

# *Senior School Subject Information Booklet*

2019



ST ANDREWS  
CHRISTIAN COLLEGE

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ST ANDREWS  
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ST ANDREWS  
CHRISTIAN COLLEGE



# *Dear Parents, Guardians and Students,*

This booklet exists to assist you in the process of making informed decisions regarding the many choices available for Senior School students at St Andrews Christian College.

At St Andrews we provide a well-rounded education in a spiritual, emotional, social and academic capacity. One of the great assets of our school is the ability to provide a community where students are known. All studies are developed with a framework of our Christian faith – class work and discussions occur through a Creation-Fall-Redemption worldview.

Please do not hesitate to contact the Head of Senior School and VCE Coordinator, or individual subject teachers, if you require information regarding specific subject content or requirements. We are here to help. It is important to consider a range of subjects of potential interest. In providing subject preferences, the school makes every attempt to meet all student preferences but this may not be possible due to timetabling requirements. Take care in detailing the order of your preferences.

Students find Senior School to be productive and enjoyable. They develop lasting friendships with other students and staff members through shared endeavours, mission and service opportunities, sports, camps and other co-curricular activities. The role of senior students within our school community is strategic, and their leadership and loyalty is highly valued. It is expected that all students uphold the values of this school and contribute positively to community life. We hope all students can look back with fondness on their final stage of secondary education at St Andrews and find satisfaction at having "finished well."

***John Presant***  
HEAD OF SENIOR SCHOOL

***Natalie Farmer***  
VCE COORDINATOR

***Steve Mellody***  
YEAR 9 & 10 COORDINATOR



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## Year 9

IN YEAR 9, STUDENTS AT ST ANDREWS CONTINUE TO GROW AND DEVELOP THEIR SKILLS IN PREPARATION AND PROGRESSION TOWARDS THE VICTORIAN CERTIFICATE OF EDUCATION (VCE) THROUGH WELL-ROUNDED EDUCATION AND A CHRISTIAN WORLDVIEW.

An understanding of God, themselves and their relationships with the wider world, underpins their learnings in all their studies. In addition to the academic classes, students will engage in education outside the classroom walls to be involved in learning opportunities throughout the year. Students will have the opportunity to explore the city of Melbourne through the City Experience Week.

They will experience the outdoors through a number of day excursions and camp, as well as getting out into the community. Year 9 offers students the chance to hear from inspiring presenters. Exciting and challenging mission opportunities will also be available in 2019.

All students will be required to complete two Creative Arts & Design or Language classes each semester. Detailed descriptions of these are provided on pages 8 & 9. If a student chooses Chinese or French, these are year-long subjects.





# Year 9 Subject Structure - 2019

## CORE CLASSES

MATHS	SCIENCE
ENGLISH	BIBLICAL STUDIES
HISTORY (1 semester)	SPORT
GEOGRAPHY (1 semester)	COMMERCE
PHYSICAL EDUCATION & HEALTH	DIGITAL TECHNOLOGIES

## CREATIVE ARTS & DESIGN OR LANGUAGE CLASSES *(Students complete 4 of these, 2 per semester)*

2D ART	3D ART
PORTRAIT PAINTING	ELECTRONICS
ROBOTICS	THEATRESPORTS AND IMPROVISATION
DEVISING THEATRE - ENSEMBLE	STAGECRAFT AND TECHNICAL THEATRE
MUSIC TECHNOLOGY	SONG WRITING
IMPROVISATION AND PERFORMANCE SKILLS	CHINESE
FRENCH	



# Year 9 – Creative Arts & Design or Language Class Descriptions

Students complete 4 of these, 2 per semester

## 2D ART

Students will create a variety of 2D artworks inspired by painters, drawers and photographers from historical art movements. Drawing and painting skills will be developed as students learn to express aesthetic qualities through an exploration of line, colour, shape and form. Through negotiating the challenges of self-directed creativity, students will document their design process in their visual art diary and demonstrate the development of individual ideas. This elective offers students an opportunity to express their God-given creativity as they learn what it means to be made in the image of our Creator God.

## PORTRAIT PAINTING

Students will create a variety of paintings inspired by the works of portrait artists from historical art movements. Through the medium of watercolour, acrylic and oil paint they develop new painting skills. They will explore how artists depict tone and exaggerate colour to make their portraits expressive. Skill-building activities will help students compose portraits through the aide of projection, gridding, observation, and the imagination. Students will be required to negotiate the challenges of self-directed creativity as they document their design process in their visual art diary, as well as demonstrating a development of individual ideas. This elective offers students an opportunity to express their God-given creativity as they learn what it means to be made in the image of our Creator God.

## ROBOTICS

This elective covers basic robotics and Artificial Intelligence (AI) theory and practice. Robotics is a highly effective way to develop essential work skills like collaboration, problem solving and project management. Students will be motivated and engaged through this subject, where they will assemble a robot, using Lego Mindstrom.

## 3D ART

Students will create a variety of 3D artworks inspired by the works of sculptors, craftsmen, and installation artists from historical art movements. Modelling, assemblage, moulding and carving skills, and developing an awareness of spatial practice through the installation and presentation of a sculpture will take place within an exhibition space. Students will be required to negotiate the challenges of self-directed creativity through documenting their design process in their visual art diary, as well as demonstrating a development of individual ideas. This elective offers students an opportunity to express their God-given creativity as they learn what it means to be made in the image of our Creator God.

## ELECTRONICS

This elective covers basic electrical and electronic theory and practice, providing an introduction as to how these devices and systems are used in the development of Robotic (Mechatronic) equipment. The subject addresses Ohms and Kirchoff's laws, basic circuit analysis, power systems and semiconductor devices; as well as digital computer basics emphasising on system design using flow-charting. There is also an introduction to micro-controllers (PIC) and logic. Students are required to assemble an Arduino controller and an experimenter module, they will then be required to program the unit to perform a series of tasks.



# *Creative Arts & Design or Language Class Descriptions - cont.*

Students complete 4 of these, 2 per semester

## **THEATRESPORTS AND IMPROVISATION**

This elective is designed to teach students how to develop skills in improvisation. Students will learn to think creatively and quickly, turning their ideas into well-crafted instant performances through storytelling, working as a team, and participating in Theatresports games.

## **STAGECRAFT AND TECHNICAL THEATRE**

In this elective students will build upon what has been learnt in Middle School Drama and prepare them for further study in the subject. This subject focuses on “behind the scenes” aspects of theatre, teaching students how to enhance performances by using theatre technologies. Students will learn about actor-audience relationships through design focus, and areas of stagecraft such as set, lighting, sound, hair and makeup, costume, props, and publicity.

## **SONG WRITING**

The elective focuses on performance and composition. Students will perform in front of their peers to work on their performance techniques and presentation skills. They will learn the theory behind modern song writing, such as studying diatonic chords and lyric writing. Students will write and record their own composition during this elective.

## **CHINESE**

Students will focus on the following learning areas: Pin Yin, 4 tones, homophones, logographs, character components, stroke order, words formation, sentence structures, dialogues, culture-based language expressions (how to show respect through language) and activities (calligraphy, art and craft, Chinese songs etc.). The main textbooks are “Chinese Made Easy” Book 3 and “New Practical Chinese Reader” plus “Zhong Wen” and many other relevant teaching resources.

## **DEVISING THEATRE - ENSEMBLE**

This elective is designed to teach students skills in devising theatre, working as an ensemble, and taking on different production roles. Students will develop skills to write and craft theatre to communicate with an audience and work with different stimuli to create pieces of theatre.

## **MUSIC TECHNOLOGY**

Students will learn many elements of music technology through this elective; from how P.A. systems work, to how to write music using various computer and iPad programs. They will develop skills in how to use Logic, Garage Band and Sibelius software in both a recording/compositional capacity and as a MIDI sequencer. Students will be assessed on recording a piece of music they composed using key software programs.

## **IMPROVISATION AND PERFORMANCE SKILLS**

This elective will teach students the four main ways of improvising – chordal, free, blues, and modal. Music theory is an integral element of this elective. Students will learn about the structure of scales in improvising and how chord scale relationships work. There will be regular performance classes for the students to put theory into practice. Students will be marked for their portfolio of improvisations and their development of their performance skills.

## **FRENCH**

Students in this elective will be given a thorough grounding in French grammar and will cover key topics in-depth such as: self, school, dates, numbers, family, leisure activities, travel and transport. Bible verses and simple Biblical stories, messages and songs relevant to the topics will also be covered.

## *Year 10*

STUDENTS IN YEAR 10 WILL BE EXPANDING ON SKILLS LEARNT IN YEAR 9, AND A STRONG FOCUS ON VCE PREPARATION. THEY WILL EXPERIENCE MORE FLEXIBILITY IN THEIR CLASSES AND AN INCREASED DIVERSITY IN SUBJECT CHOICES.

There are compulsory subjects that all students must complete during Year 10. There are also VCE Preparation Electives that develop student's understanding of particular areas of study to assist them in their VCE subjects.

Students can apply to undertake an Accelerated VCE subject as part of their Year 10 program. This will include taking two VCE preparation classes, and if successful, an additional VCE Accelerated Unit 1 & 2 subject. Students not undertaking a VCE Accelerated subject may be required to complete three VCE preparation classes. Two Unit 1 & 2 subjects are permitted if one of the subjects is Unit 1 & 2 Mathematical Methods.

In Year 10, students will also engage in a Work Experience opportunity by completing a one-week placement during the final week of Term 2. This provides students with work-related skills, and can ignite potential passions for their post-school endeavours.

# Year 10 Subject Structure - 2019

## CORE CLASSES

MATHS	SCIENCE
ENGLISH	BIBLICAL STUDIES
HISTORY (1 semester)	SPORT
GEOGRAPHY (1 semester)	STUDY SKILLS
PHYSICAL EDUCATION & HEALTH	ACCELERATED SUBJECT (Optional. See page 14)

## VCE PREPARATION CLASSES *(Students complete a maximum of 3 of these)*

ART	BUSINESS STUDIES
CHEMISTRY	CHINESE
COMPUTING	FRENCH
LITERATURE	MUSIC
PHYSICAL EDUCATION	THEATRE STUDIES





# Year 10 – VCE Preparation Class Descriptions

Students complete a maximum of 3 VCE Preparation classes

## ART

A series of activities will teach students the design process, experimenting with a variety of materials and techniques. They will record their learnings and design process in their visual art diaries, and also negotiate the challenges of self-directed creativity. Through documentation and annotation, students learn to reflectively evaluate their artworks, refine artistic skills, and develop new ideas in preparation for VCE Studio Arts.

## CHEMISTRY

This elective is designed to provide students with a level of understanding of the basic principles of chemistry and how it affects modern society. Students are guided to make informed decisions about VCE Chemistry selection for Years 11 and 12. This is a year-long elective for students to enjoy as they explore the various aspects of chemistry.

## COMPUTING

Students in this elective will be prepared for VCE Computing. Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently and effectively when creating digital solutions both individually and as part of a network. Students may focus further on this subject matter in Years 11 and 12 through subjects such as: Information Processes and Technology, Software Design and Development.

## BUSINESS STUDIES

In this elective, students will be introduced to all VCE Business Studies subjects: Accounting, Business Management, Economics and Legal Studies. This course will use case studies, practical examples and current events to engage students to the world of business.

## CHINESE

This elective focuses on five study skills – speaking, listening, reading, writing, and reviewing – that are used in different contexts, culture related language activities, paragraph writing and article structure organisation. Students will be well-prepared for the VCE Chinese course in Years 11 and 12.

## FRENCH

Students will be extending their understanding of French grammar and vocabulary in this elective. A number of topics will be covered, as well as Bible verses and simple Biblical stories, messages and songs. The elective also covers what missionaries in France are achieving through contact with people living and working in France.

# *VCE Preparation*

## *Class Descriptions - cont.*

Students complete a maximum of 3 VCE Preparation classes

### **LITERATURE**

This elective is an introduction to VCE Literature. Students will explore texts from Western Literature spanning the earliest periods to modern times through print and non-print texts, including novels, poetry and short stories. Students will reflect upon personal experiences and social and historical contexts that shape meaning. It is advantageous for students to consider studying both English and Literature in VCE. You must achieve a B+ average in Year 9 English as a pre-requisite for this subject.

### **PHYSICAL EDUCATION**

In this elective, students will develop their understanding of the human body and the complex interrelationships between the anatomical, biomechanical, physiological and skill acquisition principles. Through a combination of practical activities and class work, they will begin to connect the physiological effects of exercise to performance, connecting science and sport to better understand how the human body works.

### **MUSIC**

This elective has a strong emphasis on aural work and encouraging students to train their ears to hear, and distinguish between different scales, intervals, rhythms, chords, and harmonic progressions. The other main area of music is performing music and preparing for performances. Students look at different technical work exercises choosing those that will aid in the playing of their pieces, and also critically analyse other performers to ascertain what makes a good performance.

### **THEATRE STUDIES**

This elective teaches students to refine and extend their understanding and use of role, character, relationships and situation. They will extend the use of voice and movement to sustain belief in-character. Students will maintain focus and manipulate space and time, language, ideas and dramatic action. Students will focus on developing performance skills, focus, energy, timing and actor/audience relationship.

## Year 10 Accelerated VCE Program

STUDENTS IN YEAR 10 HAVE THE OPPORTUNITY TO UNDERTAKE ACCELERATED VCE UNITS, PROVIDING THE ENTRY REQUIREMENTS ARE MET.

Students must apply for permission using the appropriate form provided. Extra copies are available from the VCE Coordinator.

Normally a student in Year 10 would complete a maximum of one 1/2 sequence as an Accelerated Unit.

To be selected for the Accelerated Program, students must meet the following conditions:

- Previous performances in related areas have been consistently high, indicating potential for further success;
- Have demonstrated a positive attitude and approach to studies in this area;
- Have demonstrated organisational skills and completion of work; and
- Have discussed this application with parents/guardians who have signed the application form.

The value of this program depends on the readiness of the student to undertake these units. This is why a selection process operates in order to ensure the student has a likelihood of experiencing success. A limited range of subjects is offered for students to select as a preference.

***Students need to complete the 'Year 10 Accelerated VCE Form' and submit it to the VCE Coordinator no later than 13 August 2018.***

Any students without a submitted form will not be eligible for consideration to undertake an accelerated Unit 1/2 subject in 2019. The students' application along with their marks in Semester 1 will be taken into account when making decision about entry into the Accelerated Program. Ultimately, the final decision of a student's suitability will be determined by the Head of Senior School in consultation with the VCE Coordinator.

### VCE UNITS AVAILABLE FOR YEAR 10 ACCELERATED PROGRAM

ACCOUNTING	BUSINESS MANAGEMENT
CHINESE SECOND LANGUAGE	CHINESE LANGUAGE, CULTURE & SOCIETY
COMPUTING	GEOGRAPHY
HEALTH & HUMAN DEVELOPMENT	HISTORY
LEGAL STUDIES	PHYSICAL EDUCATION
PSYCHOLOGY	STUDIO ART
THEATRE STUDIES	





# *Accelerated VCE Subject Application Form* VCE UNITS 1 & 2 ONLY

**NAME:** \_\_\_\_\_ **HOMEROOM:** \_\_\_\_\_

**PREFERENCE 1:** \_\_\_\_\_

**RESERVE 1:** \_\_\_\_\_ **RESERVE 2:** \_\_\_\_\_

**REASON FOR APPLICATION:**

INCLUDE PRIOR PERFORMANCE/RESULTS IN THIS AREA & EXTRA INVOLVEMENT/INTEREST IN THIS AREA

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**NOTE:** *Please carefully complete the details on this form and submit to the VCE Coordinator no later than 13 August 2018.*

**STUDENT SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**PARENT/GUARDIAN SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

## VCE Course Requirements

THE VCE (VICTORIAN CERTIFICATE OF EDUCATION) IS NORMALLY COMPLETED BY STUDENTS OVER A MINIMUM OF TWO YEARS. THE VICTORIAN CURRICULUM ASSESSMENT AUTHORITY (VCAA) IS THE GOVERNMENT AUTHORITY RESPONSIBLE FOR THE ADMINISTRATION OF THE VCE AND EACH STUDENT'S PROGRAM MUST BE APPROVED BY THIS AUTHORITY.

Each subject in the VCE is divided into four semester length units. Units 1 and 2 are normally taken at Year 11 level and Units 3 and 4 at Year 12 level. Units 3 and 4 must be studied as a sequence. The Acceleration Program allows Year 11 students to undertake a Unit 3 and 4 sequence. Students must demonstrate an aptitude for these subject areas before permission is granted. A student will generally study only one extension subject. Each student's two-year program of study normally comprises 24 units of work. To successfully complete the requirements for the VCE, students must achieve satisfactory completion of a total of no less than 16 units and must include:

- Three of the four units of English, English Literature or English as a Second Language (ESL);
- Three sequences of Units 3 and 4 studies other than English or ESL; and
- In order to obtain a study score Units 3 and 4 must be completed in a sequence.

At St Andrews, Year 11 students are expected to take 12 units of study (6 subjects) of which an English Units 1 and 2 are compulsory.

Year 12 students are expected to take 10 units of study (5 subjects) of which an English Units 3 and 4 are compulsory. Variations may occur due to exceptional circumstances.

Listed on the following pages of this booklet are the VCE studies on offer to students at St Andrews including a written description of what each unit involves to assist students in the process of making appropriate choices.

***NOTE: Some subjects that are able to be selected as a preference may not run if insufficient number of students select them.***

Students are expected to purchase textbooks as required by their subjects. Any additional costs to the subject is listed.

## *VETiS* (VOCATIONAL EDUCATION & TRAINING IN SCHOOLS)

VETiS REFERS TO VOCATIONAL EDUCATION AND TRAINING (VET) COURSES, WHICH GENERALLY RUN FOR TWO YEARS, UNDERTAKEN AS PART OF SENIOR SECONDARY EDUCATION OR VCE.

VETiS programs prepare students for further education, training or employment. The programs can also be a good way to explore different occupations while still at school and test whether students are interested in pursuing a future in that industry.

Students will need to complete studies off-site (with the exception of Certificate III in Christian Ministry and Theology) with most courses occurring for a full day or afternoon on Wednesdays. Students will be eligible for study periods within their course load if enrolled in a VETiS program.

The VCAA has endorsed these programs so the work done in the VET program is equal to completing VCE units. This means students can use VCE VET units to meet the minimum requirements for VCE and VET programs that contribute directly to the ATAR score or as a 5th or 6th subject. The number of VCE units and ATAR contribution available varies from program to program.

Upon completion of a VETiS program, students are awarded a nationally recognised certificate of qualification (Certificate II, III or IV) and most certificates contribute towards ATAR score. Some certificates offer an examination (held during the VCE examination period) and provide a study score, while other certificates provide block credit which may be used to enhance student's ATAR score (5th or 6th VCE subject).

There are individual costs associated with VETiS subjects, which may vary depending upon the course and provider.



## *Distance Education*

STUDY THROUGH THE SCHOOL OF DISTANCE EDUCATION AND THE VICTORIAN SCHOOL OF LANGUAGES IS A SERVICE AVAILABLE FOR STUDENTS WHO NEED TO UNDERTAKE A SUBJECT NOT CURRENTLY AVAILABLE AT ST ANDREWS.

The fee is payable at the time of enrollment and is non-refundable after the subject has commenced. In 2018, the fees for the School of Distance Education were \$810.00 per subject. The fees for the Victorian School of Languages were \$560.00 per language. The costs for 2019 will be made available later in 2018.

Students undertaking studies with either of the Distance Education schools need to be self-motivated and disciplined as this form of study involves an enormous amount of organisational responsibility.

The Distance Education schools provide opportunities for students to attend seminars relevant to the area of study. Transportation and supervision of students attending seminars or other activities organised by these schools is the sole responsibility of the parents.

# *Calculating an ATAR Score*

THE ATAR (AUSTRALIAN TERTIARY ADMISSION RANK) IS A PERCENTILE RANK ALLOCATED TO STUDENTS BASED ON STUDY SCORES ACHIEVED.

The ATAR (<30 to 99.95) is used by universities and TAFE institutions to select students for their courses.

When calculating the ATAR, after scaling, the study scores used are as follows:

- English + top three studies (primary four).
- 10% of any 5th and 6th study undertaken and completed, or VETiS subjects.

Scaling by the Victorian Tertiary Admissions Centre (VTAC) affects all subjects and occurs as a reflection of the level of competition in each respective subject. The scaling process is designed to avoid students being advantaged by taking a study that has attracted a higher proportion of less able students, or disadvantaged by taking a study that has attracted a higher proportion of more able students. The scaling of a study should not influence subject choice. Choices should be made on aptitude and enjoyment - these qualities will lead to the achievement of the best possible ATAR score.

For more information on scaling, you can visit <http://www.vtac.edu.au/pdf/publications/abcofscaling.pdf>

Approved VETiS Units 3/4 sequences will include scored assessments from which a study score for the sequence will be calculated. These can be considered along with other VCE Unit 3/4 sequences in calculating the ATAR.

## *Subject Preference Selection Process*

IN 2019 ALL COURSE PREFERENCES WILL COMPLETED ONLINE VIA WEB PREFERENCES. EACH STUDENT WILL RECEIVE A FORM WITH A PERSONALISED LOGIN AND PASSWORD ON MONDAY 6<sup>TH</sup> AUGUST 2018.

***This will need to be completed by 11:59pm on Monday 13th August 2018.***

At the conclusion of submitting preferences, students need to print their receipt and it will need to be signed by parents and student. The receipt will need to be submitted to Student Administration.

No further preferences will be allowed beyond this deadline.

Any issues/concerns about the web preferences login details/process should be directed to Mr John Present, Head of Senior School.



# *VCE Subjects available at St Andrews Christian College*

THE FOLLOWING PAGES OF THIS BOOKLET ARE THE VCE STUDIES ON OFFER TO STUDENTS AT ST ANDREWS CHRISTIAN COLLEGE, INCLUDING A WRITTEN DESCRIPTION OF WHAT EACH UNIT INVOLVES TO ASSIST STUDENTS IN THE PROCESS OF MAKING APPROPRIATE CHOICES.

*NOTE: Some subjects that are able to be selected as a preference may not run if insufficient number of students select them.*



# Accounting

## PREREQUISITES

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

## TYPES OF ASSESSMENT

Assessment tasks for this unit are selected from the following: folio of exercises (manual and ICT-based), test (manual and/or ICT-based), assignment (manual and/or ICT-based), case study (manual and/or ICT-based), classroom presentation (oral or multimedia), report (written, oral or multimedia). Students must use ICT in at least two of the selected assessment tasks.

### UNIT 1

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

### UNIT 2

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

### UNIT 3

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

### UNIT 4

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

## UNIT 3 & 4 MARKS BREAKDOWN

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

# Biology

## PREREQUISITES

It is recommended that students complete Units 1 and 2 before attempting Units 3 and 4, however in some circumstances exemptions may be made.

## TYPES OF ASSESSMENT

Assessment tasks for this unit are selected from the following: practical work, modelling structures, modeling processes, role play, research tasks, video analysis, excursion, projects, tests and end of semester examination.

### UNIT 1

This unit introduces some of the challenges organisms face in sustaining life. Students examine cells as the building blocks of life and the requirements for sustaining cellular processes in terms of their inputs and outputs. They analyse adaptations that enhance an organism's survival in a particular environment and consider the mechanisms involved in maintaining the internal environment. From this, students investigate how diverse groups of organisms form living interconnected communities and examine how these communities interact with their environment. Finally, students consider how the incredible biodiversity created by God can be classified and the effect that the activities of mankind can have on this biodiversity.

### UNIT 2

This unit focuses on the way in which biological information is passed from generation to generation. The structure and function of DNA, God's signature within all creation, is explored. Different reproductive strategies and the role of stem cells in the differentiation, growth, repair and replacement of cells in humans are investigated together with the use of stem cells in medical therapies. Through classical genetics, an understanding of patterns of inheritance is gained and the relationship between genes, the environment and the regulation of genes is considered. The role of genetic knowledge in the diagnosis and treatment of genetic disorders is explored and within the framework of a Christian worldview, the uses of genetic screening and its social and ethical issues are examined.

### UNIT 3

This unit continues to focus on the cell as God's building block for life. Students explore the functioning of the cell from a number of different perspectives including the structure and function of the plasma membrane, the synthesis, structure and function of nucleic acids and proteins and their roles in biochemical pathways, the specificity of enzymes and their substrates, the interactions of signaling molecules and their receptors in cell communication and the complementary interactions of antigens and antibodies in the immune response.

### UNIT 4

This unit focuses on theories for the origin of the biodiversity of our planet. It covers the effect of change events on gene pools and how they contribute to the theory of evolution by natural selection to explain speciation and extinction. Various sources of evidence such as the fossil record, structural comparisons, developmental biology and molecular comparisons are examined to bring understanding of how evolutionary theory came about, including theories for the evolution of man. The unit concludes with an exploration of the biological, social and ethical implications of manipulating the DNA molecule. These issues are explored from a variety of perspectives including that covered by the Biblical mandate we have as stewards of this amazing Creation He has given us.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School Assessed Coursework: 16 per cent

Unit 4 School Assessed Coursework: 24 per cent

End-of-year examination: 60 per cent



# Business Management

## PREREQUISITES

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

## TYPES OF ASSESSMENT

The student's performance on each outcome is assessed using one or more of the following: case study, structured questions, essay, report, media analysis.

### UNIT 1

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

### UNIT 3

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

### UNIT 2

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

### UNIT 4

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

# Certificate III in Christian Ministry & Theology

THIS QUALIFICATION IS PROVIDED THROUGH THE AUSTRALIAN CENTRE FOR ADVANCED STUDIES INC. NATIONAL RTO #50392

Certificate III in Christian Ministry and Theology is a Christian leadership program for Senior School Students that places Christian discipleship at the heart of their education. On successful completion of this course, students receive a nationally accredited qualification, the Certificate III in Christian Ministry and Theology (10432NAT). This subject can be used towards a student's ATAR as a increment based upon 10% of the primary four study scores.

## PREREQUISITES

Students must be in either Year 11 or Year 12.

## ADDITIONAL SUBJECT COSTS

This is an external course so comes with a fee of approximately \$1600.

## TIME COMMITMENTS

Approximately 5-6 hours per week for one year; equivalent to the time required for other senior secondary subjects. This course will run outside of school hours, one evening per week.

## AREAS OF STUDY

CERTIFICATE III IN CHRISTIAN MINISTRY AND THEOLOGY REQUIRES STUDENTS TO ENGAGE IN SIX KEY AREAS OF LEARNING

### MINISTRY PRACTICE

Students participate in ministry experiences of their choice. The ministry practice is about developing a heart to serve, whilst discovering and growing in their gifts. Students may serve in their school, church or wider community.

### RETREATS

Students are a part of three weekend retreats. Students gather together with their peers from all over the state to be equipped and inspired through times of worship, personal reflection, teaching and group activities.

### PEER GROUP

Students meet weekly with a supervisor/teacher and other students during each school term. Peer group includes learning exercises and student presentations, with an emphasis on group discussion.

### BIBLE ENGAGEMENT

Students engage with the majority of the New Testament, journaling their insights, discoveries and questions. These reflections are then discussed each week with their Peer Group.

### MENTORING

Students meet regularly with a mature Christian in a mentoring relationship. The mentor provides support and encouragement to the student as they journey through *Vetamorphus*.

### CHRISTIAN COMMUNITY

Students gather together regularly in Christian Community, discovering what it means to be a part of the Body of Christ.

# Chemistry

## PREREQUISITES

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher.

## TYPES OF ASSESSMENT

Assessment tasks for this unit are Unit SACs, chapter tests, practical reports, practical logbook, unit/semester exams, investigation poster.

### UNIT 1

#### HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

Students investigate the chemical properties of a range of materials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

### UNIT 2

#### WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

Students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

### UNIT 3

#### HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. They compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact. Students apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

### UNIT 4

#### HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

Students investigate and compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules. They distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry. Students design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School Assessed Coursework: 16 per cent

Unit 4 School Assessed Coursework: 24 per cent

End-of-year examination: 60 per cent

# Chinese Second Language

## PREREQUISITES

There are no prerequisites for entry to Units 1, 2 and 3. However Chinese Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must undertake Unit 3 prior to undertaking Unit 4.

## TYPES OF ASSESSMENT

Assessment covers the areas of listening, speaking, reading and writing. Units 1-4 will cover the following themes: the individual, the Chinese-speaking communities and the changing world.

### UNIT 1

#### OUTCOME 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.

#### OUTCOME 2

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

#### OUTCOME 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

### UNIT 2

#### OUTCOME 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.

#### OUTCOME 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, and translate from characters into English.

#### OUTCOME 3

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

### UNIT 3

#### OUTCOME 1

On completion of this unit the student should be able to express ideas through the production of original texts

#### OUTCOME 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### OUTCOME 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

### UNIT 4

#### OUTCOME 1

On completion of this unit the student should be able to analyse and use information from written texts, and translate part of the text/s into English.

#### OUTCOME 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination (Single grade awarded): Oral component 12.5 per cent & Written component 37.5 percent



# Chinese Language, Culture & Society

## PREREQUISITES

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. VCE Chinese Language, Culture and Society is designed for students who have already studied Chinese as part of their secondary education. Students will have typically studied the language for at least 100 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

## TYPES OF ASSESSMENT

Assessment covers the areas of listening, speaking, reading and writing.

### UNIT 1

The areas of study for Chinese Second Language and Chinese Second Language Advanced comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### UNIT 2

This unit focuses on the importance of myths, legends and Chinese art. Aspects of Chinese culture are explored through Chinese mythology as reflected through contemporary culture. Students undertake research related to, for example, mythology, legends and art. This unit also focuses on developing the students' capacity to interact in spoken Chinese. Students develop their language skills by initiating, maintaining and closing an exchange. Tourism, geographical features and regional differences in China are considered. Students are given opportunities to write appropriately for context and situation.

### UNIT 3

In this unit students investigate and examine significant and influential schools of thought throughout Chinese history and their impact on contemporary culture in China. Students explore and discuss in English the significance of Chinese philosophy and concepts related to contemporary Chinese culture and Chinese-speaking communities. Students present information on leisure in China using appropriate intonation, tones and stress with the appropriate vocabulary and expressions. Students produce simple texts using their knowledge to infer meaning from linguistic and contextual features of various sources.

### UNIT 4

This unit focuses on an exploration of contemporary Chinese social values through aspects of change in China as well as through China's role in the global economy. Students investigate technological, social and political change in China. They reflect upon their own and others' cultural values and further develop the capacity to interact with other speakers of the language. Information is also accessed through a range of spoken texts on the world of work and there is an emphasis on conveying meaning accurately in spoken Chinese. Students also further develop their writing skills in the area of future employment.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School Assessed Coursework: 25 per cent

Unit 4 School Assessed Coursework: 25 per cent

End-of-year examinations: Oral component 15 per cent & Written component 35 per cent

# Computing (FORMERLY I.T.)

## PREREQUISITES

N/A

## TYPES OF ASSESSMENT

### UNIT 1 & 2 COMPUTING INCLUDES 6 SACs:

- Five individual SACs in the form of assignments or projects, often based on case studies
- One team collaborative project SAC (web site creation)
- Semester examinations

### UNIT 3 & 4 INFORMATICS INCLUDES SACs:

- A written response to a design brief.
- A major SAT (School Assessed Task) where students must apply a series of steps to produce a solution for a problem they identify.
- A detailed written report based on a case study.

## UNIT 1

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

## UNIT 2

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

## UNIT 3

In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project.

## UNIT 4

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 SACs: 10 per cent, Unit 4 SACs: 10 per cent, School Assessed Task: 30 per cent, End-of-year examination: 50 per cent

# English & (EAL) ENGLISH AS AN ADDITIONAL LANGUAGE

## PREREQUISITES

N/A

## TYPES OF ASSESSMENT

A variety of assessment tasks are employed including: essays, reflections, written responses, analytical interpretations, speeches, multi-media presentations, creative writing.

### UNIT 1

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

#### OUTCOME 1 – READING AND CREATING TEXTS

On completion of this unit the student should be able to produce analytical and creative responses to texts.

#### OUTCOME 2 – ANALYSING AND PRESENTING ARGUMENT

On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

### UNIT 2

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

#### OUTCOME 1 – READING AND COMPARING TEXTS

On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

#### OUTCOME 2 – ANALYSING AND PRESENTING ARGUMENT

On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

### UNIT 3

#### OUTCOME 1 – READING AND CREATING TEXTS

On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.

#### OUTCOME 2 – ANALYSING ARGUMENT

On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

#### OUTCOME 3 - LISTENING TO TEXTS (FOR EAL STUDENTS ONLY)

On completion of this unit the student should be able to comprehend a spoken text.

### UNIT 4

#### OUTCOME 1 – READING AND COMPARING TEXTS

On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

#### OUTCOME 2 – PRESENTING ARGUMENT

On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

# French

## PREREQUISITES

There are no prerequisites for entry to Units 1, 2 and 3. However, French is designed for students who will typically have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must undertake Unit 3 prior to undertaking Unit 4.

## TYPES OF ASSESSMENT

Assessment covers the areas of listening, speaking, reading and writing. Units 1-4 will cover the following themes: the individual, the French-speaking communities and the changing world.

### UNIT 1

#### OUTCOME 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.

#### OUTCOME 2

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

#### OUTCOME 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

### UNIT 2

#### OUTCOME 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.

#### OUTCOME 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.

#### OUTCOME 3

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

### UNIT 3

#### OUTCOME 1

On completion of this unit the student should be able to express ideas through the production of original texts

#### OUTCOME 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### OUTCOME 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

### UNIT 4

#### OUTCOME 1

On completion of this unit the student should be able to analyse and use information from written texts

#### OUTCOME 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination (Single grade awarded): Oral component 12.5 per cent & Written component 37.5 percent

# Geography

## PREREQUISITES

N/A

## TYPES OF ASSESSMENT

Assessment tasks include fieldwork reports, analysis of geographic data and structured questions.

### UNIT 1

#### HAZARDS AND DISASTERS

Are disasters caused by human factors, natural hazards or a combination of both? How can we manage their effects on different people groups?

Students investigate hazards at a range of scales, including geological, hydro-meteorological, biological and technological hazards. Human responses to hazards and disasters are examined, and the effectiveness of different mitigation strategies is assessed. Fieldwork is completed for a case study of a hazard.

### UNIT 2

#### TOURISM

Did you know that the world has over 1 billion international tourists each year? How can tourism continue to grow while being both sustainable and economically viable?

Students investigate the characteristics of tourism, where it has developed, the forms it takes, how it has changed and continues to change and its impacts on people, places and environments. They examine the development of communication and transport infrastructure, employment, and the need to preserve local culture. Case studies of national and international tourism are completed. Fieldwork will investigate the Melbourne sports and entertainment precinct.

### UNIT 3

#### CHANGING THE LAND

Why are some glaciers growing? How can your eating choices help save rainforests? How have African farmers turned the Sahel into a thriving farming region?

Students investigate three major processes that are changing land cover in many regions of the world:

- deforestation
- desertification, and
- melting glaciers and ice sheets

Case studies investigate changes to land cover and land use at various scales. Fieldwork is used to investigate a local example of land use change.

### UNIT 4

#### HUMAN POPULATION, TRENDS AND ISSUES

In many parts of the world the number of children has peaked but the population continues to grow. Why does this happen? How do political events and disasters affect population growth?

Students explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent



# Health & Human Development

## PREREQUISITES

It is possible to do Units 3 and 4 without having done Units 1 and 2.

## TYPES OF ASSESSMENT

School Assessed Coursework (SACs), generally in the form of written responses (short answer tests).

### UNIT 1

#### UNDERSTANDING HEALTH AND WELLBEING

This interactive and discussion-based unit focuses on youth health and wellbeing, where students consider their health as individuals and as a group. They research an issue of their choice relevant to youth health, such as homelessness, drug use or teenage pregnancy. Students build health literacy while learning about nutrition, including how to evaluate information presented in advertising and social media. They also discover how to access healthcare services, in addition to interpreting and using data regarding health status.

Students identify their own personal perspectives and priorities relating to health and wellbeing. They consider factors that influence health attitudes, beliefs and practices, including those among Aboriginal and Torres Strait Islanders. Unit 1 Health and Human Development is a relevant and practical subject, accessible to Year 10 and 11 students.

### UNIT 2

#### MANAGING HEALTH AND DEVELOPMENT

This interactive and discussion-based unit investigates changes in health, wellbeing and development from youth to adulthood. This unit considers adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students have the opportunity to care for robot baby, Bambino José. Students investigate the challenges and possibilities presented by digital media and health technologies, as well as exploring issues surrounding the use of health data and access to quality health care. They visit the Mercy Hospital for an information session where they view a placenta and meet a newborn baby. Unit 2 Health and Human Development is a relevant and practical subject, accessible to Year 10 and 11 students.

### UNIT 3

#### AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

This interactive and discussion-based unit explores concepts of physical, social, emotional, mental and spiritual health and wellbeing and illness, including the dynamic and subjective nature of these concepts. Students consider the benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally. They also study the health status of Australians and the biological, sociocultural and environmental factors that contribute to variations between population groups. Students look at different approaches to public health since 1900, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Unit 3 Health and Human Development is a relevant and practical subject, accessible to Year 11 and 12 students, even without completion of Units 1 and 2.

### UNIT 4

#### HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

This interactive and discussion-based unit examines health, wellbeing and human development in a global context. Students investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider global action to improve health, wellbeing and human development, focussing on the United Nations' Sustainable Development Goals and the work of the World Health Organization. They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

# History

## PREREQUISITES

N/A

## TYPES OF ASSESSMENT

Historical inquiry, analysis of primary sources, analysis of historical interpretations, essays.

### UNIT 1

#### ANCIENT MESOPOTAMIA

In this unit, students explore Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about the origins of civilisation.

### UNIT 2

#### ANCIENT EGYPT

Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about Old and Middle Kingdom Egypt.

### UNIT 3

#### LIVING IN AN ANCIENT SOCIETY

In this area of study students explore the historical significance of social, political and economic features of Egypt, Greece or Rome. In terms of social features, the existence of hierarchies meant that individual experiences varied enormously. There were profound differences in the experiences of men and women, locals and foreigners, slaves and free people. Students also explore the significance of political institutions and the distribution of power between groups, and tensions resulting from such differences. They investigate the significance of economic features of life, including agriculture, industry and trade.

### UNIT 4

#### PEOPLE IN POWER, SOCIETIES IN CRISIS

In this area of study students explore a crisis in ancient Egypt, Greece or Rome with particular reference to the role of individuals in shaping events. Crises take the form of internal political struggles, civil war and conflict between states. To understand these turning points students evaluate the causes and consequences of the crisis. Students also explore how key individuals influenced events. In some cases, individuals made decisions that shaped their societies. On the other hand, the power of individuals was limited in a range of ways. To comprehend these people, students explore how their beliefs, values and attitudes informed their actions. Investigation of these individuals deepens students' understanding of human agency.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

# Legal Studies

## PREREQUISITES

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

## TYPES OF ASSESSMENT

The student's performance on each outcome will be assessed using one or more of the following: case study, structured questions, essay, report in written format, report in multimedia format, folio of exercises.

### UNIT 1

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

### UNIT 3

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### UNIT 2

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

### UNIT 4

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

# Literature

## PREREQUISITES

N/A

## TYPES OF ASSESSMENT

There are three outcomes for each unit. These are generally written tasks ranging from creative to academic in style. There is also an externally assessed written exam at the end of Unit 4.

### UNIT 1

#### APPROACHES TO LITERATURE

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

### UNIT 2

#### CONTEXT & CONNECTIONS

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

### UNIT 3

#### FORM & TRANSFORMATION

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

### UNIT 4

#### INTERPRETING TEXTS

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

# *General Mathematics* (UNITS 1 & 2)

# *Further Mathematics* (UNITS 3 & 4)

## PREREQUISITES

N/A

## TYPES OF ASSESSMENT

Tests, assignments, modelling tasks, problem-solving tasks, mathematical investigations.

### UNIT 1 & 2

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

### UNIT 3 & 4

Further Mathematics consists of two areas of study; a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'. For each module there are related topics in General Mathematics Units 1 and 2.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: Core module Data Analysis – 13 per cent

Core module Recurrence and Financial Mathematics – 7 per cent

Unit 4 School-assessed Coursework: Elective module 1 – 7 per cent

Elective module 2 – 7 per cent

End-of-year examination 1: Multiple Choice – 33 per cent

End-of-year examination 2: Short and Extended Response – 33 per cent



# Mathematical Methods

## PREREQUISITES

Year 10 Mathematics – Advanced (recommended score at least 75%). Unit 1 & 2 Mathematical Methods are required to undertake Units 3 & 4.

## TYPES OF ASSESSMENT

Tests, assignments, modelling tasks, problem-solving tasks, mathematical investigations.

### UNIT 1 & 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The areas of study for Mathematical Methods Unit 1 and Unit 2 are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'.

### UNIT 3 & 4

Units 3 & 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs'. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 17 per cent

Unit 4 School-assessed Coursework: 17 per cent

End-of-year examination 1: 22 per cent

End-of-year examination 2: 44 per cent

# Specialist Mathematics

## PREREQUISITES

### UNITS 1 & 2 PREREQUISITES

- Year 10 Mathematics – Advanced (recommended score of at least 85%)
- Mathematical Methods Units 1 & 2 (may be studied concurrently)

### UNITS 3 & 4 PREREQUISITES

- Mathematical Methods Units 1 & 2
- Specialist Mathematics Units 1 & 2
- Mathematical Methods Units 3 & 4 (may be studied concurrently)

## TYPES OF ASSESSMENT

Tests, assignments, modelling tasks, problem-solving tasks, mathematical investigations.  
Application task (Unit 3). Modelling and/or problem-solving tasks (Unit 4).

### UNIT 1 & 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

### UNIT 3 & 4

Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The course highlights mathematical structure, reasoning and applications across a range of modelling contexts. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 17 per cent

Unit 4 School-assessed Coursework: 17 per cent

End-of-year examination 1: 22 per cent

End-of-year examination 2: 44 per cent

# Music Performance

## PREREQUISITES

Students must be able to play an instrument to enrol in Music Performance. There is no minimum standard for Year 11 music. Year 12 students must pick their pieces from a prescribed syllabus which does have a minimum standard.

## TYPES OF ASSESSMENT

There are three assessments for each unit. These are: performance SAC, technical work SAC & music language (music theory) SAC.

### UNIT 1

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances

### UNIT 2

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works and take opportunities to perform in familiar and unfamiliar venues and spaces. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances

### UNIT 3

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination.

As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performance.

### UNIT 4

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: Technical Work SAC: 10 per cent  
Music Language SAC: 10 per cent

Unit 4 School-assessed Coursework: Technical Work SAC: 10 per cent  
Music Language exam: 20 per cent

End-of-year performance examination: 50 per cent

# Music Investigation (UNITS 3 & 4)

## PREREQUISITES

Students build on knowledge and skills developed over Music Performance Units 1 to 4. Students electing to undertake this study choose whether they will present their end of year performance examination as a member of a group OR as a soloist.

## TYPES OF ASSESSMENT

Students' interpretation of works in the performance program for these units is informed by:

- Study of repertoire that is representative of the Focus Area yet diverse in character
- Research into and application of performance practices relevant to the Focus Area
- Investigation and analysis of characteristics of a range of works that are representative of the Focus Area
- Insights from composing/improvising/arranging and performing an original work that incorporates music characteristics typical of the Focus Area

### UNIT 3

In this unit students select a work from a prescribed list as the basis for an investigation of a focus area. They explore the focus area through three complementary areas of study: investigation, composition/arrangement/improvisation and performance.

### UNIT 4

In this unit students continue the exploration within the focus area they began in Unit 3. In Unit 4 the investigation involves the preparation of program notes to accompany their end of year performance program. In Area of Study 2, the Composition/improvisation/arrangement involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the focus area.

## UNIT 3 & 4 MARKS BREAKDOWN

School-assessed Coursework: 50 per cent

Solo music performance or group performance: 50 per cent

# Physical Education

## PREREQUISITES

N/A

## TYPES OF ASSESSMENT

Written report, practical laboratory report, data analysis, reflective portfolio, case study analysis, structured questions.

### UNIT 1

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

### UNIT 2

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines.

### UNIT 3

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

### UNIT 4

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

## UNIT 3 & 4 MARKS BREAKDOWN

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



# Physics

## PREREQUISITES

Year 10 Science. Units 1 and 2 should be completed before attempting Units 3 and 4. Students must undertake mathematic units concurrently if enrolled in Physics.

## TYPES OF ASSESSMENT

Assessments types include tests, practical activities, investigation reports, data analysis, media analysis/response, design, building, testing and evaluation of a device, an explanation of the operation of a device, a proposed solution to a scientific or technological problem or a response to structured questions.

### UNIT 1

#### WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain matter and energy through the topics of Radioactivity, Nuclear Energy and Sub-atomic Particles.

### UNIT 2

#### WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

This unit requires that students undertake a core study related to motion, one optional topic from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options. Students explore the power of experiments in developing models and theories. They make direct observations of physical phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

### UNIT 3

#### HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

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

### UNIT 4

#### HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

Light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. A student-designed practical investigation related to waves, fields or motion is undertaken and the findings of the investigation are presented in a scientific poster format.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 21 per cent

Unit 4 School-assessed Coursework: 19 per cent

End-of-year examination: 60 per cent

# Psychology

## PREREQUISITES

N/A

## TYPES OF ASSESSMENT

SACS consist of a range of assessments that includes reports, poster, test, model making and exams.

### UNIT 1

#### HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Students analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. This led to new ways of understanding the relationship between the mind, brain and behaviour.

Students identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical and atypical psychological development.

Students apply and extend their knowledge and skills develop in Areas of study 1 and/or 2 to investigate and communicate a substantiated response to a question of interest.

### UNIT 3

#### HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

This unit examines both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them.

Students explore the structure and function of the human nervous system that enables a person to interact with the external world. Stress that affects system functioning will be analysed.

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

### UNIT 2

#### HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

Students compare the sensations and perceptions of vision and taste, and analyse factors that enables a person to interact with the world around them and may lead to the occurrence of perceptual distortions.

Students identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

Students design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

### UNIT 4

#### HOW IS WELLBEING DEVELOPED AND MAINTAINED?

Students learn to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption.

Students explore the concepts of mental health and mental illness by applying a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.

Students design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 16 per cent

Unit 4 School-assessed Coursework: 24 per cent

End-of-year examination: 60 per cent

# Studio Art

## PREREQUISITES

N/A

## TYPES OF ASSESSMENT

Exploration Proposal, Visual Art Folio, Finished Artworks, Written Evaluation, End-of-year Examination.

### UNIT 1

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

### UNIT 2

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter.

### UNIT 3

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

### UNIT 4

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 35 per cent

Unit 4 School-assessed Coursework: 35 per cent

End-of-year examination: 30 per cent

# Theatre Studies

## PREREQUISITES

It is recommended that students undertake Units 1 & 2 before undertaking on Units 3 & 4.

## TYPES OF ASSESSMENT

There are three outcomes in each unit, and these take various forms: written reports, short answer responses, multi-modal design folios and annotated scripts, performance pieces, design work. At the end of Unit 4 there is: a Stagecraft Exam in which students apply acting or design to a prescribed script & a Written Exam which imitates the SACs students have completed throughout the year.

### UNIT 1

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

### UNIT 2

In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

### UNIT 3

In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET, and analyse and evaluate the interpretation of the playscript in the performance.

### UNIT 4

In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students' work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET.

## UNIT 3 & 4 MARKS BREAKDOWN

Unit 3 School-assessed Coursework: 30 per cent

Unit 4 School-assessed Coursework: 15 per cent

End-of-year examination: The Stagecraft Exam: 25 per cent

The Written Exam: 30 per cent



*All information is correct at the time of printing. August 2018.*





# ST ANDREWS CHRISTIAN COLLEGE



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