



Mount Scopus Memorial College

בית הספר הר הצופים

בס"ד

Curriculum Handbook

2017

Year 11



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**Scopus
Values**



Excellence in Learning



Holistic Development



Jewish Identity



Community and Service

2017

This booklet contains detailed information about the courses to be offered at Mount Scopus Memorial College in Year 11 in 2017 in Units 1 & 2 level of the VCE and Units 3 & 4 studies which will also be available. Reference is made in passing to other Unit 3 and 4 studies which will be offered at Year 12 level. Students requiring further information about Units 3 and 4 can refer to the handbook prepared by the College for students entering Year 12 next year.

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Procedures for selecting VCE Subjects at Mount Scopus Memorial College

Which VCE subjects will be offered at Mount Scopus in 2017

Subject to demand, we expect to conduct the following courses:

Units 1 & 2: Year 11 (2017) Compulsory

Choose from: English 1 & 2 and/or Literature 1 & 2 or Literature 3 & 4

Choose one Jewish Studies from: Hebrew 1 & 2 or Hebrew 3 & 4 or Literature (Jewish Studies – Cultural Text) 1 & 2 or Religion & Society 1 & 2 or History (Jewish Stream Unit 1/2) or Certificate II or III in Applied Language (Hebrew)
Extended Investigation (Jewish) 3 & 4
Text and Tradition 1-4

Elective Units 1 & 2 Year 11 (2017)

Accounting
Art
Biology
Business Management

Units 3 & 4: Year 12 (2018) Compulsory

Choose from: English or English Literature
English as an Additional Language (EAL)

Choose Jewish Studies from: Hebrew or Hebrew Tertiary or Media (Jewish) or Religion & Society or VET Applied Languages – Hebrew, or Texts and Traditions, Studio Arts (Jewish) or Extended Investigation (Jewish),

Elective Units 3 & 4 Year 12 (2017)

Accounting
Art
Biology
Business Management

Chemistry
Environmental Science
French - LOTE
History

Legal Studies
Literature
Media
Music Performance
Physical Education
Physics
Psychology
Theatre Studies
Mathematical Methods (CAS)
General Mathematics
Specialist Mathematics
Foundation Mathematics
Visual Communication Design
Year 11 Units 3 and 4 Studies
Biology 3 & 4
Business Management 3 & 4
Dance 3 and 4
Health & Human Development 3 & 4
Hebrew 3 & 4
Legal Studies 3 & 4
Literature 3 & 4
Mathematical Methods 3 & 4
Further Mathematics 3 & 4
Psychology 3 & 4
Extended Investigation 3 & 4

Chemistry
Dance
Environmental Science
Extended Investigation
French - LOTE
History (Revolutions)
Health & Human Development
International Studies
Legal Studies
Literature
Media
Music Performance
Mathematics Units:
 Mathematical Methods
 Specialist Mathematics
 Further Mathematics
Physical Education
Physics
Psychology
Studio Arts
Texts and Traditions
Theatre Studies
Visual Communication Design

How can you best prepare yourself to choose your VCE subjects?

Make sure you understand how the VCE works. At this stage, you must be aware that over the two years of your VCE, you must fulfil the following requirements in order to gain a Victorian Certificate of Education:

- (a) You must satisfactorily complete 3 units from the English group, with at least one unit at Unit 3 and 4.
For the calculation of a student's ATAR, both Unit 3 and 4 of an English sequence are required. You must satisfactorily complete 3 sequences of Units 3 and 4 studies other than English. You must satisfactorily complete at least 16 units in total.
- (b) Familiarise yourself with prerequisites for any careers or tertiary courses which you think you may wish to pursue. However, as it is difficult to be absolutely certain about career plans at this stage of your schooling, try to keep your options as open as possible, especially if you are still wavering between a science and non-science based career. Knowledge of tertiary prerequisites is important as it will help you strike an appropriate balance between subjects which you would like to include for breadth. Information about prerequisites for tertiary courses can be found in "VICTER 2018" published by VTAC. When investigating requirements for particular tertiary courses, obtain a general impression of the requirements for particular courses/careers across a range of institutions which offer these courses.
- (c) Once you have settled on a range of subjects from the list on the previous pages which will enable you to strike a balance between your interests and abilities and tertiary requirements, you will need to narrow your choice. Your selection of Year 11 subjects should be guided by the information in this handbook which contains descriptions of Year 11 VCE subjects being offered at Mount Scopus. You should also refer to the special remarks below concerning Maths. Your preliminary selection of Year 12 subjects can be assisted by reference to the relevant descriptions of Unit 3 & 4 courses in the *Mount Scopus Curriculum Handbook Year 12, 2017* published on the Mount Scopus Website; copies are also available in the Library, and with staff responsible for advising students, e.g. Careers Counsellor or VCE Coordinator.

Some 2017 classes of Unit 3 & 4 studies will be a combined class of Year 11 and Year 12 students.

In planning your Year 11 course you should also consider your likely Year 12 subjects in 2017.

Assessment and Reporting Policy - VCE

1. Responsibility for assessment

Faculty Heads, in consultation with Subject Heads (where relevant) are responsible for all aspects of assessment. Faculty Heads/Subject Heads, in consultation with classroom teachers, will decide on the frequency, type and standard of assessment for particular subjects at the VCE Level. These assessment tasks will comply fully with the VCAA Study Designs. Faculty Heads and the VCE Coordinator will be responsible for ensuring that suitable assessment records are kept by teachers.

2. Purposes of assessment for students

Student assessment serves many purposes. It may be formative (assessing and shaping future learning), or summative (making a whole or final judgement about performance), or diagnostic (identifying problems or difficulties); or assessment may have a placement function for a student. Whatever its function, it should provide feedback to enable students to build on identified strengths and to overcome limitations.

Students usually need encouragement to work through limitations. Thus, wherever possible, commendation of a student's strength/s should accompany identification of a student's weakness/es.

Students work and learn better when they know what is expected of them at the commencement of each unit of work. In particular, they should be told as precisely as possible how they are to be assessed and when, as well as the criteria which will determine the award of particular grades. This information is also vital in order to encourage students to develop planning skills and to take responsibility for their own time management and learning.

3. Continuous and varied assessment

Emphasis should be on continuous and varied assessment. In particular, courses and teaching should be structured so that it is possible to form a rudimentary opinion of each student's homework capabilities and class participation in addition to his/her academic performance by the date for 'early at risk' assessment/reporting in Term 1.

A variety of assessments, as recommended or stipulated by the VCAA Study Designs, should be used as no single way is the best way to assess all the content, skills, understandings, processes and attitudes in a given course. In addition, differing assessment modes allow individual students to display different strengths. Assessments for reporting purposes should always be based on a variety of assessments.

4. Timing of assessments

Before finalising times for class tests and projects, teachers should consider both the load on their own correction time and the load on the student. Teachers are required to submit dates for SACs at the start of the academic year and the VCE Coordinator collates this data into a SAC schedule which is then distributed to each student within the first two weeks of the academic year.

5. What information will be sought?

For Term 1 and Term 3 monitoring, each teacher is required to report on the following categories for each student in each class taught.

The degree to which the student:

- Applies time and effort to set tasks
- Demonstrates sound organizational skills
- Uses class time effectively
- Reflects on and evaluates set tasks

- Behaves respectfully towards others
- Engages in activities with effort and commitment.

For end of semester reports, information will be provided on the above areas and supported by a written comment by each teacher, focusing on areas of particular concern together with suggestions for improvement.

As each subject has its own end of semester report form, teachers must familiarise themselves with the contents and format of the reports relating to the subjects which they are teaching so that they are aware of the areas in which they will need to furnish information about their students.

6. What criteria are used to report student performance?

A variety of criteria will be employed depending on the time of the year and the year level of the student.

For VCE Units 3 and 4: the following scale will be used to provide feedback on performance in School Assessed Coursework (SACs) and School Assessed Tasks (SATs).

1+:	85% and above
1/1+:	80-85 %
1	70-80%
1/2:	65-70 %
2:	2017 – 65 %
2/3:	50 – 2017 %
3:	below 50 %

For VCE Units 1 and 2: the following scale will be used to provide feedback on performance in Outcomes.

S	Satisfactory
N	Non-Satisfactory

A+	A
B+	B
C+	C
D+	D
E+	E

Degrees of effort, participation and behaviour will be reported on using a scale of: Consistently, Usually, Sometimes and Rarely.

7. Communicating assessment information

It is always the subject teacher's responsibility to provide students with their assessment grades and to spell out areas for improvement and how this improvement may be achieved, as well as affirming areas of achievement. If a problem exists, it is the teacher's responsibility to inform the parents, the Head of Year and the VCE Coordinator. Parent/Teacher nights are also provided for this purpose, but teachers should not wait for these evenings to share concerns with parents.

Formal written reports

Teachers are required to submit fortnightly attendance details to the VCE Coordinator. Teachers are also required to inform the VCE Coordinator when they feel that a student is underperforming in their subject. Heads of Year may ask teachers to comment, at any time, on students who might be regarded as potentially 'at risk.'

At the end of Terms 1 and 3, teachers are required to complete a Progress Report, providing a summary of student's mid-semester performance in each subject area, and summarising the student's effort, behaviour and attendance.

At the end of Terms 2 (for Years 11 and 12 students) and Term 4 (for Year 11 students only), a comprehensive report is issued, which provides a detailed profile of student performance over the whole semester.

Formal Face-to-Face Conferences

There are a number of formal school/parent face-to-face meetings during the year:

- The Term 1 Progress report is supplemented by a parent/teacher conference for each subject. Each parent is expected to attend, preferably with their child;
- The Semester 1 Progress report is supplemented by a parent/teacher conference for each subject. Each parent is expected to attend, preferably with their child;
- If appropriate, a highly unsatisfactory Term 3 Progress Report may be followed by a formal notification of concern; if need be, we arrange for parents to confer with School Administrators and Support Staff. Such conferences may set conditions for a student continuing to attend Mount Scopus Memorial College.
- End-of-year conferences to supplement the Reports are rare because the monitoring and conferencing procedures during the year have usually both identified problems and processes for addressing them. However, if deemed necessary, students and parents may attend conferences as required both after the issue of the Report and before the commencement of the next school year.

8. Review Committees

After each monitoring, the progress of each student will be reviewed by the Head of Year in consultation with the VCE Coordinator, Head of Senior School and Head of Student Services. At these meetings, consideration will be given to disciplinary and attendance records as well as academic results and the emphasis will always be on establishing a plan to help or deal with each student's needs. Where students are on probation or where progress is otherwise unsatisfactory, the College will be in frequent contact with the parents, and in many cases, will establish student welfare support groups.

9. Use of assessment information by the College

The College regularly collects, analyses and stores information about student performance and behaviour for a number of purposes. These include:

- To provide Heads of Year and VCE Coordinator with detailed information so that the College can act effectively to meet the needs of each student;
- To contribute to a profile of the student during his/her time at the College

- To provide useful information which can contribute to the consistent application of assessment criteria between teachers, subjects and year levels;
- To help facilitate course evaluations by teachers;
- To provide assessment information to the Victorian Curriculum and Assessment Authority as required;
- To monitor patterns of student participation and the quality of Outcomes.

Choosing an appropriate VCE Mathematics Course

Although VCE does not require a student to complete any Mathematics, many tertiary courses do require some Mathematics at VCE level and so the College offers a number of courses to cater for the needs and abilities of all students.

The following guidelines will help you decide which courses are best suited to your needs, but you must still check tertiary course entrance prerequisites to make sure that you have made the right choice because changing from one Mathematics course to another during Year 11 is not always possible nor wise for a number of reasons:

- Class size and timetable constraints may prevent it.
- Changing subjects is unsettling to the new class, and to the new teacher, and
- Each subject depends on a store of specific knowledge and skills, and a student transferring into a new course cannot acquire this store overnight.

Consequently it is in your best interests to choose realistically in the first place, and to avoid unnecessary difficulties and disruption to your VCE studies. A list of the most popular Mathematics combinations is shown in the table below:

Type of student	2017 Year 11 courses in Mathematics	Possible 2017 options in Mathematics
Those who have already completed Maths Methods (CAS) 1 & 2 in Year 10	<u>Course A: (accelerated)</u> Maths Methods 3 & 4 & Specialist Maths 1 & 2	Specialist Maths 3 & 4 & Possibly Tertiary Maths
Strong students who wish to study a strongly scientific course at a tertiary level	<u>Course B</u> Maths Methods 1 & 2 & Specialist Maths 1 & 2	Maths Methods 3 & 4 & Specialist Maths 3 & 4 <i>Or</i> Maths Methods 3 & 4
Students who enjoy Mathematics and intend to study a tertiary course with considerable Mathematical content	<u>Course C</u> Maths Methods 1 & 2 & General Maths 1 & 2 <u>Course D</u> Maths Methods 1 & 2 & Further Maths 3 & 4	Maths Methods 3 & 4 & Further Maths 3 & 4 <i>Or</i> Maths Methods 3 & 4 <i>Or</i> Further Maths 3 & 4
Students who require a solid foundation for general science courses	<u>Course E</u> Maths Methods 1 & 2	Maths Method 3 & 4 <i>Or</i> Further Maths 3 & 4
Students who are strong enough to take Units 3 & 4 Maths in Year 11, and who require a sound foundation in Statistics	<u>Course F</u> Further Maths 3 & 4	
Students who are not strong in Mathematics but who require some Mathematical studies	<u>Course G</u> General Maths 1 & 2	Further Maths 3 & 4

University Extension Studies

There are two University studies offered by the College. These are:

Hebrew (Tertiary): offered by arrangement with the University of Melbourne.

Mathematics (Tertiary): offered by arrangement with the University of Melbourne.

Other Extension Studies are offered externally. For a full list, see the Careers Counsellor in the Careers Room.

N.B. Entry to University Extension Studies is restricted to students who have excelled in prerequisite studies, such as Hebrew Units 3-4 in Year 11. Entry is governed by the host University, not the College. Successful completion of an Extension Study will normally allow a student to proceed to a second year study at the University in that discipline. For the purposes of calculating the students ATAR, an Extension Study can be counted only as a sixth subject. If a student passes all the Units in the Study, it will attract a score of between 4 and 5 points, depending on how well the student has performed; if the student does not pass all units, no increment will be awarded for inclusion in the ATAR.

Distance Learning

If a student wishes to study a subject not offered by the College, it may be possible to enrol in that subject through Distance Learning. As this is a self-directed option, students are advised to think very carefully before enrolling. They might be better served taking a different subject that the College does offer to maintain the conventional learning environment that the College provides. Anybody contemplating this option must see the VCE Co-ordinator.

Block Credit in the VCE

It is now possible that qualifications gained by a student outside the curriculum delivered at school may be eligible as credits towards the student's VCE.

This means that a student undertaking training in a nationally recognised vocational or Further Education (FE) qualification that *sits outside the current suite of approved VCE VET and part-time apprenticeship programmes* is eligible to apply for Block Credit in the VCE for their training.

Block Credit Recognition – Examples

- A student working part-time at Woolworths and completing Certificate II in Woolworths Store Operations or Certificate II in Retail Operations under the auspice of their employer.
- A student coaching a sporting team and completing a Certificate III in Sport (Coaching)

How does Block Credit contribute toward a student's VCE results?

The formula for determining credit is based on nominal hours completed and related to the AQF (Australian Quality Frameworks) level of the certificate. It is consistent with the approach taken in determining contribution within VCE VET programmes, i.e. approximately 90 nominal hours is equivalent to one VCE VET unit credit in the VCE.

Credit gained will specify the number and level of units and/or 3/4 sequences.

Decisions on the amount of credit granted will be made and recorded by VCAA, taking into account duplication with other studies in the student's VCE and credits already awarded for vocational training.

For example, a student who completes:

- 200 nominal hours of training from the Certificate II in Floristry receives credit for 2 VCE Units at level 1 & 2.
- 200 nominal hours of training from the Certificate III in Floristry receives credit for VCE Units 3 & 4 and is eligible for a 10% increment on the ATAR.

Under a 2017 VTAC amendment, VCE and VCE VET results will take precedence over VFE Block Credit results. Current VFE courses undertaken by Mount Scopus students include Tourism, Interior Decoration and Events.

Should a student choose to complete a VFE Block Credit VET course, and wishes to use this subject in the calculation of the ATAR, the VFE subject can only count if the student has completed **fewer than six** VCE or VCE VET subjects (not including the VFE subject). In the event that the student completes **six** VCE or VCE VET subjects, **plus** a VFE course, the VFE course will not contribute to the ATAR.

There is no credit for Certificate I level qualifications, as these are considered to be pre-VCE.

Qualifications that are nationally recognised can be found by searching for the qualification on the National Training Information Service: www.ntis.gov.au

Wider Education Programme Options in Year 11

Some students may choose to pursue a combined School and VET/University education. Vocational education and training (VET) subjects, School Based New Apprenticeships and Pathway programs are all available in the wider community and where possible, may be integrated into the school curriculum.

If you are considering doing a VET course please read the accompanying VET POLICY.

VET Program Policy

Purpose

The VET program is designed to assist students who choose to add into their VCE programme subjects that relate to vocational education. These subjects may be provided within the Mount Scopus curriculum but are more usually available from external providers.

This policy sets out the process and policies for arranging and managing students to attend Vocational Educational Training (VET) programmes on campuses that are not operated by Mount Scopus (called Vet Providers in this policy).

Policy

1. Eligibility

Eligible students are identified by the following process:

- Parents and students are invited to discuss VET opportunities with the VET Co-ordinator.
- The VET Co-ordinator monitors VET Providers to identify courses for prospective students.
- After discussions with the student and assessment, the VET Co-ordinator will organise to facilitate viable programmes.

2. Arranging the course

If a Vet Provider is able to offer a VET course on a Wednesday afternoon and/or evening the Co-ordinator will arrange for the selected Vet Provider to deliver the course. The VET Co-ordinator will:

- Attend VET meetings with individual VET Providers to build College knowledge on programme processes and potential opportunities for students.
- Liaise with the VET Providers to ensure a programme meets the VCAA requirements and student needs.
- Collect expression of interest from prospective students.
- Arrange for a Memorandum of Understanding to be provided by the VET Provider.
- Advise the VET Provider of the prospective student.
- Liaise with the VASS co-ordinator to ensure all students are enrolled on the VASS system. Liaise with the College's VCE Co-ordinator, School Timetabler and Careers Counsellor as required.

After it has been established that they meet the College's requirements, students are then required to enrol directly with the VET Provider.

3. Student support

The VET Co-ordinator maintains regular contact with each VET Provider to:

- Coordinate transport arrangements in accordance with the policy set out below.
- Assist VET staff in the management of student behaviour.
- If a student misses classes, it is their responsibility to catch up on lectures or work missed by dealing directly with the VET Provider.
- A student must satisfactorily meet the requirements for all modules to attain a certificate for the subject. One of the requirements is 100% attendance. If an absence is short term and is supported by a medical certificate, the VET Provider will meet with the student to arrange a suitable time for the student to complete a missing module.

The student is responsible to ensure that administrative information given to them in class is passed on to the College's VET Co-ordinator. Examples of administrative information include class cancellations and changes to class times.

4. Course Results

The VET Co-ordinator collects data on the student's results as input on the VASS system to contribute to their VCE results administered by VCAA.

5. Work Placement

Where necessary, the VET Co-ordinator helps students gain work placements. In most cases this will occur during the school holidays. However, if students are granted leave from the College to attend their selected place of work it is the student's responsibility to catch up on the subject matter from missed classes by arranging for class mates to provide a copy of their notes. On request class handouts will be made available for the student by the teacher.

Students are responsible for making their own arrangements to travel to and from their work placement.

6. Duty of Care

The VET Provider has the responsibility for duty of care for a student while attending their courses. The employer has responsibility for duty of care for a work experience student.

7. Transport

Attendance at VET Providers is timetabled by Mount Scopus for Wednesday afternoons. Transport is arranged for by the College to deliver students to Holmesglen and other VET Providers when the VET classes are blocked to fit into the school timetable on Wednesday afternoons.

All other transport is the student's responsibility.

8. Fees

Families are charged with the fees incurred from VET Providers plus an administrative fee charged by the College. The College manages claims for Government rebates for students attending VET courses and will pass on any rebates to parents.

Please check the Victorian Curriculum Assessment Authority's website for further information:

<http://www.vcaa.vic.edu.au/> Select VET and follow the prompts.

Certificate II in Applied Language (Hebrew)

Description

Communicate in Hebrew in the community or with customers or work colleagues in Australia and Israel.

The Certificate II in Applied Language (Hebrew) will provide you with basic practical skills and knowledge to communicate in both spoken and written Hebrew in social and work environments. The course is designed for those with post-beginner Hebrew Language Skills

As you study Hebrew in these lessons, you will start to develop the skills to conduct simple everyday conversations, locate places of interest, and understand basic grammatical structures and vocabulary for work and social purposes.

Graduates of the Certificate II in Applied Language will be able to communicate in simple and basic tasks requiring a simple and direct exchange of information on familiar and basic matters.

Qualification Levels

A Graduate of **Certificate II in Applied Language (Hebrew)** will be able to:

Demonstrate basic operational knowledge in a moderate range of areas through the application of basic communicative skills to meet immediate needs and handle brief exchanges.

Apply a defined range of skills to interact in a simple ways with others.

Apply known solutions to a limited range of predictable problems through the selection of appropriate words, phrases and gestures, from a limited repertoire, when engaged in social functions in familiar contexts.

Perform a range of tasks where choice between a limited range of options is required through engaging in simple transactions such as shopping and banking.

Assess and record information from varied sources through the application of basic reading, writing, speaking and listening skills relevant to the situation.

Take limited responsibility for own outputs in work and learning through active participation and willingness to seek assistance and guidance as required to develop intercultural knowledge.

The Certificate II in Applied Language is aligned with the Common European Framework of Reference (CEFR) levels A1 & A2.

Units of Competency

- Conduct basic oral communication for social purposes in Hebrew
- Conduct basic workplace oral communication in Hebrew
- Read and write basic documents for social purposes in Hebrew
- Read and write basic workplace documents in Hebrew

Location of Course

The Certificate II course will take place as part of the normal timetable at Mount Scopus and is taught by Mount Scopus staff. There is no additional cost for the course.

Jewish Studies Compulsory Subject

The Certificate II in Applied Language (Hebrew) fulfils the requirement of a compulsory Jewish Studies subject.

Credit in the VCE

Students who complete Certificate II in Applied Language (Hebrew) will be eligible for two units credit towards their VCE Certificate.

ATAR Contribution

Students who complete the Certificate II can continue on to the Certificate III in Applied Languages which may contribute to the ATAR as a 10% increment, (10% of the average of the primary four scaled studies).

Please check the Victorian Curriculum Assessment Authority's website for further information.

http://www.vcaa.vic.edu.au/Select_VET and follow the prompts.

The information provided in this handbook may be subject to change when courses arise for reaccreditation.

Duplication of Studies

A student may be enrolled in a VCE Language study (such as Units 3/4 Hebrew) and a qualification in Applied Language (such as Certificate III in Applied Languages – Hebrew), either simultaneously or sequentially, but in that case will receive credit in the VCE for the VCE Language study only.

Certificate III in Applied Language (Hebrew)

Description

Communicate in Hebrew in the community or with customers or work colleagues in Australia and Israel.

The Certificate III in Applied Language (Hebrew) will provide you with practical skills and knowledge to communicate in both spoken and written Hebrew in social and work environments. The course is designed for those with a Certificate II in Applied Language – Hebrew or similar skills.

As you study Hebrew in these lessons, you will start to develop the skills to conduct everyday conversations, locate places of interest, and understand grammatical structures and vocabulary for work and social purposes.

Graduates of the Certificate III in Applied Language will be able to communicate in a routine fashion with other Hebrew speakers in a range of social and work related environments.

Qualification Levels

A Graduate of **Certificate III in Applied Language (Hebrew)** will be able to:

Demonstrate some relevant theoretical knowledge through the application of appropriate acquired linguistic and cultural knowledge in routine exchanges.

Apply range of well-developed skills through the exchange of opinions and ideas and ability to give clear descriptions and explanations.

Apply known solutions to a variety of predictable problems through the ease of expression to develop arguments and discuss abstract or cultural topics.

Perform processes that require a range of well-developed skills where some discretion and judgment is required, and a range of tasks where choice between a limited range of options is required through the clarification and confirmation of routine spoken and written instructions and directions.

Interpret available information using discretion and judgment through analysis of the views of others and researched factual information.

Take responsibility for own outputs in work and learning through active application of linguistic range and cultural knowledge.

Take limited responsibility for the output of others through clear delivery of spoken and written instructions.

The Certificate III in Applied Language is aligned with the Common European Framework of Reference (CEFR) levels A1 & A2.

Units of Competency

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

Location of Course

The Certificate III course will take place as part of the normal timetable at Mount Scopus and is taught by Mount Scopus staff. There is no additional cost for the course.

Jewish Studies Compulsory Subject

The Certificate III in Applied Language (Hebrew) fulfils the requirement of a compulsory Jewish Studies subject.

Credit in the VCE

Students who complete Certificate III in Applied Language (Hebrew) will be eligible for a Unit 3/4 sequence credit towards their VCE Certificate.

ATAR Contribution

Students who receive a Unit 3 & 4 sequence for Certificate III in Applied Language (Hebrew) will be eligible for a 10% increment towards their ATAR (10% of the average of the primary four scaled studies).

Please check the Victorian Curriculum Assessment Authority's website for further information.

http://www.vcaa.vic.edu.au/Select_VET and follow the prompts.

The information provided in this handbook may be subject to change when courses arise for reaccreditation.

Duplication of Studies

A student may be enrolled in a VCE Language study (such as Units 3/4 Hebrew) and a qualification in Applied Language (such as Certificate III in Applied Languages – Hebrew), either simultaneously or sequentially, but in that case will receive credit in the VCE for the VCE Language study only.

Other VET Choices

In previous years individual students have chosen to enrol in VET subjects of their own choosing. Although the school will attempt to accommodate these individual educational programs there may be some unavoidable clash with their regular school timetable.

Please check the Victorian Curriculum Assessment Authority's website for further information. <http://www.vcaa.vic.edu.au/>. Select VET and follow the prompts.

VET – off campus options

The College facilitates the enrolment of students into off-campus VET institutions, primarily Holmesglen Institute. The VET courses run on a Wednesday afternoon.

There are many options available to students. Please click on the links below which will take you to the various providers and their offerings. We cannot guarantee a place in these options.

Inner Metropolitan VET Cluster (IMVC) 2017 Handbook

https://imvc.com.au/wp-content/uploads/2016/07/VET_2017_Handbook_Web.pdf

Box Hill Institute 2017 VETiS subject list

<http://wp-user-uploads-prod.s3-ap-southeast-2.amazonaws.com/app/uploads/2016/07/BHI-2017-VETiS-Guide1.pdf>

Holmesglen Institute

http://www.holmesglen.edu.au/services/for_schools/vetis_programs2

Additionally, in previous years individual students have chosen to enrol in VET subjects without going through the College. Although the school will attempt to accommodate these individual educational programs there may be some unavoidable clash with their regular school timetable.

Units 1-2 Subjects 2017

Accounting

Rationale

Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business.

The preparation and presentation of financial statements is governed by Australian Accounting Standards and guided by the Framework for the Preparation of Financial Statements (AASB Framework).

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods. Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The study of Accounting will enable them to develop their financial knowledge and skills.

Unit 1

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis. Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 2

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and qualitative characteristics of accounting information.

Entry

There are no pre-requisites for Units 1, 2 & 3. Students must undertake Unit 3 prior to Unit 4. Students who enter the study at Unit 3 would need to undertake preparatory work related to Unit 2.

Methods of Assessment

- Exams
- Tests
- Class work
- Case Studies

Art

Rationale

The VCE Art study recognises art as an integral part of our lives. Art is a potent and dynamic visual language through which we are able to communicate personal experience, ideas, cultural values and beliefs. In both the process of making and examining art, students can realise the power to inspire change through imagination, creativity and innovation. Within VCE Art study, theoretical research and investigation informs artmaking. Students develop their visual language through personal and independent learning combining a study of artworks and practical artmaking. Through exploration and experimentation using artforms, materials, techniques and processes students progressively develop their own artworks. Students will explore a variety of media such as painting, drawing, sculpture, installation art, photography and mixed media.

Unit 1

Artworks and Meaning

- Analyse and interpret a variety of artworks using the structural and personal frameworks.
- Formulate personal opinions on artworks and use appropriate artistic language.

Artmaking and meaning

- Present visual creative responses that demonstrated the student's personal interests and ideas.
- Explore techniques, processes and artforms to investigate how these can be used to create artworks and document thinking and working practices.

Unit 2

Artworks and contemporary culture

- Analyse, interpret, compare and contrast artworks from different cultures using the contemporary and cultural frameworks.
- Formulate personal opinions on artworks produced since 1990 and use appropriate artistic language.

Artmaking and contemporary culture

- Present visual responses that include at least one finished artwork and demonstrate technical and artistic development and explores social and/or personal ideas or issues.
- Explore techniques, processes and artforms to investigate how these can be used to create artworks and document thinking and working practices.

Entry

Visual Arts electives completed at Year 9 & 10 are an expectation.

Method of Assessments

- Folio of artworks and annotated support work assessed according to criteria
- Written and/or oral responses of aesthetic discussions, artists, artworks and are issues.
- Exam at the completion of Units 1 & 2.

Biology Units 1 & 2

Rationale

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences.

Unit 1: How do living things stay alive?

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

A student practical investigation related to the survival of an organism or species is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 2: How is continuity of life maintained?

In this unit students, focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Entry

There are no prerequisites for entry into Units 1 and 2.

Methods of Assessment

- Practical activities and reports
- Student directed research investigation
- Class and homework tasks
- Topic tests
- End-of-semester exams (internally set and assessed)

Business Management

Rationale

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Unit 1

This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success. Students will consider the many decisions and considerable planning to be undertaken prior to the commencement or purchase of a business. Students will study the knowledge and skills required in the day to day operations of a small business. This study will include management of staff, legal responsibilities, information and communication technologies and introductory accounting.

Unit 2

This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations. Students learn the essential characteristics of effective marketing and apply selected market research methods to the business environment. The area of public relations involves an examination of the role management plays in creating and maintaining the image of a small business.

Entry

There are no prerequisites for Unit 1 and 2.

Methods of Assessment

- Case study analysis
- Development of a business plan
- Interview and report on contact with business
- Business simulation exercise
- Tests
- Semester exam
- Report
- Analytical exercises
- Business survey and analysis
- Media analysis

Chemistry

Rationale

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Unit 1: How can the diversity of materials be explained?

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

Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

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

A practical investigation into an aspect of water quality is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Entry

There are no prerequisites for entry into Units 1 and 2.

Methods of Assessment

- Practical activities and reports
- Student directed research investigation
- Class and homework tasks
- Construction and simulation of molecules, bonding and formulae
- Topic tests
- End-of-semester exams (internally set and assessed)

Environmental Science

Rationale

Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems

In VCE Environmental Science, Earth is understood as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change; they explore the conceptual, behavioural, ethical and technological responses to these changes.

Unit 1: How are Earth's systems connected?

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

Unit 2: How can pollution be managed?

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students also examine how pollutant effects produced in one of Earth's four systems may have an impact on the other systems. They explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure.

Students undertake an in-depth case study of the management strategies that apply to a pollutant of local concern related to ecosystem monitoring and/or change. The investigation draws on content from Area of Study 1 and/or Area of Study 2

Entry

There are no prerequisites for entry into Units 1 and 2

Methods of Assessment

- Practical activities and reports
- Student directed research investigation
- Class and homework tasks
- Topic tests
- End-of-semester exams (internally set and assessed)

English/EAL Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and 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.

Students develop their skills in creating written, spoken and multimodal texts. The term 'set text' refers to texts chosen by the school for Areas of Study 1 in Units 1 and 2.

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. Students develop their skills in creating written, spoken and multimodal texts.

The term 'set text' refers to texts chosen by the school for Area of Study 1 in Units 1 and 2.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

EAL

For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision. For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL. Schools should refer to the current year's *VCE and VCAL Administrative Handbook* for advice about student eligibility for EAL in Units 3 and 4. EAL students should undertake the study as outlined in this study design. Schools should note where different requirements for EAL students are indicated.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. The following could be assessment tasks:

- an analytical response to a set text
- a creative response to a set text such as a monologue, script, short story, illustrated narrative, short film or graphic text
- an analysis of the use of argument and persuasive language in text/s
- a text intended to position an audience.
- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s.

French

Rationale

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

VCE focuses on areas of study that comprise themes and topics, grammar, text types, vocabulary and different kinds of writing. There are three prescribed themes: “The Individual”, “The LOTE-speaking Communities” and “The Changing World”.

The ability to communicate in French may provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, trade, tourism, technology, education and translating and interpreting. Students have the opportunity to develop their oral skills through weekly conversation with the French Assistant.

Unit 1

This unit focuses on two prescribed themes: “The Individual” in the sub topics of Personal Details and Qualities, Relationships with Family and Friends, and Part-Time Job Applications; “World of the Students” including school, pastimes and relationships, and “The Changing World” with the sub-topic of the “Social Issue of Gender”.

Unit 2

This unit focuses on two prescribed themes: “The French-Speaking Communities”: “Arts and Entertainment” with the sub-topics of “The Cinema and The Media”; “The Changing World” with the sub-topic of “The World of Work”; and “The Individual” with the topic of “The Personal World” and the sub-topics of “Making Arrangements, Free Time and Leisure Activities”.

Entry

VCE French is designed for students who will, typically, have studied French for at least 200 hours prior to commencement of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must undertake Unit 1 prior to undertaking Unit 2.

Method of Assessment

- Assessment tasks
- Exams
- Homework and class work

Hebrew

Rationale

The areas of study for Hebrew comprise themes and topics, grammar, text types, vocabulary and kinds of writing. 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 grammar, vocabulary, text types and kinds of writing 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 1

For this unit students are required to demonstrate achievement of three outcomes:

1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to, read and obtain information from written and spoken texts.
3. Produce a personal response to a text focusing on real or imaginary experience.

Unit 2

For this unit students are required to demonstrate achievement of three outcomes:

1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Listen to, read and extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experience in written or spoken form.

Entry

There are no prerequisites for Units 1 and 2.

Methods of Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

History

Rationale

The Year 11 History course content evaluates major turning points throughout the Twentieth Century, and incorporates Jewish themes case studies, including a focus on Jewish life under Stalin, the birth of Yiddish culture, and the establishment of the State of Israel. As such, it is included as one of the options to fulfil a compulsory Unit 1 and 2 Jewish Studies subject. The course can be completed as a Jewish Studies or mainstream option.

History involves an understanding and analysis of the past with a view to creating meaning. It is also the study of the problems of establishing and representing that meaning. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. The study of history also seeks to extend students' cultural economic social and political understanding while developing analytical skills and imagination. The study of history draws links between contemporary society and its history, in terms of its social and political institution, and language. An understanding of the link between accounts of the past and the values and interests of the time in which the accounts were produced in are also a feature of the study of history.

Unit 1

The first half of the twentieth century was marked by significant change. The old order was challenged and overthrown. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts. Patterns of daily life were changed as a result of political, social and cultural transformations.

This unit will examine the rise of Dictatorships. Fascist ideology in Europe will be one area of study. It will also explore cultural and social changes throughout Europe from the birth of Yiddish Culture, to days of the Weimar Republic. The Rise of Stalin will also be explored, with an in depth study of the positive and negative outcomes of his rule.

Unit 2

Challenge and change are fundamental processes in human history. A struggle may ensue resulting in "old" and "new" battles for supremacy. Eventually a new balance emerges whereby both change and continuity are evident.

Various concepts such as **liberty, authority, freedom, equality, right** and **truth** are part of struggles for liberty and authority, with case studies that centre on modern day political language and are often used to justify ideas and actions. This unit focuses on the struggle of competing ideologies involved in the Vietnam War, followed by an investigation of the establishment of the State of Israel, and the birth of the Palestinian refugee crisis.

Entry

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

Methods of Assessment

- Exams
- Tests
- Oral presentations
- Essays
- Document Analysis

Legal Studies

Rationale

Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. This study will also assist in the development of the students' knowledge of their basic legal rights and responsibilities.

The course provides an insight into the legal heritage which has shaped, and continues to shape, the development of Australian society. Students are encouraged to examine the dynamic nature of our law-making institutions and procedures, and explore how our legal system endeavours to be all inclusive, thus enabling our law to reflect the changing values of our society.

Unit 1

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

Unit 2

This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore specific areas of law and to analyse contemporary legal issues. Recent changes in the law will include: sports and the law; rights and responsibilities such as the law relating to consumers or tenancy, workplace laws or environmental laws.

Entry

There are no prerequisites for Unit 1 and 2.

Methods of Assessment

- Case studies
- Semester examination
- Tests
- Reports
- Essays
- Structured assignments

Literature Rationale

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Unit 1: Approaches to literature

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

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the 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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Suitable tasks for assessment in these units are:

- an essay (comparative, interpretive, analytical or discursive)
- a debate
- journal entries
- a close analysis of selected passages
- an original piece of writing responding to a text(s) studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary.

Literature (Jewish Literature - Cultural Texts)

Important Note: Enrolling in this VCE course will fulfil the requirements for the compulsory Jewish Studies component at Year 11)

Rationale

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

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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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. The following are suitable tasks for assessment:

- an essay (comparative, interpretive, analytical or discursive)
- a debate
- journal entries
- a close analysis of selected passages
- an original piece of writing responding to a text(s) studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary.

Mathematical Methods

Rationale

Mathematical Methods Units 1 and 2 build strongly on the foundation of Year 10A Mathematics and are designed as preparation for Mathematical Methods Units 3 and 4. Consequently these 3 years of Mathematics should be regarded as a continuum.

In the study, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. In simple cases students should be familiar with mental and by hand approaches.

Units 1 and 2

Mathematical Methods Units 1 and 2 consist of the following areas of study: Functions and Graphs, Algebra, Calculus and Probability and Statistics. In each unit, material is presented in each of the four areas in a way that encourages a balanced and progressive development of skills with connections between the areas.

Entry

There are no prerequisites for entry to Mathematical Methods Units 1 and 2. However, as Mathematics is a cumulative study, students are expected to have a sound background in algebra, functions and graphs. Usually to achieve success in Units 1 and 2 Mathematical Methods, the student should have satisfactorily completed Year 10A Mathematics.

Methods of Assessment

The internal assessment of levels of achievement in Units 1 and 2 is on a A+ to UG scale. However these levels are not to be reported to VCAA.

To satisfactorily complete each unit, there are three Outcomes to be achieved. The student should be able to:

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, product results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Demonstration of Outcomes 1 and 2 are based on a selection of tasks from: assignments; tests; summaries or review notes. Demonstration of Outcome 3 is based on a selection of: projects; short written responses; problem solving or modelling tasks.

General Mathematics

Rationale

This course is designed for students who want to do Further Mathematics Units 3 and 4 in Year 12 or those who do not wish to do Mathematics in Year 12.

Units 1 and 2

General Mathematics Units 1 and 2 consist of the following areas of study: Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry, Measurement and Trigonometry, Graphs of Linear and Non-Linear Relations and Statistics.

Entry

There are no prerequisites for entry to General Mathematics Units 1 and 2.

Methods of Assessment

The assessment of levels of achievement in Units 1 and 2 are assessed internally on an A+ to UG scale, but these levels are not reported to VCAA.

To satisfactorily complete each unit, there are three Outcomes to be achieved. The student should be able to:

1. Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.
3. Select and use numerical, graphical, symbolic and statistical functionalities of technology to development mathematical ideas, product results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Demonstration of Outcome 1 is based on a selection of tasks from: assignments; tests; summaries or review notes. Demonstration of Outcome 2 is based on a selection from projects, short-written responses, problem solving tasks and modelling tasks. Demonstration of Outcome 3 is based on the student's performance in technological aspects of tasks related to Outcomes 1 and 2.

Specialist Mathematics

Rationale

This course is designed for students who wish to do Specialist Mathematics Units 3 and 4 in Year 12.

Units 1 and 2

Specialist Mathematics Units 1 and 2 consist of the following areas of study: Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry, Measurement and Trigonometry, Graphs of Linear and Non-Linear Relations and Statistics.

Each unit includes two of the prescribed topics: Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations.

Entry

There are no prerequisites for entry to Specialist Mathematics Units 1 and 2. However, students would be expected to have a sound knowledge of Year 10A Mathematics.

Methods of Assessment

The assessment of levels of achievement in Units 1 and 2 are assessed internally on an A+ to UG scale, but these levels are not reported to VCAA.

To satisfactorily complete each unit, there are three Outcomes to be achieved. The student should be able to:

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in a least three areas of study.
3. Use technology to product results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Demonstration of Outcome 1 is based on a selection of tasks from: assignments; tests; summaries or review notes. Demonstration of Outcome 2 is based on a selection from projects, short-written responses, problem solving tasks and modelling tasks. Demonstration of Outcome 3 is based on the student's performance in technological aspects of tasks related to Outcomes 1 and 2.

Music Performance

Rationale

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

Unit 1

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

Entry

There are no prerequisites for entry to Units 1, 2 and 3.

To undertake Units 3 and 4 Music Performance, students should have about three years of experience prior to Year 11 on a musical instrument or in voice.

Method of Assessment

- A solo technique test
- A solo performance
- A group performance
- A performance of unprepared material (sight reading improvisation or imitation)
- A written/aural and written or multimedia report
- A test that includes aural, written and practical components
- A folio of composition and/or improvisation exercises and accompanying documentation that describes the use of music language in one of the exercises

Media

Rationale

VCE Media provides students with the opportunity to develop an understanding of the relationship between the media, technology, the representations present in a variety of media forms, as well as the cultural and organisational structures that make up the Australian and international media industry. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian and International media organisations operate.

Unit 1

Representation

- Analysing and interpreting a variety of media texts by identifying the codes and conventions as well the texts relationship to the selection and construction of reality
- Exploring media within the context of values such as those related to gender, age, ethnicity, culture and socioeconomic status as well as formulating the role of the audience.

Technologies of Representation

- Present practical techniques and processes used in the production of media utilising media technologies, materials and applications in two or more media forms.
- Explore the implications of the use of different media technologies and processes for the construction, distribution and consumption of media representations.

New Media

- Analyse the nature and features of new media technologies and their relationship with existing media technologies as well as the creative implications.
- Assessing the changes occurring in society and in the way audiences experience and understand the media due to the emergence of new technologies.

Unit 2

Media Production

- Presenting the stages in the media production process from planning and pre-production to final audience reception
- Exploring a range of production techniques, practices, conventions specialist and collaborative roles in each stage of a media production.

Media Industry Production

- Analysing issues that affect the employment of media specialists;
- Exploring the national, international and global media industry issues and developments relating to media;

Australian Media Organisations

- Analysing the significance of factors such as ownership, finance and control on the operation of Australian Media;
- Presenting characteristics of Australian audiences and the texts they consume;
- Exploring the impact of historical, cultural, legal, political and economic factors, and institutional practices on the Australian and the global media market.

Entry

Visual Arts and Media electives completed at Year 9 & 10 are an expectation.

Method of Assessments

- Folio and support work assessed according to criteria
- Written and/or oral responses of analytical discussions
- Exam at the completion of Units 1 & 2

Physical Education

Rationale

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

The study enables the integration of theoretic knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

Perceived Future Pathways and Employment Opportunity

The VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training setting. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

- Recent profiles of sports and health promoted by the media may lead to the perception of good future employment opportunities in this industry.
- Physical Education is seen as a pathway to work in the growing sport/health industry such as Sports Management, Sports Marketing and Sports Psychology. It is no longer restricted to the career of just being a Physical Education teacher.
- This study also provides a greater opportunity for those students who want to become a fitness/personal trainer or move into areas of exercise physiology/skill acquisition/biomechanics at sporting clubs e.g. AFL, Cricket, and Soccer etc.

Perception of its Relevance

- Students like the practical aspects of this study and like to learn about their body and how it functions under different conditions.
- Students who undertake this study are very much self-driven.
- Some students perceive PE as a good science type of subject with practical and hands-on activities.

Unit 1 - Bodies in Motion

In this unit students explore how the body systems work together to produce movement and analyses the motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

In Area of Study 3, there are two detail studies: Technological advancements from a biomechanical perspective and Injury prevention and rehabilitation, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

Unit 2 - Sports Coaching and Physically Active Lifestyles.

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

In Area of Study 3, there are two detailed studies: Decision making in sport and Promoting active living, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

Entry

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

Method of Assessment

Assessment tasks for this unit are selected from the following:

- a practical laboratory report linking key knowledge and key skills to practical activity
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation such as graphic organiser, concept/mind map, annotated poster, presentation file

- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction
- a physical simulation or model
- an oral presentation such as podcast, debate
- a written report
- a test

Physics

Rationale

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Unit 1: What ideas explain the physical world?

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

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

Students undertake quantitative investigations involving at least one independent, continuous variable.

Unit 2: What do experiments reveal about the physical world?

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

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

Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

Entry

There are no prerequisites for entry into Units 1 and 2.

Method of Assessments

- Practical activities and reports
- Student directed research investigation
- Class and homework tasks
- Topic tests
- End-of-semester exams (internally set and assessed)

Psychology

Rationale

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition. In the VCE study of psychology, students explore complex human behaviours and thought processes. They develop an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour. The study assists students to further develop effective language skills for communication, and numeracy skills for research, data analysis and other applications. In addition, students develop a range of broader skills including those of problem solving, critical evaluation and the application of processes of scientific inquiry.

Psychology Unit 1

Area of Study 1

How does the brain function?

Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They 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. Students explore how brain plasticity and brain damage can affect a person's functioning.

Outcome 1

On completion of this unit the student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.

Area of Study 2

What influences psychological development?

The psychological development of an individual involves complex interactions between biological, psychological and social factors. In this area of study students explore how these factors influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

Outcome 2

On completion of this unit the student should be able to identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.

Area of Study 3

Student-directed research investigation

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

Outcome 3

On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Psychology Unit 2

How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Area of Study 1

What influences a person's perception of the world?

Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. In this area of study students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

Outcome 1

On completion of this unit the student should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

Area of Study 2

How are people influenced to behave in particular ways?

A person's social cognition and behaviour influence the way they view themselves and the way they relate to others. In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying. Students examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.

Outcome 2

On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

Area of Study 3

Student-directed practical investigation

In this area of study students design and conduct a practical investigation related to external influences on behaviour.

The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The investigation relates to knowledge and skills developed in Areas of Study 1 and/or 2 and is undertaken by the student using either quantitative or qualitative methods, including experiments, surveys, questionnaires, observational studies and/or rating scales.

Outcome 3

On completion of this unit the student should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Entry

There are no prerequisites for Units 1, 2, and 3. Students must undertake Unit 3 prior to Unit 4. Students who enter the study at Unit 3 would need to undertake preparatory work related to Units 1 and 2.

Methods of Assessment

- Exams
- Tests
- Empirical research activities
- Analysis of research design
- Comprehension questions
- Analysis tasks
- Class work

Religion and Society

Rationale

VCE Religion and Society enables students to understand the complex interactions between religion and society and reach a deeper, balanced understanding of societies and cultures in which multiple world views coexist.

Students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences. Students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today in which multiple world views coexist and religion may be seen to have a lesser role.

The student aims to develop understanding and respect for the religious beliefs of others. It values and promotes open inquiry, without bias towards any one tradition.

Unit 1 - The role of Religion in Society

This unit focuses on the nature and purpose of religion and the role of religious traditions in the development of society and shaping personal and group identity. The content and outcomes of the unit provide the opportunity for the student to explore different religious traditions and understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

Unit 2 - Religion and Ethics

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making? Ethics is concerned with discovering the perspectives that guide practical moral judgement. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgements.

In this unit students study in detail various methods of ethical decision making and explore ethical issues in societies where multiple world views coexist.

Entry

There are no prerequisites for Units 1 and 2.

Methods of Assessment

- Tests and Exams
- Research Projects
- Document Analysis
- Essays

Sport

Aims

- To challenge the student body through physical individual and team activities
- To provide a program designed to cater for the student's physical needs
- To develop social and communication skills
- To provide students with an organised program that will give them a worthwhile and structured alternative to their academic studies
- To provide a program that will positively impact upon the student's health and wellbeing and therefore directly improve their ability to concentrate while studying
- To experience the inherent benefits of being a member of a team
- To experience the responsibilities associated with being a member of a team
- To present students with the opportunity to represent their school
- To develop camaraderie between students and schools within the Eastern Independent Schools of Melbourne sporting association

Content

EISM sports available to students for Terms 1 – 3:

<ul style="list-style-type: none">• Badminton (Boys and Girls)• Basketball (Boys and Girls)• Cricket (Boys and Girls)• Football (Boys and Girls)• Hockey (Boys and Girls)• Indoor Soccer (Boys)• Netball (Girls)	<ul style="list-style-type: none">• Soccer (Boys and Girls)• Softball (Boys and Girls)• Table Tennis (Boys and Girls)• Tennis (Boys and Girls)• Touch Rugby (Girls)• Volleyball (Boys and Girls)
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Alternate activities available to students who are not selected in EISM teams:

<ul style="list-style-type: none">• Competitive Activities• Ten Pin Bowling• Rock Climbing• Lawn Bowls	<ul style="list-style-type: none">• Swimming• Weights room• Walking Fitness• Squash
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Structure of Program

Students are involved in two compulsory periods of Sport each week. At the start of each term they are expected to “try out” for one of the eight EISM sports on offer. Those students who do not make the training squads for each sport are then given the opportunity to choose one of the alternatives available.

Theatre Studies 1 & 2

Rationale

Theatre Studies 1 & 2 focuses on the application of acting and other stagecraft in relation to theatrical styles. Students work with playscripts in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of plays in performance.

Unit 1: Pre-modern theatre

In this unit students explore playscripts from the pre-modern era of theatre, that is, works prior to the 1920s. Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia Dell'Arte, Shakespeare, Restoration theatre, Naturalism/Realism, and non-Western theatre such as Noh theatre and other traditional indigenous theatre forms.

Students study playscripts from at least three distinct theatrical periods. They learn about contexts, cultural origins, theatrical styles, use of stagecraft and performance possibilities for each of the selected playscripts. Through practical workshops students gain knowledge of how these periods have shaped and contributed to the world of pre-modern theatre. Students will see at least one professional production and analyse it in performance.

Unit 2: Modern theatre

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.

Theatrical movements in the modern era include Epic Theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, Theatre in Education. Students will see at least one professional production and analyse it in performance.

Entry

It is an advantage for students to have undertaken Drama and/or other performing arts subjects in Years 7-10; in addition, experience in extra-curricular productions including the school musical and music performance form a valuable background.

Assessment

- performance of playscripts
- oral/visual/multimedia reports/presentations
- responses to structured questions
- research report
- Written Semester examinations

At least one assessment task must be performance-based and at least one task must be written.

Visual Communication Design

Rationale

The VCE study guide recognises Visual Communication Design as an integral part of our lives. Visual Communication is a bridge between an idea and its intended audience. The communication is developed in response to a specific need, and the form it takes may be imaginative, original or may conform to required conventions or rules. The design process is defined yet flexible, and acts as a framework through which a visual solution is resolved.

Students develop their visual language and inform their practice, through observations of the impact of the Design Elements and Principles in relation to their work, and the work of professional designers. This enables them to develop informed, critical and discriminating approaches to visual communications in everyday life.

Students are able to generate a range of visual communications through various means of image generation including drawing, instrumental drawing, model making, ICT and photography.

Visual Communication Design

Unit 1

Drawing as a means of communication

- On completion of this unit students should be able to create drawings for different purposes using a range of drawing methods, media and materials.

Design Elements and design principles

- On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy a stated purpose.

Visual communication design in context

- On completion of this unit the student should be able to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2

Technical drawing in context

- On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.

Type and imagery

- On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentation, taking into account copyright.

Applying the design process

- On completion of this unit the student should be able to engage in stages of the design process to create a visual communication appropriate to a given brief.

Assessment

- Folio of observational, visualisation and presentation drawings.
- Folio of typography and image ideas and concepts created.
- Folio of technical drawings.

Unit 3-4 Studies 2017

Biology Units 3 and 4

Rationale

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences.

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the plasma membrane, the cell's internal spaces and the control of the movement of molecules in and out of such spaces. Students explore the chemistry of cells by examining the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies. All of these highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students also study the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules and students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Entry

There are no prerequisites for entry into Unit 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 reading as prescribed by their teacher.

Assessment

The student's level of achievement will be determined by School-assessed Coursework and an end-of-year examination. Percentage contributions to the study score in Biology are as follows:

Unit 3 School-assess Coursework: 16%

Unit 4 School-assess Coursework: 24%

End-of-year Examination: 60%

Business Management Units 3 and 4

Rationale

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Unit 3 – Corporate Management

Unit 3 focuses on the investigation of how large scale organisations operate. The focus is on aspects of the large scale organisations, their internal environment and how the operation of the business is managed. The students will examine the influence the external environment has on the operations of large scale organisations as well as the key elements of the internal environment. Operations management combines the roles of management in order to transform inputs into output. Students will examine all aspects of this core function of the organisation.

Unit 4 – Managing People and Change

This unit commences with a focus on the human resources management function. This area of study emphasises the employment cycle and employee relations aspects of human resources. The unit concludes with analysis of the management of change in the context of significant issues such as social responsibility, business ethics, globalization, mergers and acquisitions, legislative compliance, technological development and privatisation.

Entry

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

Methods of Assessment

- Unit 3: School Assessed Coursework 25%
- Unit 4: School Assessed Coursework 25%
- End of year examination 50%

SAC's will be a combination of theory and applying the students' knowledge to real or hypothetical case studies.

Dance Units 3 and 4

Rationale

Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. The study of dance provides the opportunity to explore the potential of movement as a medium of creative expression through diverse approaches. The study focuses on development of students' technical and physical skills, personal movement vocabulary, and application of choreographic and analytical principles. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. Throughout the study, students undertake systematic training in technical and physical skills which enables them to safely execute a diverse range of expressive body actions. Students develop and refine their technical and choreographic skills by exploring personal and learned movement vocabularies and ways in which movement can be created and arranged to communicate the expressive intention of the dance-maker.

Unit 3

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learned group dance work are analysed. Students also develop an understanding of choreographic skills through an analysis of ways the expressive intention chosen by the choreographer of twentieth and/or twenty-first century solo dance works selected is developed through the use of choreographic devices.

Unit 4

This unit focuses on choreography, rehearsal and performance of a unified solo dance work. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work. Students understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers' intention can be expressed through the manipulation of group structures and the elements of spatial organisation in group dance works by twentieth and/or twenty-first century choreographers. Cultural influences on choices made by choreographers in these works are also studied.

Methods of Assessment

- | | |
|---------------------------------------|-----|
| • Unit 3: School Assessed Coursework | 15% |
| • Unit 4: School Assessed Coursework | 10% |
| • End of year performance examination | 50% |
| • End of year written examination | 25% |

Environmental Science

Rationale

Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems

In VCE Environmental Science, Earth is understood as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change; they explore the conceptual, behavioural, ethical and technological responses to these changes.

Unit 3: How can biodiversity and development be sustained?

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

Unit 4: How can the impacts of human energy use be reduced?

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

A student practical investigation related to biodiversity or energy use from an environmental management perspective is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Entry

There are no prerequisites for entry into Unit 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 reading as prescribed by their teacher.

Assessment

The student's level of achievement will be determined by School-assessed Coursework and an end-of-year examination. Percentage contributions to the study score in Environmental Science are as follows:

Unit 3 School-assess Coursework: 20%

Unit 4 School-assess Coursework: 30%

End-of-year Examination: 50%

Extended Investigation, Units 3 and 4

Rationale

The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. From 2017, if a student develops a question on a Jewish theme, this may count as their Jewish subject in Year 11 or Year 12.

The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program. Through this study, students develop their capacity to explore, justify and defend their research findings to a general audience in both oral and written forms.

The VCE Extended Investigation develops students' understanding of what constitutes both a good research question and an ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence in order to answer such questions.

In this study, the student considers how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature and develop research project management knowledge and skills and ways of effectively presenting and communicating research findings.

Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

Aims

This study is designed to enable students to:

- develop and construct a rigorous research question
- design and undertake an independent investigation
- understand and apply research methods
- explore a chosen area of investigation in depth
- develop as independent, critical and reflective learners
- develop research project management knowledge and skills
- analyse and evaluate findings and results
- develop skills in written and oral presentation of research findings.

Structure

The study is comprised of a Units 3 and 4 sequence:

- Unit 3: Designing an Extended Investigation
- Unit 4: Presenting an Extended Investigation

Assessment

- Unit 3 School-assessed Coursework: 30% - Research Rationale, Research Plan, Oral
- Unit 3 Externally-assessed Critical Thinking Test: 10%
- Unit 4 Externally-assessed Task: 60% - 4000 word research paper, 20 minute oral

Health and Human Development Units 3 and 4

Rationale

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health. The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. This underpins the structure of the four units of Health and Human Development. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

Unit 3

In this unit students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia and analyse how determinants of health, including the physical environment, biological, behavioural and social, contribute to variations in health status. The NHPAs initiative seeks to bring a national health policy focus to diseases or conditions that have a major impact on the health of Australians. The NHPAs represent the disease groups with the largest burden of disease and potential costs (direct, indirect and intangible) to the Australian community. Students examine the development of the NHPAs and their relationship to burden of disease in Australia. They analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of the NHPAs. In this unit students examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

Unit 4

In this unit students analyse a global perspective on achieving sustainable improvements in health and human development. Students identify similarities and differences in the health status between people living in developing countries and Australians, and consider reasons for the differences. The role of the United Nations Sustainable Development Goals is investigated in relation to achieving sustainable improvements in health status and human development. Students explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia's contribution to international health programs and contributions to non-government organisations.

Health and Human Development Units 3 and 4 Ctd...

Entry

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

Methods of Assessment

- | | |
|--------------------------------------|-----|
| • Unit 3: School Assessed Coursework | 25% |
| • Unit 4: School Assessed Coursework | 25% |
| • End of year examination | 50% |

Hebrew Units 3 and 4

Rationale

The areas of study for Hebrew comprise themes and topics, grammar, text types, vocabulary and kinds of writing. 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 grammar, vocabulary, text types and kinds of writing 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 3

For this unit students are required to demonstrate achievement of three outcomes:

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

For this unit students are required to demonstrate achievement of two outcomes.

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 the Hebrew-speaking communities.

Entry

There are no prerequisites for Unit 3 & 4. Students who enter the study at Units 3 & 4, need to undertake preparatory work related to Units 1 & 2.

Methods of Assessment

- | | |
|--------------------------------------|-------|
| • Unit 3: School Assessed Coursework | 25% |
| • Unit 4: School Assessed Coursework | 25% |
| • End of year oral examination | 12.5% |
| • End of year written examination | 37.5% |

Legal Studies Units 3 and 4

Rationale

Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. This study will also assist in the development of the students' knowledge of their basic legal rights and responsibilities.

The course provides an insight into the legal heritage which has shaped, and continues to shape, the development of Australian society. Students are encouraged to examine the dynamic nature of our law-making institutions and procedures, and explore how our legal system endeavours to be all inclusive, thus enabling our law to reflect the changing values of our society.

Unit 3

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

Unit 4

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

Entry

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

Methods of Assessment

- Unit 3: School Assessed Coursework 25%
- Unit 4: School Assessed Coursework 25%
- End of year examination 50%

Literature Units 3 and 4

Rationale

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Unit 3

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Unit 4

This unit focuses students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Entry

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

Methods of Assessment

- Unit 3: School Assessed Coursework 25%
- Unit 4: School Assessed Coursework 25%
- End of year examination 50%

Mathematical Methods Units 3 and 4

Rationale

In the study, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. In simple cases students should be familiar with mental and by hand approaches.

Units 3 and 4

Mathematical Methods Units 3 and 4 consists of the following areas of study: Functions and Graphs, Calculus, Algebra and Probability and Statistics.

Entry

It is assumed that students will have already satisfactorily completed Units 1 & 2 Mathematical Methods (whether in the Year 10 Accelerated Course or in Year 11) with at least a D grade. Students must undertake Unit 3 prior to Unit 4.

Methods of Assessment

- Unit 3: School Assessed Coursework 17%
- Unit 4: School Assessed Coursework 17%
- Two end of year examinations:
 - a one hour exam to be done with technology or student-prepared notes – 22% and
 - a two hour exam to be done with technology and one bound reference, annotated text or lecture pad – 44%.

To satisfactorily complete each unit, there are three Outcomes to be achieved. The student should be able to:

1. Define and explain key concepts as specified in content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Further Mathematics Units 3 and 4

Rationale

Further Mathematics is the least conceptually difficult of the Unit 3 & 4 Mathematics studies and invokes the application of mathematics with the aid of technology. Further Mathematics is the mathematics designed for students with aspirations to non-scientific areas requiring mathematics or to non-physical science careers. It is also an ideal study for strong Year 11 Mathematics students.

Students are advised to check tertiary requirements carefully before choosing between Further Mathematics and Mathematical Methods.

Unit 3 and 4

Further Mathematics consists of a compulsory area of study 'Data analysis' and 'Recursion and Financial Modelling' and then a selection of two from four modules in the 'Applications' area of study. Unit 3 contains the compulsory area study; Unit 4 comprises the study of two modules. The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, statistical analysis systems, and computer algebra systems.

Entry

There are no entry requirements. However, students attempting this course in Year 11 would usually be attempting at least Mathematical Methods Units 1 & 2 at the same time. Year 12 students attempting the study would usually have already completed Mathematical Methods or General Mathematics Units 1 & 2.

Methods of Assessment

- Unit 3: School Assessed Coursework 20%
- Unit 4: School Assessed Coursework 14%
- Two end of year one and a half hour examinations each worth 33%. The first exam consists of multiple choice items and the second of extended answer questions. Both exams are to be done with technology and one bound reference, annotated text or lecture pad.

To satisfactorily complete each unit, there are three Outcomes to be achieved. The student should be able to:

1. Define and explain key concepts and apply related mathematical techniques and models in routine contexts.
2. Select and apply the mathematical concepts, models and techniques in a range of contexts of increasing complexity.
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, product results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Psychology Units 3 and 4

Rationale

Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. The study explores the connection between brain and behavior by focusing on several key interrelated aspects of the discipline: the interplay between perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging techniques, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

Students are introduced to the variety of thinking and research approaches used in psychology and gain a broad perspective of the study as a science. Students apply the principles of scientific research to the investigation of psychology and have the opportunity to conduct their own empirical research investigation. VCE Psychology is engaging and challenging to a wide range of students, including those who are aiming for careers in psychological research and practice, business and social work.

Unit 3 – How does experience affect behavior and mental processes?

In this unit students examine the nervous influences behaviour and the way people experience the world. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how the mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4 – How is wellbeing developed and maintained?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have over a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use a specific phobia to illustrate how the development and management of a mental disorder can be considered and interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both units, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Entry

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

Students who are new to the study at Unit 3 would need to undertake preparatory work related to Units 1 and 2.

Methods of Assessment

Unit 3: School Assessed Coursework 16%

Unit 4: School Assessed Coursework 24%

End of Year Exam 60%

Texts and Traditions

Rationale

The study of Texts and Traditions as a subject has in mind the following aims; Students should develop an understanding of the studied texts and their interpretations within a tradition, bearing in mind the origin, place, society and culture. Furthermore an exploration of the historical development and the ways in which the texts' messages were/are communicated are also examined.

Unit 3

On completion of this unit where the book of Jeremiah comes under investigation:

1. Students should be able to identify events, people and places relating to the early development of the tradition
2. Students should be able to analyse issues that relate to the writing of the text, its literary structure and major themes
3. Students should be able to apply basic exegetical methods of the interpretation of texts within the founding tradition

Entry

There are no prerequisites for Units 3 and 4. It is imperative, however, for students to do Unit 3 where a certain amount of background information and methods of study are imparted.

Methods of Assessment

Unit 3

Outcome 1	Short Report	(Historical theme: identify people, place or event)
Outcome 2	Essay	(Issues that relate to the writing of a text)
Outcome 3	Exegetical Task	(Interpretation of a set text)

Unit 4

Outcome 1a	Exegetical Task	(Interpretation of a set text)
Outcome 1b	Essay	(A task on a set of themes)
Outcome 2	Short Report	(A modern interpretation of a foundational idea)

Unit 3 and Unit 4 School Assessed Coursework	25%+25% = 50%
End of Year Examination based on Units 3 & 4	50%