.
2. They should be able to investigate the effects of the globalisation of English in terms of both conformity and diversity.

The text requirements for unit one apply.

## School Assessed Coursework

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following types of assessment tasks.**

- An investigative report: short answer questions, an essay, an oral presentation or datashow.
- A written or oral analysis of a text, a folio, analytical exercises, short answer questions.
- An essay, a case study, a folio, an oral presentation or datashow.

There will be a final examination which will be a factor in the assessment of these outcomes.

### Units 3 and 4

- Unit 3 is titled **Language in Society** and deals with language in its social setting, attitudes to differences in language use, the way language features in societal interaction and how it constructs a sense of personal identity.
- Unit 4 is titled **Texts in their Australian Contexts** and deals with the structures and features of specific spoken and written texts. Students will be required to know and use technical linguistic terms.

There are four internally assessed tasks and a two hour examination.

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### Literature

#### Rationale

Literature involves the study and enjoyment of a wide range of literary texts - classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience.

Literature is an interactive study between the text, the social\political\economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

#### Structure

The study is made up of 4 units.

#### Unit 1

This unit enables students to develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied and relate what they read to their own lives. The unit covers various kinds of literature and the context in which they are written.

#### Unit 2

This unit focuses on developing reading strategies and personal responses to literature, and to an understanding of how themes and ideas in texts relate to personal and social experiences. It covers a variety of literature: prose, poetry, film, theatre.

#### Unit 3 and 4

The study of literature is a means of exploring human experience. It involves asking questions such as: Whose experiences and what experiences are given voice in the text? How are they created throughout the text's use of language and literary devices? What does the text's representation of characters and events suggest about the values and views of the text? These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

#### Assessment

#### UNIT 1

#### Outcomes

**To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.**

1. They should be able to discuss and explain personal responses to literature, including a personal journal.
2. They should be able to respond both critically and creatively to the views and values expressed in set texts.
3. They should be able to analyse a film, TV or multimedia text. One such text will be set.

A minimum of five texts will be studied over units one and two, including one film (or TV or multimedia text).

## School Assessed Course Work

**Achievement of each of the outcomes must be demonstrated in a selection of assessment tasks, which may include:**

1. Journal entries, discussions, reviews.
2. Analytical and creative responses, essays, discussion papers, speaking notes.
3. Analytical and creative responses to film, TV or multimedia.

There will be a mid-year exam which will be a factor in the assessment of outcomes two and three.

## UNIT 2

### Outcomes

**To receive a satisfactory completion for this Unit the students need to demonstrate achievement in the following set of outcomes.**

1. They should be able to analyse and respond to the ways views and values are expressed in texts.
2. They should be able to produce an extended comparative essay.

A minimum of five texts will be studied over units one and two.

## School Assessed Course Work

**Achievement of each of the outcomes must be demonstrated in a selection of assessment tasks, which may include:**

1. Journal, review, discussion notes.
2. Analytical and creative responses, discussion papers, speaking notes, persuasive or expository essays, dramatic interpretations.
3. Comparisons of texts, discussions and written interpretations of genres, authors, periods, social or cultural contexts.

There will be a final exam, which will be a factor in the assessment of outcomes one and two.

## Units 3 and 4

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 percent.

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### Health and Human Development

#### Rationale

The study of Health and Human Development provides an opportunity for students to investigate health and human development across the lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in shaping the influences that determine their own health and development and the health of their local and global communities. The study also promotes the understanding that many factors, both inherited and environmental, play a major role in determining health and development; and that one of the most significant influences on health and development is nutrition. Students may participate in health promotion activities such as junior “Health days”, parent evenings such as “Creating Conversations” or event fundraising for a cause such as SIDS. Students in Units 1 & 2 have the opportunity to learn through hands on activities such as those above, as well as written and formal assessment.

#### Entry

The study is made up four units. Units 1 & 2 are available to Year 10 and 11 students. Units 3 & 4 are available to Year 11 and 12 students.

#### Structure

The study is made up of four units:

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

Unit 2: Individual human development and health issues

Unit 3: Australia’s health

Unit 4: Global health and human development

#### Unit 1

The transition from childhood to adulthood is a time that brings about enormous changes in physical, social, emotional and intellectual development. Optimal health and development for male and female youth sets the foundation for optimal health and development in adulthood. Students will explore the challenges to maintaining the physical, social, emotional and intellectual changes that occur and the inherited and environmental factors that influence health and development.

#### Unit 2

In Australia, families, communities and governments play a key role in optimising the health and development of individuals across the lifespan. Beyond the particular responsibilities of families, the community and governments have a responsibility to provide a range of services and programs that will help to optimise the health and development of all Australians. Students explore the requirements for optimal health and development throughout childhood and adulthood, and investigate inequitable health and developmental outcomes that can occur as a result of social and environmental factors.

#### Unit 3

Australians are amongst the healthiest people in the world. However a diversity of health outcomes are evident within a population as a result of a range of determinants that include factors such as biology, socio-economic, environment, inherited lifestyle, behaviour, knowledge, attitudes and beliefs. Students explore the health status off Australia’s population and the promotion of health across the lifespan.

#### Unit 4

This unit enables students to examine the developmental changes that occur as individuals move through the lifespan and explore inherited factors that determine developmental potential. Students will also analyse the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within industrialized and developing countries. By comparing similarities and differences in health and developmental outcomes at a global level, students will be able to evaluate the determinants of optimal health and development and the range of sustainable health care initiatives developed by governments and international agencies to optimise health and development globally.

## Assessment

### **UNIT 1: The health and development of Australia's youth**

#### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Describe the dimensions of, and the interrelationships within and between, health and individual human development.
2. Describe and explain the factors that impact on the health and individual human development of Australia's youth.
3. Outline health issues relevant to Australia's youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

### **UNIT 2: Individual human development and health issues**

#### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Describe and explain the factors that affect the health and individual human development of Australia's children.
2. Describe and explain the factors that affect the health and individual human development of Australia's adults.
3. Analyse a selected health issue facing Australia's health system, and evaluate community and/or government actions that may address the issue.

## **School Assessed Course Work**

**Achievement of each of the outcomes must be demonstrated in a selection of assessment tasks, which may include:**

- Written report
- Test
- Oral presentation
- Data analysis
- Case study analysis
- Multimedia presentation

### **Units 3 and 4**

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 percent.

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### Physical Education

#### Rationale

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Physical Education focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wider social attitudes to and understanding of physical activity. Although the course has a theoretical component, students are required to participate in a variety of physical and laboratory activities to enhance their theoretical understanding of the topic. Examples of the variety of activities that students may participate in include various sports, using heart rate and blood pressure monitors during activity, participate in exercise classes such as pump or spin, sheep's heart dissection, excursions to RMIT (year 12), sports promotion activities and coaching junior teams.

#### Entry

The study is made up of four units. Units 1 & 2 are available to Year 10 and 11 students. Units 3 & 4 are available to Year 11 and Year 12 students.

Students who choose to undertake this course are not required to have a high level of physical ability. Students should have an appreciation of the importance of physical activity for health and well-being and an interest in the way the human body and mind works. They may be interested in careers in any health field, the fitness industry, coaching. Students may wish to use the knowledge gained in this subject area purely for their own health and well-being.

#### Structure

The study is made up of four units:

Unit 1: Learning and Improving Skill

Unit 2: The Active Body

Unit 3: Physiological and participatory perspectives of physical activity

Unit 4: Enhancing physical performance

#### Unit 1

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. The ways in which a coach influences his or her athletes can have a significant effect on performance, and the methods and approaches that the coach puts into practice will impact on the individual athlete in different ways. By studying various sports psychology concepts such as arousal and anxiety, and the effects these can have on performance, students will be able to apply these psychological principles to the sporting arena. Students will also focus on general principles that are common to analysing physical performance and learning physical skills, and the biomechanical principles of movement involved in these skills.

#### Unit 2

This unit introduces students to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to well being in students' own lives as well as within the wider community, and the classification of physical activity in terms of type and experience.

### **Unit 3**

This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contribution of energy systems to performance in physical activity is explored, as well as the health benefits to be gained from participation in regular physical activity. The underlying physiological requirements of an activity being used for health or for fitness are the same.

There are many factors that influence an individual to initially begin and then continue on with some form of regular physical activity. In this unit, students study and apply various models to identify strategies that will be effective in promoting participation in some form of regular activity.

### **Unit 4**

Improvements in physical performance, in particular fitness, depend on the ability of the individual or coach to acquire, apply and evaluate knowledge and understanding about training. Exercise physiology is concerned with individual responses and adaptations through exercise. Students experience a variety of practical activities involving a range of training methods and fitness activities. Students learn to accurately assess the particular energy and fitness needs of the sport or activity for which the athlete is training, through analysis of data collected from a game or activity.

## **Assessment**

### **UNIT 1**

#### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Explain the application of biomechanical and skill learning principles in analysing how motor skills are learnt and improved.
2. Identify and evaluate a range of coaching practices that lead to enhanced sports performance.

### **UNIT 2**

#### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Explain how the musculoskeletal cardio respiratory and energy systems function during physical activity, including how the energy system work together to enable activity to occur.
2. Explain the impact of participation in physical activity on the health of selected population(s) and analyse factors affecting participation in physical activity.

## School Assessed Course Work

**Achievement of each of the outcomes must be demonstrated in a selection of assessment tasks, which may include:**

- Laboratory activities and reports
- Written report
- Test
- Oral presentation
- Data analysis
- Case study analysis
- Multimedia presentation
- Report of participation in a practical activity

### **Units 3 and 4**

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 percent.

## **STUDY SUMMARIES FOR REVISED VCE STUDIES 2010**

### **Languages Other Than English (LOTE)**

#### **Rationale: French, German**

#### **Each LOTE study has its own rationale statement**

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

### **French**

The study of French develops students' ability to understand and use a language which is widely learned internationally, and which is the lingua franca of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

A knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

### **German**

The study of German develops students' ability to understand and use a language which has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology.

As well as being extensively used within communities in Europe, Latin America, the Far East, and Africa there is a significant German heritage within Australia. Knowledge of the German language provides direct access to the culture, traditions, beliefs, attitudes and values of these communities.

Students have the chance to participate in an exchange to our partner school in Hamburg for one term or participate every second year in a 3 week group excursion to Germany.

German-speaking countries have emerged as strong international leaders in trade, commerce and politics, and the ability to communicate in German can, in conjunction with other skills, enhance students' opportunities in a wide range of vocational areas.

### **Structure**

The structure of LOTE subjects does not fall neatly into individual units but is divided into a prescribed themes and topics across all units.

The individual	The French-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal world</b> For example, personal details and qualities, relationships with family and friends, daily life, making arrangements, free time and leisure activities.</li> <li>• <b>Education and aspirations</b> For example, student exchanges, tertiary options, job applications and interviews, work experience and vocational pathways.</li> <li>• <b>Personal opinions and values</b> For example, personal priorities, student's view of an ideal world and views on an issue.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> For example, lifestyles in France and francophone countries, lifestyles of the French in Australia, tourism and travel.</li> <li>• <b>Historical perspectives</b> For example, the influence of the past on the present, famous people and historical turning points, traditions and customs.</li> <li>• <b>Arts and entertainment</b> For example, art, literature, music, theatre, cinema and the media.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social issues</b> For example, modern youth, issues of gender, economic crises, the Global Village, environment issues.</li> <li>• <b>The world of work</b> For example, people at work, different types of work, vocational pathways, unemployment.</li> <li>• <b>Scientific and technological issues</b> For example, famous inventors and their contribution, technology and innovation, great scientific inventions, the expansion of new horizons.</li> </ul>

The individual	The German-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal identity</b> For example, my home and background, family and friends, relationships, pressures and influences.</li> <li>• <b>School and aspirations</b> For example, school routine, changing schools, future plans and pathways.</li> <li>• <b>Leisure and lifestyles</b> For example, holidays and travel experiences, fitness, sports, physical and mental wellbeing, hobbies and self-expression.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>People and places</b> For example, lifestyles and traditions, daily life, clichés and cultural diversity, regional and national festivals.</li> <li>• <b>Past and present</b> For example, the influence of the past on the present, EEC, German reunification, settlement in different parts of Australia.</li> <li>• <b>Arts and entertainment</b> For example, media, music and songs, movement in art, writers and literature, film and theatre.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The world of work</b> For example, technology and design, jobs and careers, vocational pathways, tradition and innovation in the workplace, unemployment, globalisation and its effects.</li> <li>• <b>Youth issues</b> For example, youth issues, youth representation, anxiety for the future, drugs, equality, popular culture, the environment.</li> <li>• <b>Tourism</b> For example, growth of the tourism industry, development of ecotourism, studying and working abroad, interacting with visitors in Australia.</li> </ul>

## Assessment

### UNIT 1

#### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.
2. On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. Informal conversation **or**  
Reply to personal letter/email/fax.
2. Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in the LOTE or English **and**  
Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in the LOTE or English.
3. Oral presentation **or**  
Review **or**  
Article

## UNIT 2

### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.
2. On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.
3. On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. Formal letter/fax/email **or**  
Role-play **or**  
Interview
2. Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type **and**  
Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3. Journal entry **or**  
Personal account **or**  
Short story.

### Units 3 and 4

School assessed tasks and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End of year oral and written examination: 50 per cent

**STUDY SUMMARIES FOR  
REVISED VCE STUDIES 2010**

**Languages Other Than English: Latin**

**Rationale**

The study of Latin is a key to the literature, history and culture of the Graeco-Roman world. Students learn to discuss and interpret passages from surviving literature, working from the original texts and engaging in historical, cultural and social enquiry in order to acquire a knowledge and appreciation of ancient life and culture.

Students study the works of numerous Classical Latin writers in various genres, such as epic and lyrical poetry, drama and prose, including both historical and philosophical writing.

The study of Latin improves English communication skills, both oral and written, as well as developing a keener sense of the logical and rational thinking inherent in much classical Latin writing.

**Structure**

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

**Assessment**

**UNIT 1**

**Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit, the student should be able to manipulate basic accidence and syntax in Latin sentences.
2. On completion of this unit, the student should be able to understand the content of a seen passage of Latin accurately.
3. On completion of this unit, the student should be able to read a passage of Latin aloud with attention to appropriate rules of pronunciation.

**School Assessed Course Work**

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. Responses to sentences requiring changes to accidence and syntax **or**  
Translation of sentences from English to Latin.
2. Translation of a seen passage with a focus on accuracy **and**  
responses to content questions on a seen Latin passage.
3. Reading aloud of a passage of Latin.

## **UNIT 2**

### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit, the student should be able to identify and explain syntax and accidence of words from a seen passage presented in context.
2. On completion of this unit, the student should be able to identify main ideas and specific details of content in an unseen passage of Latin.
3. On completion of this unit, the student should be able to demonstrate understanding of the use and purpose of scansion in Latin poetry.
4. On completion of this unit, the student should be able to translate a seen passage with attention to fluency and accuracy.

### **School Assessed Course Work**

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. Identification and explanation of words which exemplify forms of accidence and syntax in a seen passage **or**  
Composition of original sentences based on models from a seen passage.
2. A written English summary of a passage from an unseen text **or**  
Responses to questions on a passage from an unseen text.
3. Written scansion of a passage of Latin poetry **or**  
Reading aloud of Latin poetry with attention to metre.
4. Translation of a seen passage with attention to fluency and accuracy.

### **Units 3 & 4**

In Latin the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent

Texts are prescribed by VCAA each year.

## STUDY SUMMARIES FOR VCE STUDIES 2010

### Mathematics

#### Rationale

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

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

All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

#### Structure

The study is made up of the following units:

General Mathematics (F) Units 1 and 2

General Mathematics (S) Units 1 and 2

Mathematical Methods (CAS\*) Units 1 and 2

Further Mathematics Units 3 and 4

Mathematical Methods (CAS\*) Units 3 and 4

Specialist Mathematics Units 3 and 4

<b>Key to Options</b>	<b>GM</b> General Maths <b>MM</b> Maths Methods (CAS) <b>SM</b> Specialist Maths	<b>FM</b> Further Maths
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#### POSSIBLE COURSES

The following combination of units are the most likely ones to be chosen.

<b>A</b>	2 Unit Sequence	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">GM (F) Unit 1</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">GM (F) Unit 2</div> </div>	
<b>B</b>	4 Unit Sequence	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">GM (F) Unit 1</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">GM (F) Unit 2</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">FM Unit 3</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">FM Unit 4</div> </div>	
<b>C</b>	6 Unit Sequence	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">GM (S) Unit 1</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">GM (S) Unit 2</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">MM Unit 3</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">MM Unit 4</div> </div>	
<b>D</b>	8 Unit Sequence	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px; text-align: center;">MM Unit 1</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">MM Unit 2</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">MM Unit 3</div> <div style="border: 1px solid black; padding: 2px; text-align: center;">MM Unit 4</div> </div>	

\* Computer Algebra Systems

**Course A:** For students who are having difficulties with Year 10 Mathematics and are achieving less than average Grades.

**Course B:** For students who are having reasonable success in Year 10 but have difficulties with algebraic manipulation.

**Course C or D:** For students who have a sound mathematical background and have a good grasp of Year 10 Mathematics.

The course you select should be determined by your abilities in specific areas of mathematics and the subject prerequisites of the tertiary courses you are interested in attempting. You are advised to attempt the course which keeps as many options open as possible.

**Other combinations are possible. For example:**

6 Unit Sequence			
MM	MM	FM	FM
GM (S)	GM (S)	Unit 3	Unit 4
Unit 1	Unit 2		

There is no restriction on the number of mathematical units that can be counted as credit towards the award of the VCE, i.e. students will gain credit for the completion of Further Mathematics, Mathematical Methods and Specialist Mathematics.

10 Unit Sequence			
MM	MM	MM	MM
GM (S)	GM (S)	FM	FM
Unit 1	Unit 2	SM	SM
		Unit 3	Unit 4

**Units 1 and 2: General Mathematics (F)**

General Mathematics (F) is designed as preparation for Further Mathematics Units 3 and 4. The areas of study are ‘Data Analysis and simulation’, ‘Arithmetic’, ‘Graphs of linear and non-linear relations’, ‘Geometry and Trigonometry’.

**Units 1 and 2: General Mathematics (S)**

General Mathematics (S) is designed as preparation for the undertaking of Mathematics Methods Units 3 and 4 and Specialist Mathematics Units 3 and 4. The areas of study are ‘Arithmetic’, ‘Graphs of linear and non-linear relations’, ‘Algebra’, ‘Geometry and Trigonometry’.

**Units 1 and 2: Mathematical Methods (CAS)**

These units are designed in particular as preparation for Mathematical Methods (CAS) Units 3 and 4. The areas of study are ‘Functions and Graphs’, ‘Algebra’, ‘Calculus’ and ‘Probability’.

**Units 3 and 4: Further Mathematics**

Further Mathematics consists of a compulsory area of study ‘Data analysis’ and then a selection of three from five modules in the ‘Applications’ area of study.

- Number patterns
- Geometry and trigonometry
- Graphs and relations
- Business related mathematics
- Networks and decision mathematics
- Matrices

### **Units 3 and 4: Mathematical Methods (CAS )**

Mathematical Methods (CAS) Unit 3 and 4 consists of the following areas of study: 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability' which must be covered in a progression from Unit 3 to Unit 4 with an appropriate selection of content from each of Unit 3 and Unit 4.

### **Unit 3 and 4: Specialist Mathematics**

Specialist Mathematics consists of the following areas of study: 'Functions, relations and graphs', 'Algebra', 'Calculus', 'Vectors' and 'Mechanics'. The development of course content should highlight mathematical structure and proof. All of this material must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

### **Technology in Mathematics**

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems, and computer algebra systems. In particular, students are encouraged to use graphics calculators, spreadsheets or statistical software for probability and statistics related areas of study, and graphics calculators, dynamic geometry systems, graphing packages or computer algebra systems in the remaining areas of study systems both in the learning of new material and the application of the material in a variety of different contexts.

### **Entry**

There are no prerequisites for entry to General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2. However students attempting Mathematical Methods, in particular, ARE EXPECTED to have a sound background in algebra, functions and probability, areas which are covered in Year 10 Mainstream and Applications.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Unit 3 and 4.

### **Assessment**

#### **UNIT 1 and 2: General Mathematics**

#### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On the completion of this unit the student should be able to define and explain key concepts, in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. On completion of this unit the student should be able to apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three of the areas of study.
3. On completion of this unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigate techniques or approaches in at least three of the areas of study.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. Tests
2. Investigative task
3. Problem-solving/Modelling task

## UNIT 1 and 2: Maths Methods (CAS)

### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit the student should be able to define and explain key concepts as specified in the content from the 'Functions and graphs', 'Algebra', 'Rates of change and calculus' and 'Probability' areas of study, and to apply a range of related mathematical routines and procedures.
2. On completion of this unit the student should be able to apply mathematical processes in non-routine contexts and to analyse and discuss these applications of mathematics.
3. On completion of this unit the student should be able to select and use computer algebra systems and use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

1. Tests
2. Investigative task
3. Problem-solving/Modelling task

## Units 3 and 4

The Victorian Curriculum and Assessment Authority (VCAA) will supervise the assessment of all students undertaking Units 3 and 4. The student's level of achievement will be assessed through school-assessed coursework and examinations as follows:

### Further Mathematics

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 14 per cent
- Unit 3 and 4 examination (1): 33 per cent
- Unit 3 and 4 examination (2): 33 per cent

### Mathematical Methods (CAS)

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 14 per cent
- Unit 3 and 4 examination (1): 22 per cent
- Unit 3 and 4 examination (2): 44 per cent

**Specialist Mathematics**

- Unit 3 school-assessed coursework: 14 per cent
- Unit 4 school-assessed coursework: 20 per cent
- Unit 3 and 4 examination (1): 22 per cent
- Unit 3 and 4 examination (2): 44 per cent

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### **Biology**

#### **Rationale**

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled microorganisms that live in seemingly inhospitable conditions. It includes the study of the dynamic relationships that exist between living things and their environment and the challenges of survival. All living things have many structural and functional characteristics in common, which can be used to classify and group organisms.

Modern biology draws on biochemistry, neuroscience, genetics, evolutionary biology, behavioural science and cell and molecular biology. It connects with physics, chemistry, earth and space sciences in exploring the nature of past and present life, and the possibility of life forms beyond our planet.

Students develop knowledge of bioscience, skills of science enquiry and the values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

#### **Structure**

The study consists of 4 units:

Unit 1: Unity and diversity

Unit 2: Organisms and their environments

Unit 3: Signatures of life

Unit 4: Continuity and change.

#### **Unit 1**

In this unit students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments. Students study the challenges facing organisms needing to obtain nutrients, water and energy, how they dispose of wastes and reproduce. Students explore the diversity of organisms and look for patterns of similarities and differences. They investigate how the structure and functioning of interdependent systems in living things assist in maintaining their internal environment.

#### **Unit 2**

In this unit investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere and how these factors influence the kinds of organisms that live there. Students examine how organisms in their particular habitats are part of the integrated and naturally self sustaining systems in which energy flows and matter is cycled between the living and nonliving components of the environment. Students investigate how features possessed by organisms affect fitness and reproductive success in relation to their habitats. They consider how species are affected by changes in environmental conditions whether natural or human induced.

#### **Unit 3**

In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. They consider the universality of DNA and investigate its structure. Students investigate the significant role of proteins in cell functioning and how the structure of a protein relates to its function in an organisms tissues. Students investigate how cells communicate with each other at a molecular level in regulating cellular activities, how they recognise self and non-self and how physical barriers and immune responses can protect the organism against pathogens.

## **Unit 4**

In this unit students examine evidence for evolution of life forms over time and development of present day biodiversity. Students explore hypotheses that explain how changes to species have come about. In addition to observable similarities and differences between organisms, students explore the universality of DNA. Students investigate how the study of molecular genetics has expanded into genomics – the study of whole sets of genes possessed by an organism. Functional genomics has provided insight into gene expression and regulation. Students study how genes are transmitted from generation to generation and consider the relationship between heredity and the environment. The ability to apply technologies that can change the genetic composition of individual organisms and species, including humans, raises controversial issues for individuals and society. Students examine these issues and consider their implications from a variety of perspectives.

## **UNIT 1**

### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit the student should be able to design, conduct and report on a practical investigation related to cellular structure, organisation and processes.
2. On completion of this unit the student should be able to describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

### **School Assessed Course Work**

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

#### **Outcome 1:**

- A student designed, adapted or extended practical investigation
- Completion of a selection of tasks including practical work, data analysis, an annotated poster and worksheets on:
  - (a) Cell structure
  - (b) Cell functioning
  - (c) Composition of cells
  - (d) Internal and external environment of cells
  - (e) Cell replication
- Topic tests
- Unit examination

#### **Outcome 2:**

- Completion of a selection of tasks including practical work, data analysis, an annotated poster and worksheets on:
  - (a) Common requirements of living things – obtaining nutrients, obtaining energy, processing nutrients, distributing materials, removing wastes and exchanging gases.
  - (b) Reproduction
  - (c) Classifying organisms
- Topic tests
- Unit examination

## UNIT 2

### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit the student should be able to explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.
2. The student should be able to design, conduct and report on a field investigation related to the interactions between living things and their environment and explain how ecosystems change over time.

### School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

#### Outcome 1:

- Completion of selection of tasks including practical work, data analysis, an annotated poster and worksheets on:
  - (a) Environmental factors
  - (b) Structural adaptations
  - (c) Physiological adaptations
  - (d) Plant tropisms
  - (e) Behavioural adaptations
  - (f) Reproductive adaptations
  - (g) Techniques used to monitor environmental change and species distribution
- Topic tests
- Unit examination

#### Outcome 2:

- Completion of a selection of tasks including practical work, data analysis, an annotated poster and worksheets on:
  - (a) Components of ecosystems
  - (b) Relationships between organisms
  - (c) Flow of energy
  - (d) Cycling of matter
  - (e) Population dynamics
  - (f) Change of ecosystems over time
  - (g) Techniques for monitoring and maintaining ecosystems
- A written report on fieldwork
- Topic tests
- Unit examination

### Units 3 and 4

Final assessment for Units 3 and 4 is based on:

- Unit 3 School assessed coursework: 17%      Mid-Year Examination: 33%
- Unit 4 School assessed coursework: 17%      End of Year Examination: 33%

# STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

## Chemistry

### Rationale

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Although there are no sharp boundaries between sciences such as chemistry, physics and biology, chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

### Structure

The study consists of 4 units.

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes.

### Unit 1: The big ideas of chemistry

#### Area of Study 1

##### The Periodic Table

This area of study focuses on the historical development of, and the relationship between, the Periodic Table and atomic theory. Students investigate trends and patterns within the Periodic Table and use subshell notation to describe the electronic configuration of elements.

#### Area of Study 2

##### Materials

This area of study focuses on the structure, properties and applications of materials.

Students investigate how the bonding models were developed to explain the properties of materials. Students use these models to explain the properties and structure of metals, ionic compounds, and molecular, covalent network lattice and covalent layer lattice substances.

### Unit 2: Environmental chemistry

#### Area of Study 1

##### Water

This area of study focuses on the study of water. Students explore the special properties (chemical and physical) of water which make it so important to living things and relate the properties to chemical bonding characteristics.

#### Area of Study 2

##### The atmosphere

This area of study focuses on the interaction between living things and gases of the atmosphere. Students use the kinetic molecular theory to explain and predict the behaviour of gases.

### **Unit 3: Chemical pathways**

#### **Area of Study 1**

##### **Chemical analysis**

In this area of study students use a variety of analytical techniques to analyse products in the laboratory. They conduct volumetric analyses using acid-base and redox titrations and standard solutions, and carry out gravimetric analyses. They are also introduced to instrumental analytical techniques of spectroscopy and chromatography.

#### **Area of Study 2**

##### **Organic chemical pathways**

In this area of study students investigate systematic organic chemistry including production of starting materials for particular reaction pathways.

### **Unit 4: Chemistry at work**

#### **Area of Study 1**

##### **Industrial chemistry**

This area of study focuses on the factors that affect the rate and extent of a chemical reaction. Students study energy profiles and how equilibrium law is applied to homogeneous equilibria.

#### **Area of Study 2**

##### **Supplying and using energy**

This area of study focuses on use of different energy resources. Students evaluate the extent of the reserves of some of these resources, how each resource is used and the advantages and disadvantages of their continued use. Students conduct experiments using calorimeters to measure the energy of chemical reactions.

#### **School Assessed Coursework**

##### **Units 1 and 2**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. The outcomes will be detailed by the class teacher. Demonstration of achievement of these will be based on the student's performance on a selection of assessment tasks which will include practical work, assignments, topic tests and unit exams.

##### **Units 3 and 4**

Final assessment for Units 3 and 4 is based on:

Unit 3 School assessed coursework: 17%

Unit 4 School assessed coursework: 17%

Mid-Year Examination: 33%

End of Year Examination: 33%

# STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

## Physics

### Rationale

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

This study is designed to enhance the scientific literacy of students in the specialised area of physics. Scientifically literate physics students demonstrate interest in and understanding of the Universe, they engage in debates about the nature of evidence, theories and models and the value of physics in society. They can describe and use theories and models, propose and investigate hypotheses, collect data, analyse the limitations of that data, draw conclusions, make recommendations and select and use a range of appropriate technologies and mathematical techniques.

The knowledge gained through physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources. This knowledge can be used, for example, in industrial, medical and technical applications.

### Structure

The study is made up of four units. Each unit contains two prescribed areas of study and a third area of study selected from the list of detailed studies available in Units 1 to 4.

### Unit 1

1. Nuclear physics and radioactivity
2. Electricity
3. Detailed study: Energy from the nucleus

*This detailed study develops students' understanding of models of nuclear transformation and their capacity to evaluate critically the use of nuclear technologies. The energy available from fusing the nuclei of small atoms supplies the radiant energy of stars, including Earth's ultimate energy source, the Sun. The fusion process is also undergoing extensive investigation as an energy source. Splitting large nuclei has already been used to provide energy for domestic and commercial use. The use of nuclear energy technology, however, raises the challenge of balancing its benefits against the risks associated with both the operation of nuclear power stations and the disposal of radioactive waste. Students will use nuclear transformations in the contexts of energy from stars, and nuclear technologies.*

In this unit, students make and test predictions, identify discrete and continuous variables, select relevant independent variables and recognise controlled variables. They apply a given method for a simple investigation to control variables and collect relevant data. Students record raw qualitative and quantitative data and present processed data, including correct use of units, appropriately. They use appropriate materials, apparatus and measurement procedures to ensure reliability in the data. They recognise sources of error and uncertainty.

## Unit 2

1. Motion
2. Wavelike properties of light
3. Detailed study: Investigations: Sustainable energy sources

*Simulate an energy supply system through development of a working model or computer simulation program, and conduct a series of investigations that would provide quantitative data on the performance of the system. Performance data, in conjunction with research into the selected system, should be extrapolated into a review of its potential for larger scale commercial implementation. Students will use energy transfer and transformations in one of the contexts of a solar thermal system, either active or passive, or an electrical generation system; for example, photovoltaic, wind-power, hydroelectric, tidal, wave power.*

In this unit, students identify a focused problem or research question and formulate a prediction or hypothesis, select at least one relevant independent continuous variable and recognise controlled variables. They adapt or extend given methods, or at least partly design their own methods, for the control of variables and the systematic collection of sufficient relevant data for simple investigations.

Students record raw qualitative and quantitative data and present processed data, including correct use of units, appropriately. They select and use appropriate materials, apparatus and measurement procedures to ensure reliability in the data. They take into account sources of error and uncertainty and evaluate limitations of, and weaknesses and errors in, techniques and equipment.

## Unit 3

Students will develop a qualitative and quantitative understanding of the physics ideas relating to motion in one and two dimensions, gravity, structures and materials, and principles of investigation. Newtonian ideas are used to examine everyday motions, gravity and the motion of the solar system, space travel and satellite technology. An understanding of electronic systems is approached through the study of the functions of the basic 'building blocks' of such systems (separately and combined). The safety of structures and their dependence on the properties of construction materials, their shapes, and the way in which they are arranged and connected is examined. This unit further develops the students' ability to use physics to explain phenomena and the skills to communicate their knowledge of physics effectively. The development of practical and problem solving skills is an essential part of this unit, particularly experimental investigation techniques. This unit places greater emphasis on the effective use of complimentary mathematical skills.

## Unit 4

Students will develop a qualitative and quantitative understanding of the physics ideas relating to interactions of light and matter, electric power and reproducing sound. The particle and wave model is explored as a good explanation for the behaviour light and matter. The wave model is extended from Unit 1 to further examine the behaviour of sound and sound related technology. The generation, transmission, distribution, and use of electric power are thoroughly examined. This unit further develops the students' ability to use physics to explain phenomena and the skills to communicate their knowledge of physics effectively. The development of practical and problem solving skills is an essential part of this unit. This unit places greater emphasis on the effective use of complimentary mathematical skills.

## Outcomes

### UNIT 1

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Describe the ray model of light and use it, both quantitatively and qualitatively, to interpret everyday optical phenomena and the applications of lenses and mirrors, and also describe a wave model of energy transfer and apply it to light phenomena.
2. Describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community.
3. Describe and explain typical fission and fusion reactions, and energy transfer and transformation phenomena of importance in stars and in the use of nuclear energy.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

Outcome 1:

- Completion of a representative collection of set problems
- Laboratory reports on mirrors, refraction and lenses
- Topic Tests
- Unit examination

Outcome 2:

- Completion of a representative collection of set problems
- Design and experimentally investigate an area related to the penetrating power of alpha and beta emissions, and modelling radioactive decay
- Topic tests
- Unit examination

Outcome 3:

- Completion of a representative collection of set problems
- A written report on nuclear issues or an oral presentation on a range of set questions
- Topic tests
- Unit examination

## UNIT 2

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Describe and explain movement, both qualitatively and quantitatively, including position, velocity, and acceleration, Newton's laws of motion and the concepts of work and energy. On completion of this unit the student should be able to describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.
2. On completion of this unit the student should be able to apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems; and describe the safe and effective use of electricity by individuals and the community.
3. On completion of this unit the student should be able to use concepts of energy transfer and transformations to design and report on an experimental investigation into an aspect of alternative energy.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

Outcome 1:

- Completion of a representative collection of set problems.
- Laboratory reports on position, velocity and acceleration in one dimension
- Laboratory reports on Newton's Laws of motion, momentum and energy
- A written report on movement or an oral presentation on a range of set questions.
- Topic tests
- Unit examination

Outcome 2:

- Completion of a representative collection of set problems
- Laboratory reports on D.C. series and parallel circuits
- A practical test on the use of multimeters and/or Computer generated circuits.
- Design and experimentally investigate an area related to electricity/electronics.
- Topic tests
- Unit examination

Outcome 3:

- Completion of a representative collection of set problems.
- A written report on energy issues or an oral presentation on a range of set questions
- Topic tests
- Unit examination
- 

### **Units 3 and 4**

Final assessment for Units 3 and 4 is based on:

- Unit 3 School assessed coursework: 17%      Mid-Year Examination: 33%
- Unit 4 School assessed coursework: 17%      End of Year Examination: 33%

### **Unit 3**

Motion in one and two dimensions

Electronics and Photonics

Materials and their use in structures. (Detailed Study).

### **Unit 4**

Electric Power

Interactions of light and matter

Recording and Reproducing Sound. (Detailed Study).

## **UNIT 3**

To receive a satisfactory completion for this unit the student needs to demonstrate achievement in the following set of outcomes:

1. Use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety, and motion in space.
2. Compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems.
3. Compare and contrast the properties of construction materials, and model the effects on structures and materials of forces and loads.

### **School Assessed Course Work**

Demonstrated achievement is based upon the students' overall performance in the following school based assessment tasks:

- A test involving qualitative and quantitative questions using the Newtonian model on transport and space motion in one and two dimensions. (40 marks)
- A student designed extended practical investigation on the use of electronic and photonic devices in domestic and industrial systems (30 marks)
- Data analysis of practical situations involving the properties of materials and common simple structures (30 marks)

## **UNIT 4**

To receive a satisfactory completion for this unit the student needs to demonstrate achievement in the following set of outcomes:

1. Explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.
2. Explain interactions of light and matter and quantized energy levels of atoms using the wave and photon models.
3. Apply a wave model of sound and a field model of electromagnetism to describe and evaluate the recording and reproduction of sound.

### **School Assessed Course Work**

Demonstrated achievement is based upon the students' overall performance in the following school based assessment tasks.

- A data analysis task examining the wave and particle model of light and matter. (30 marks)
- A test involving qualitative and quantitative questions on electric motors, generators, and alternators and electric power. (40 marks)
- A summary report of selected practical activities from the student's log book on the wave model of sound and a field model of electromagnetism. (30 marks)

## **STUDY SUMMARIES FOR REVISED VCE STUDIES 2010**

### **Psychology**

#### **Rationale**

Psychology is the systematic study of human behaviour and mental processes. As a science, psychology aims to describe, explain and predict behaviour, and in doing so it relies on empirical procedures rather than intuition. Students will consider how biological, behavioural, cognitive and socio-cultural perspectives inform the way psychological knowledge is developed. The application of research methods in psychology allows students to develop useful skills in analytical thinking, scientific inquiry, making inferences and communicating results of investigations. VCE Psychology is not intended as a prerequisite for tertiary studies in psychology. Rather, it provides a challenging yet accessible introduction to the science of psychology, allowing students to increase their understanding of the human condition.

#### **Structure**

The study consists of four units.

#### **Unit 1**

This unit focuses on general aspects of psychology and its historical development. It is undertaken through two areas of study: What is psychology? and Lifespan psychology. Research methods in psychology are integrated throughout Unit 1 as appropriate, including ethical considerations in psychological research. The unit is designed to enable students to understand the nature of psychology as a science by considering the contributions of classic and contemporary psychological theories. Through the example of visual perception, students will investigate how mind and behaviour are studied from different perspectives. Students will also explore the psychological development of individuals from infancy to old age, and consider the complex interactions of heredity and environment which contribute to changes over the lifespan.

#### **Unit 2**

This unit consists of two areas of study: Interpersonal and group behaviour; and Intelligence and personality. Area of Study 1 focuses on the understanding of the behaviours and mental processes of individuals and groups. Students consider psychological research into attitudes, prejudice, pro- and anti- social behaviour and social influences on the individual. The second area of study explores differences between individuals in terms of personality and intelligence. Students investigate scientific ways of describing, measuring and classifying these phenomena, and compare the research methods used in the development of different psychological theories. The study of research skills are again integrated throughout the unit as appropriate.

## **UNIT 1**

### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit the student should be able to describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.
2. On completion of this unit the student should be able to describe a range of psychological development theories and conduct and investigation into one stage in the lifespan of an individual.

### **School Assessed Course Work**

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

Outcome 1:

- Test
- Unit examination

Outcome 2:

- Analysis of Research Design
- Unit examination

Outcome 3:

- Empirical research activity
- Unit examination

## **UNIT 2**

### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit the student should be able to explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.
2. On completion of this unit the student should be able to compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

Outcome 1:

- Test
- Unit examination

Outcome 2:

- Empirical research activity
- Unit examination

Outcome 3:

- Analysis of Research Design
- Examination

### **Units 3 and 4**

Final assessment for Units 3 and 4 is based on:

Unit 3 School assessed coursework: 17%

Mid-Year Examination: 33%

Unit 4 School assessed coursework: 17%

End of Year Examination: 33%

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### Accounting

#### Rationale

This study focuses on the procedures of accounting and finance and the way in which these may be used. The study examines the processes of recording and reporting financial information to provide users with appropriate information for planning, control and effective decision making.

#### Structure

This study is made up of four units:

Unit 1: Establishing and operating a service business

Unit 2: Accounting for a trading business

Unit 3: Recording and reporting for a trading business

Unit 4: Control and analysis of business performance

All units focus on accounting and finance for sole-proprietor small business. It is expected that all students will be introduced to the use of information technology in accounting procedures in all units.

#### Unit 1

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students will be introduced to the processes of gathering, recording, reporting and analysing financial data.

#### Unit 2

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use single entry recording system for the recording and reporting of cash and credit transactions. Financial and non-financial information will be used to evaluate the business' performance.

#### Unit 3 and Unit 4

Unit 3 and 4 designed to be taken as a sequence. While each has its particular application, both examine the underlying principles and professional practices of accounting, the managerial role of the accountant and likely future directions in accounting. Unit 3 introduces a double entry system for a trading firm using the accrual basis of accounting. Unit 4 focuses upon accounting management, and the uses of information to promote management effectiveness.

### Assessment

#### Unit 1

#### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Be able to describe the resources and explain and apply the knowledge and skills necessary to set up a small business.
2. Be able to identify, record, report and explain the financial data needed for the owner of a service business.
3. Be able to apply accounting skills to evaluate financial and non-financial information to make informed accounting decisions.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

A range of tasks selected from:

- Using computer software and/or applications, such as spreadsheets, to record and analyse data
- Tests
- Assignments
- Folio of exercises
- Exam

## Unit 2

### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Be able to record and report financial data and information for a sole trader.
2. Be able to record and report financial data and information using an accounting software package.
3. Be able to apply accounting skills to evaluate financial and non-financial information to make informed accounting decisions to improve business performance.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

A range of tasks selected from:

- Using computer software and/or applications, such as spreadsheets, to record and analyse data
- Tests
- Assignments
- Folio of exercises
- Exam

## Unit 3 and 4

School assessed coursework and end-of-year examination

Unit 3 school-assessed coursework: 17 per cent

Unit 3 examination: 33 per cent

Unit 4 school-assessed coursework: 17 per cent

Unit 4 examination: 33 per cent

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### Classical Studies

#### Rationale

Classical Greece and Rome have greatly influenced Western society and culture. This study introduces students to universal ideas, issues and values that are at the core of humanity, as well as providing insight into the development of cultural forms such as epic, drama, philosophy and satire. By exploring the political and social structures of Greece and Rome students are able to reflect on the values and origins of modern society and discuss ideas such as citizenship and democracy.

VCE Classical Studies is a multidisciplinary study. Students develop skills in textual and art analysis, constructing arguments, challenging assumptions and thinking creatively. These skills are valuable for further study and work as they are readily transferable across a range of disciplines.

#### Structure

The study is made up of four units:

Unit 1: Mythical worlds

Unit 2: Classical imaginations

Units 3 and 4: Classical worlds

#### Unit 1: Mythical worlds

This unit focuses on the form and function of myths and legends relating to heroes and monsters, and their role in ancient societies. Students develop an understanding of the universality of human experience.

#### Unit 2: Classical imaginations

This unit examines classical works across time. Students study classical Greek and/or Roman society through an exploration of classical works and their re-imagining over time.

#### Units 3 and 4: Classical worlds

Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works lists for each unit. These units enable student classicists to engage with the intellectual and material culture of classical Greece and/or Rome. Students work with translations rather than the Ancient Greek or Latin. Analysis of individual works enables students to engage with ideas that are explored by particular writers and artists. Students evaluate the techniques used to present these concepts. They evaluate the relationship between the work and its socio-historical context. Through comparison of classical works, students consider ways in which different writers and artists dealt with the same concept. Such analysis reveals the changing nature of the classical world.

## Assessment

### UNIT 1

#### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Explain the nature of myths and legends in classical societies and cultures.
2. Explain the importance of archaeology in establishing the possible historical basis of myths and legends.
3. Recognise and discuss the function and significance of myths and legends in classical societies and Western tradition.

#### School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

Outcome 1: - PowerPoint Presentation

- Passage Analyses

Outcome 2: - Analysis of artefacts

- Case study

Outcome 3: - Written Report

- Oral report

## Assessment

### UNIT 2

#### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Analyse the ways in which at least two forms of cultural expressions present aspects of classical Roman society. Demonstrate the ability to research their conventions, and detail and evaluate their features, techniques and aesthetic qualities.
2. Explain the relationship between a classical literary or artistic work and a work from a later period. Demonstrate understanding of the socio-historical context of each work.

### **School Assessed Course Work**

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

Outcome 1: - Oral Report

- Essay

Outcome 2: - Visual Presentation

- Historical Analysis

### **Units 3 and 4**

School-assessed Coursework and an end-of-year examination.

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

# STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

## ECONOMICS

### 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.

Year 11 Economics equips students with a unique set of concepts, ideas and tools to help them understand what is happening in an Economic sense in the world. **It is an exciting subject with real world application on a day to day basis!** The subject helps students become 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 economic reasoning to solve economic problems, which assists them in understanding the economy, society and the economics of the environment – sustainable economic growth!

### Structure

The study is made up of four units

Unit 1: Economics: choices and consequences

Unit 2: Economic change: issues and challenges

Unit 3: Economic activity

Unit 4: Economic management.

### Unit 1

The focus of this unit is the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens. Concepts covered include economic growth and sustainable development and one contemporary economic issue relevant in this year.

Examples of issues covered would be environmental economics and growth in the Australian economy, environmental economics and full employment, carbon trading and price stability.

### Unit 2

The focus of this unit is on factors that influence Australia's population and labour markets and how these factors affect living standards. Students will examine the nature of two contemporary global economic issues. The unit is designed so that this section of the course is totally up to date to current economic developments in the world. eg. in 2008/09 these issues could be the Global Financial Crisis and the economics of the environment (including an analysis of carbon trading), Australia's interaction with its major global trading partners.

### Assessment

## UNIT 1

### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Explain how markets work and how economic decisions are made in the Australian economy, and be able to apply economic decision-making to solve economic problems.
2. Analyse contemporary Australian economic issue using the tools and methods of economics and describe the change nature of economic issues.

## School Assessed Course Work

**Demonstrated achievement is based on any of the following:**

- Analysis of written, visual and statistical evidence
- Problem solving tasks
- Report of an investigation
- Case study
- A debate
- Essay
- Tests

## UNIT 2

### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Explain the operation of the Australian economy in the global context and the operation of the economy of one of Australia's trading partners.
2. Explain reasons for the emergence of globalisation and evaluate the impact of globalisation on the nature and performance of the Australian economy and on other economies.

## School Assessed Course Work

**Demonstrated achievement is based on any of the following.**

- Analysis of written, visual and statistical evidence
- Problem solving tasks
- Report of an investigation
- Case study
- A debate
- Essay
- Tests

## **UNITS 3 and 4**

School assessed course work and an end of year examination.

- Unit 3 school assessed coursework: 25 percent
- Unit 4 school assessed coursework: 25 percent
- Unit 3 and 4 examination: 50 percent

### **Unit 3**

Students should be able to explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia. 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**

Students 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. 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.

#### **School Assessed Course Work**

**Demonstrated achievement is based upon the student obtaining a satisfactory performance from one or more of the following assessment tasks:**

- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- problem solving tasks
- a folio of annotated media commentaries using print or electronic materials
- a report of an investigation
- case studies
- a debate
- an essay
- a presentation (oral, multimedia, visual)
- a web page
- economic simulation activities
- a test

# STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

## Geography

### Rationale

This study focuses on the geography of place and change. Geographers investigate the changing patterns of place using a range of geographical resources and skills. They observe, describe, explain and analyse patterns of phenomena which affect places at or near the surface of the Earth.

### Structure

The study is made up of four units:

Unit 1: Natural Environments

Unit 2: Human Environments

Unit 3: Regional Resources

Unit 4: Global perspectives

### Unit 1

This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth's surface. It investigates how the interactions between natural processes and human activities can also change natural environments.

### Unit 2

This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. The nature of change in human environments varies across a range of scales over space and time.

### Unit 3

This unit investigates the characteristics of resources and the concept of region. Resources found within regions mean different things to different people over place and time. The use of management of resources is dynamic and changes spatially over time in response to the interactions between human activities, natural processes and the legislative processes that humans put in place.

### Unit 4

This unit investigates the geographic characteristics of global phenomena and responses to them. Global phenomena are major natural or human events, processes or activities that possess the capacity to affect the globe or significant parts of the globe and require more than a local or national response.

### Assessment

#### UNIT 1

#### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Describe the geographic characteristics of at least two natural environments and explain why they are developed by natural processes, including extreme natural events.
2. Analyse and explain the changes in natural environments due to natural processes and human activity.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

- Field work
- Practical exercises
- Research reports
- Oral presentations
- Tests

## **UNIT 2**

### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Describe and explain the geographic characteristics of different types of rural and urban environments.
2. Analyse and explain changes due to human activities in rural and urban environments.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

- Field work
- Practical exercises
- Research report
- Oral presentations
- Tests

## **Units 3 and 4**

School-assessed coursework and examinations

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### History

#### Rationale

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.

#### UNITS 1 & 2

#### 20<sup>th</sup> Century History

In Unit 1 this study looks at the emergence of new political ideas in the first half of the 20<sup>th</sup> Century and the conflicts that developed as a result of the establishment of these ideas. Students will also survey change in society and patterns of social life.

In unit 2 students study the Cold War and political power in post war society. The Middle-East will be studied as part of the post 1945 world, as well as the Civil Rights movement in the U.S.A.

#### Assessment

#### UNIT 1

#### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. An analysis and explanation of the development and impact of a political crisis and conflict 1900 - 1945.
2. An analysis and discussion of patterns of social life and the factors which influenced changes in patterns of social life.
3. An analysis of the relationship between historical context and cultural expression.

#### School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

- Analytical exercises
- Essay
- Short Reports

## **UNIT 2**

### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Analyse and discuss how postwar societies used ideologies to legitimise their world view and portray competing systems.
2. Evaluate the impact of postwar challenges to established social and political power.
3. Analyse issues faced by communities arising from political, economic and/or technological change.

### **School Assessed Course Work**

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

- Analytical Exercises
- Essays
- Short Reports

## **UNITS 3 & 4**

The University High School offers 1 History study for Unit 3 and 4.

### **Revolutions**

In this study two revolutions will be looked at in detail. Students study the origins of both the Chinese and the Russian revolutions. They will consider the impact of revolutionary events, ideas, leaders and movements on these societies. They will analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the Revolution.

### **Units 3 and 4**

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 percent.

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### International Politics

#### Rationale

International Politics introduces students to the study of politics by considering key concepts and ideas including representation, citizenship, power and democracy. Students will analyse the ideologies that underpin political structures and interactions, and the ways ideologies affect the exercise of political power. During the course, students will develop an understanding of key terms and concepts, and consider factors which influence international relationships and the role of states. Students will also investigate a contemporary international conflict or area of instability, such as Iraq or the War on Terrorism.

#### Structure

This study is made up of two units

Unit 1: Politics, power and people

Unit 2: The global picture

Students may then choose to undertake Unit 3 and 4 studies in International Studies and/or National Politics.

#### Unit 1

This unit aims to give students the ability to demonstrate an understanding of key political concepts and values that underpin the development and organization of nation states. Students will also learn to explain and evaluate the goals, style and the national and international impact of a post-World War II political leader.

#### Unit 2

The unit focuses on the nature of contemporary international relations and the events that shaped them. Students develop an understanding of key terms and concepts, and consider factors which influence international relationships and the role of states.

#### Assessment

#### UNIT 1

#### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Demonstrate an understanding of key political concepts and values that underpin the development and organization of nation states.
2. Explain and evaluate the goals, style and the national and international impact of a post-World War II political leader.

#### School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

- An analysis of visual materials (for example, websites, posters, films, artwork)
- An oral presentation and written report
- An essay

## **UNIT 2**

### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. Describe key events that have shaped contemporary international relations and the ways in which states can exercise power and influence internationally.
2. Describe and analyse the extent to which the international community is cohesive and has the ability to manage conflict and instability.

### **School Assessed Course Work**

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

- An oral or multimedia presentation on an international organization
- A media case study
- An extended written response to a contemporary example of international conflict

## **UNIT 3 & 4**

The University High School offers 2 separate studies in International Politics for Units 3 & 4. The studies offered comprise National Politics and International Studies.

### **National Politics**

#### **Unit 3: Democracy in the Making**

##### Washington to Canberra

This area of study is a comparative analysis of the political systems of Australia and the United States. Consideration is given to ideologies, values, sources of power, levels of participation, representation, accountability and leadership. It looks at the similarities and differences in the systems and the extent to which they uphold democratic values.

##### Continuity and Change

This focuses on the strengths and weaknesses of the Australian political system. The main focus is on Australian political institutions. Students suggest an area of reform and analyse forces supporting and resisting change including social movements, public opinion, the media, economic factors and international pressures. The change might include the Constitution, the electoral system or parliament.

#### **Unit 4: The Challenge of Power**

##### People and Policy

This area of study provides an overview of Australian federal government policy formulation and implementation and the factors affecting these processes including lobbyists, pressure groups, the Opposition, the media, domestic and international events. Students will analyse an issue as presented by the media in forms such as cartoons, editorials, television and current affairs programs.

### Contemporary Foreign Policy

This area of study formulates the differences between domestic and foreign policy. It focuses on key national and international issues such as economic and trade interests, national security and responses to terrorism, regional and global links and Australia's role as a good global citizen. It looks at regional relations, human rights, refugees and international opinion. Students undertake a study of a contemporary regional issue affecting Australian foreign policy-making and implementation.

### International Studies

#### Unit 3: Global Issues and Conflict

This unit investigates recent global politics and the nature of conflict since the end of the Cold War. The unit examines the concepts of globalization and internationalism and the increasing interdependence of people and societies across a range of economic, cultural and security matters. A study of the changing nature of conflict in a post-Cold War world including consideration of concepts such as 'superpower', 'terror' and 'terrorism' in the post September II world.

#### Unit 4: International Relations

This unit focuses on the Asia-Pacific region and Australia's interaction with the international community. It examines the concept of power and the way that states within the Asia-Pacific region use power in their relations with each other as they pursue their national interest. A study of Australian foreign policy will include consideration of the nature of Australia's position in the region and the world. Students will be engaged in a range of learning activities including discussions, debate and the use of the media.

#### Units 3 and 4

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 percent.

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### Legal Studies

#### Rationale

This study is about the way the law relates to and serves both individuals and the community. It focuses on how laws are made, an understanding of individual rights and responsibilities and how disputes are settled.

#### Structure

The study is made up of four units:

Unit 1: Criminal law and justice

Unit 2: Civil law and the law in focus

Unit 3: Law making

Unit 4: Dispute resolution

#### Unit 1

The focus is on the role of the police, their powers of investigation, how a criminal trial is conducted, and the punishments available to criminal courts. It also looks at fairness and justice in the criminal legal system.

#### Unit 2

This unit explores civil litigation and defences to civil claims within the legal system to enforce the civil rights of citizens. It will also investigate alternative methods of dispute resolution.

#### Unit 3

The investigation of the law making bodies and their effectiveness is the focus of this unit. It also looks at law as culture via the Australian Constitution and the country's lack of a Bill of Rights.

#### Unit 4

This unit explores both criminal and civil procedures in the courts and alternative dispute resolution. The current operation of the jury and adversary systems is examined as well as an assessment of their strengths and weaknesses.

#### Assessment

#### UNITS 1 & 2

#### Outcomes

**There are 2 outcomes in Unit 1 and 3 outcomes in Unit 2. To receive a satisfactory completion for these Units the student needs to demonstrate achievement in the following set of outcomes.**

1. Individual and group research assignments
2. Mock courts the law.
3. Essays
4. Case studies
5. Tests

## **UNITS 3 & 4**

### **Outcomes**

**There are 3 outcomes in Unit 3 and 2 outcomes in Unit 4. To receive a satisfactory completion for these Units the student needs to demonstrate achievement in the following set of outcomes.**

1. Individual and group research assignments
2. Written reports
3. Essays
4. Folio of exercises
5. Tests

### **Units 3 and 4**

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 percent.

# STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

## Philosophy

### Rationale

The word philosophy means love of wisdom. This study introduces the critical methods of argument and analysis that have been developed by philosophers in response to such central questions as what is wisdom? It will encourage use of these methods in the development of answers to the questions of philosophy, as they are relevant to life and participation in contemporary society.

### Structure

This study is made up of four units.

### Unit 1

This unit engages students in philosophical inquiry through active, guided investigation and discussion of three key areas of philosophy: ethics, epistemology and metaphysics. The emphasis in the exploration of these three fields is philosophical inquiry, (doing philosophy).

### Unit 2

This unit explores a range of problems in applied philosophy and involves formulating and defending philosophical positions in relation to practical issues. The examination of examples of philosophical thought, both contemporary and historical, is also undertaken.

### Unit 3

In this unit students explore ideas concerning the nature of the good life as developed by ancient and modern philosophers. Students compare these ideas with notions found in familiar traditions, such as Buddhism, Christianity and Confucianism.

### Unit 4

In this unit students look at two areas of contemporary philosophical debate, mind and knowledge, and their historical development. It involves the study and evaluation of contemporary arguments in these debates and their relationship to historical arguments.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### UNIT 1

#### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

- Demonstrate understanding of some key questions related to epistemology, metaphysics and ethics.
- Apply methods of philosophical enquiry to central questions concerning epistemology, metaphysics and ethics.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

- Short written exercises
- Written reflection and analysis
- Oral reflection and analysis
- An essay

## UNIT 2

### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

- Identify and discuss a range of applied philosophical issues within the context of a relevant field of philosophical enquiry
- Formulate and defend a philosophical position on a range of applied philosophical issues and relate these to a wider field of philosophical enquiry.

## School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

- Short written exercises
- Written reflection and analysis
- Oral reflection and analysis
- Essays

## Units 3 and 4

School assessed coursework and an end-of-year examination

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 percent.

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### Design and Technology

#### Rationale

In Design and Technology students assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges.

Students focus on developing an understanding of the social, economic and environmental consequences of design choices and decision making. They develop skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

The study of Design and Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, fashion, furniture, jewellery and textile design.

#### Structure

The study is made up of four units:

Unit 1: Design modification and production

Unit 2: Collaborative design

Unit 3: Design, technological innovation and manufacture

Unit 4: Product development, evaluation and promotion

#### Unit 1 Design modification and production

This unit focuses on the analysis, modification and improvement of a product design. Students investigate methods and processes used by the designer to examine the need and define the problem by generating an appropriate design brief. Students learn about the production techniques used to make the product and modify the design of a similar product.

#### Unit 2 Collaborative design

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practise where designers often work within a multidisciplinary team to develop solutions to design problems.

#### Units 3 Design, technological innovation and manufacture

In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4.

#### Unit 4 Product development, evaluation and promotion

Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.

## Assessment

### UNIT 1

#### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit the student should be able to describe the methods used by a designer to design a product, and apply similar processes to document the redesigning of an existing product.
2. On completion of this unit the student should be able to use and evaluate materials, tools, equipment and processes to make the product redesigned in Outcome 1, and compare the finished product with the original design.

#### School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

- Design folios (including the use of information and communications technology as appropriate) that contain design briefs, design ideas and options, materials lists and plans.
- Production work and records of production and modifications;
- Multimedia presentations supported by speakers notes;
- Short written reports (materials testing activities, evaluation reports, process reports);

### UNIT 2

#### Outcomes

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit the student should be able to individually and as a member of a team, identify a need and collaboratively develop design options and production planning in response to a design brief for a product range based on a common theme.
2. On completion of this unit the student should be able to justify, manage and use appropriate production processes to make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product.

#### School Assessed Course Work

**Demonstrated achievement is based upon the student obtaining a satisfactory performance in the following assessment tasks.**

- Design folio of a completed production plan including detailed design brief, appropriate research material, annotated, idea drawings and production drawings, precise materials testing and materials quantities plan, record of production skills and processes, planning and experimentation, production tasks plan.
  - Short evaluation report of processes and end product showing the extent to which the design and production processes have satisfactorily carried out the requirements of the design brief.
  - Computer-aided drawing and design presentation

## **UNIT 3**

### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit the student should be able to explain and demonstrate the role of a designer by writing a design brief, developing evaluation criteria, and identifying and explaining areas for research.
2. On completion of this unit the student should be able to explain the factors that influence the design, and manufacture of products within industrial settings.
3. On completion of this unit the student should be able to present a folio that documents the procedure and decision-making processes used while working as a designer to meet the needs of a client or end-user, and commence production of the designed product.

## **UNIT 4**

### **Outcomes**

**To receive a satisfactory completion for this Unit the student needs to demonstrate achievement in the following set of outcomes.**

1. On completion of this unit the student should be able to analyse similar product types through a comparison of innovative features, function, aesthetic and visual appeal, and any economic, social and environmental benefits and costs.
2. On completion of this unit the student should be able to competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Unit 3, Outcome 3, and manage time and resources efficiently.
3. On completion of this unit the student should be able to evaluate the outcomes of the design and production activities, and promote the product's design features to the client and/or end-user.

### **Units 3 and 4**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Design and Technology the student's level of achievement will be determined by school-assessed coursework, a school-assessed task and an end-of-year examination. Percentage contributions to the study score in Design and Technology are as follows:

- Unit 3 school-assessed coursework: 12 per cent
- Unit 4 school-assessed coursework: 8 per cent
- School-assessed task: 50 per cent
- End-of-year examination: 30 per cent

## STUDY SUMMARIES FOR REVISED VCE STUDIES 2010

### Information Technology

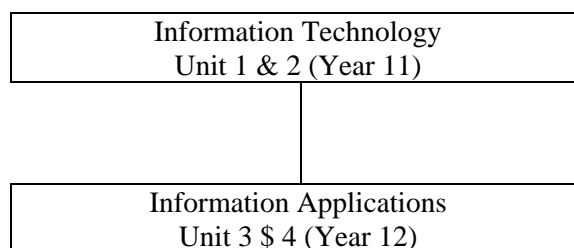
#### Rationale

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.

Students learn to use information technology and also learn about its capacities, scope and limitations. Students are encouraged to become innovative in perceiving possible uses of information technology, and to orient themselves towards the future, with an awareness of the implications of these possible uses.

#### Structure

The study consists of the following:



#### Unit 1 Information Technology – 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.

#### Unit 2 Information Technology - 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, for example, Visual Basic and multimedia software. Students also explore career pathways that involve using knowledge and skills associated with programming or scripting languages.

## Assessment

### UNIT 1

#### Outcomes

**To achieve a satisfactory completion for this Unit the student must demonstrate achievement in each of the following three outcomes:**

1. On completion of this unit the student should be able to transform an existing printed information product into an on-screen information product to meet a specific audience need, evaluate the success of this information product, and explain its likely impact on the audience's skills or work practices.
2. On completion of this unit the student should be able to solve an information problem by collecting data and using database management software to manipulate that data.
3. On completion of this unit the student should be able to contribute collaboratively to the creation of an on-screen information product that presents an analysis of a contemporary ICT issue and substantiates a point of view.

### UNIT 2

#### Outcomes

**To achieve a satisfactory completion for this Unit the student must demonstrate achievement in each of the following three outcomes:**

1. On completion of this unit the student should be able to demonstrate progression in the ability to use a programming or scripting language, record the learning progress electronically, and explain possible career pathways that require the use of the software skills.
2. On completion of this unit the student should be able to represent a networked information system within an organisation, and describe the way a specified set of data flows through the system, where it is stored, and where it is processed.
3. On completion of this unit the student should be able to work collaboratively to design a solution and an information product for a client, taking into account client feedback, solve the information problem, and evaluate the efficiency and effectiveness of the solution and product.

## School Assessed Coursework Unit 1 & 2

**Achievement of each of the outcomes must be demonstrated in a selection of assessment tasks which may include:**

- Designing and developing a solution in response to a design brief, using information technology tools and techniques
- Visual presentations, such as a poster and an electronic file (eg multimedia presentation)
- Short written reports
- Oral reports supported by visual presentations
- Tests (short answer, open book, practical)

### **Units 3 and 4 Information applications**

#### **Unit 3 :**

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, newsagencies, 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.

#### **Unit 4:**

Unit 4 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. 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. Students are required to use two types of software for Outcome 1: spreadsheet and web authoring or multimedia authoring.

### **School Assessed Coursework - Information applications**

**Achievement of each of the outcomes must be demonstrated in a selection of assessment tasks which may include:**

- Designing and developing a solution in response to a design brief, using information technology tools and techniques
- Visual presentations, such as a poster and an electronic file (e.g. multimedia presentation)
- Short written reports
- Oral reports supported by visual presentations
- Tests (short answer, open book, practical)

### **Assessment**

#### **Units 3 and 4 Information applications and Software development**

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

## MELBOURNE UNIVERSITY EXTENSION PROGRAM

University High School can offer to selected students the opportunity to study 1<sup>st</sup> Year University subjects, on campus, at the University of Melbourne. The subjects that have been offered in recent years are Mathematics, French, History and Philosophy of Science, Biology, History and Latin. Details of some subjects are listed below. To be considered for this program a student would normally undertake a level 3 & 4 study in a related area and achieve an outstanding study score in the study.

Students can obtain further details from their VCE Co-ordinator when finalising their Year 12 Course of Study.

### **FRENCH**

#### **116-114 French Part 1 - Contemporary France I**

#### **116-115 French Part 1 - Contemporary France II**

This is a Melbourne University course offered to selected students in secondary schools. It allows accelerated students to prepare and complete a first year university subject. It is additional to normal VCE requirements. It should be noted:

- successful students may gain 37.5 credit points towards a Melbourne University degree
- successful students may enrol in a second year French course at Melbourne University when they begin study there
- “In 2003 an extension studies program will contribute from 4 to 5.5 points to a TER Score, depending on how well a student passes”

### **AREAS OF STUDY**

- 3 hours of classwork per week : language and civilisation
- 1 hour lecture per week
- 1 hour textual studies seminar per week
- 1 hour study per week at the Horwood Language Centre

### **ASSESSMENT**

- |                            |     |   |                                |
|----------------------------|-----|---|--------------------------------|
| • Continuous assessment    | 35% | ] |                                |
| • Written language exam    | 30% | ] | Each semester.                 |
| • A civilisation essay     | 10% | ] | In semester two, the literary  |
| • A literary analysis exam | 15% | ] | analysis exam is replaced by a |
| • 10 minute oral test      | 10% | ] | 1,000 word literary essay      |

# MELBOURNE UNIVERSITY EXTENSION PROGRAM

## MATHEMATICS

This is a Melbourne University course offered to selected students.

It is part of the Melbourne University Extension Programme, the aim of which is to extend secondary students to first year university level. As such, it is additional to normal VCE requirements. However, students may gain 20 credit points towards a Melbourne University degree, if they pass, and will be eligible to enrol in a second year Mathematics subject at Melbourne University should they choose to do so. In 2009 an extension studies programme contributes 4 to 5.5 points to the ENTER, depending on the grade achieved.

### AREAS OF STUDY

- Linear Algebra
- Matrices
- Differential Calculus
- Vector Geometry
- Functions of several variables
- Complex Numbers
- Integral Calculus

### ASSESSMENT

- Written assignments
- One and half hour written examination
- Three hour final written examination at the end of year

## HISTORY & PHILOSOPHY OF SCIENCE

**136 - 101 History of Astronomy**

**136 - 105 Science, Philosophy & History**

Both units involve up to 3 hours of lectures and tutorials per week at Melbourne University and a supporting tutorial at School. For details of content and assessment interested students are asked to see Mr. Campbell.