# Contents

VISUAL GUIDE TO THIS VCE BOOKLET ................................................................. 5  
WELCOME FROM THE PRINCIPAL ..................................................................... 6  
WELCOME FROM YEARS 11 AND 12 COORDINATORS .................................... 7  
GENERAL INFORMATION ....................................................................................... 9  

VCE AT THE KING DAVID SCHOOL ................................................................. 15  
VCE Rules and Regulations ................................................................................ 17  
VCE at The King David School: Expectations .................................................. 17  
Planning Your VCE Course ............................................................................... 18  
Proposed VCE Subjects to be offered in 2013 .................................................. 18  
VCE Pre-requisite ............................................................................................... 20  
Pre-requisites for Entry into Units 3 & 4 Studies .............................................. 22  
Vocational Education and Training (VET) ....................................................... 24  
General Achievement Test (GAT) ..................................................................... 24  
Victorian Tertiary Admissions Centre (VTAC) .................................................. 25  

CAREER GUIDANCE ............................................................................................ 27  

DESCRIPTION OF COURSES ............................................................................... 37  
Accounting ........................................................................................................... 38  
Biology ................................................................................................................ 39  
Business Management ........................................................................................ 44  
Chemistry ............................................................................................................ 46  
English ............................................................................................................... 50  
English Literature ............................................................................................... 52  
French ............................................................................................................... 54  
History ............................................................................................................... 55  
Information Technology .................................................................................. 58  
Health and Human Development ..................................................................... 60  
Hebrew .............................................................................................................. 63  
Legal Studies ..................................................................................................... 65  
Mathematics: General Mathematics ................................................................. 68  
Mathematics: Mathematical Methods (CAS) ................................................... 69  
Mathematics: Mathematical Methods (CAS) ................................................... 70  
Mathematics: Further Mathematics ................................................................. 71  
Mathematics: Specialist Mathematics ............................................................. 72  
Media ............................................................................................................... 73  
Music ............................................................................................................... 76  
Physical Education ............................................................................................ 77  
Physics .............................................................................................................. 82  
Psychology ....................................................................................................... 86  
Religion and Society ........................................................................................ 89  
Studio Art ........................................................................................................... 91
Texts and Traditions ................................................................. 94
Theatre Studies ................................................................. 95
Visual Communication and Design ................................. 97
NOTES ..................................................................................... 102
Visual Guide to this VCE Booklet

General Information
Pages 9 – 13

VCE at The King David School
Rules, Expectations, Subjects, Planning, Pre-requisites
Pages 15 – 24

Career Guidance
Including Sample Courses
Pages 27 – 35

Description of Courses
Pages 37 – 101

Notes

The King David School VCE Handbook
Welcome from the Principal

Dear Students and Parents,

Welcome,

VCE provides students, and their parents, with the best of times and the worst of times. It is a two, or possibly three, year marathon that requires clear focus, dedication and a cool head. It is the period when resolute adherence to sensible, steady and productive work habits, combined with regular exercise, family life and some other social pursuits, will enable students to reap the rewards they seek from VCE.

Throughout these two, or three, years the emphasis should be on carefully developed and regularly re-evaluated routine. The less upheaval that occurs, the more likely students are to achieve their best. A dedicated study space, a study timetable that is shared and discussed with parents, and a willingness to give it one's best shot, are all essential.

The teaching team at The King David School is comprised of educators whose professional experience enables students to receive accurate and meaningful instruction that can be implemented. The teachers work as a team to support and challenge students and to encourage them to make this period the most educationally exciting and rewarding they have yet experienced.

Students, best wishes for a meaningful journey and arrival at the point for which you have aimed.

Michele Bernshaw
Principal
Welcome from Year 11 and 12 Coordinators

In undertaking a VCE program you have made a major commitment to optimise your career opportunities. More importantly, VCE courses of study are designed to encourage skills of independent thinking, inquiry and research. Such skills will be invaluable in terms of their contribution to your personal growth and post-secondary course success.

Please carefully consider the range of VCE units which will comprise your VCE course of study. When selecting the VCE units you will study, it is important to consider carefully the career paths you would like to pursue. Make sure that your selected VCE course gives you the flexibility to select from a broad range of careers.

Make an informed decision about the units. Consult teachers who can give you detailed information about the structure and content of the VCE units. As far as possible, select units that interest you, in consultation with the Careers Advisor.

Experience has taught us that organisation, motivation and a consistent approach to study and homework are the key ingredients for a successful VCE experience. It is also important that you maintain a balanced approach to life during these two demanding years. A conscientious and diligent approach to VCE studies is vital, but so too are the relationships we have, and the exercise and relaxation that maintain a healthy body.

Education is not simply a pathway to employment. It offers you opportunities to learn more about yourself and what you have to offer the community of which you are a member. Your teachers have a special interest in you and your studies, and we all share your aspirations for a successful and meaningful learning journey.

Fred Kok, Year 12 Coordinator
Lionel Katz, VCE & Year 11 Coordinator
General Information

Code of Conduct

Respect for one-self and others is a fundamental tenet of The King David School.

In practical terms this means that students of The King David School are expected to behave courteously and considerately at school, on all school occasions, in public streets and on public transport. The school operates on the premise that students can direct their behaviour constructively when reasonable limits are set. It is the responsibility of the teachers to set these limits consistently and to expect students to operate within them.

The school utilizes the principle of logical consequences as its approach to maintaining an appropriate tone within the classroom and the School as a whole. The underlying understanding is that the student is aware of the consequences for inappropriate or unacceptable behaviour, and that these consequences are a logical extension of his/her behaviour.

The School has developed a Positive Behaviours Document (available from the Office and distributed in the yearly Information Book) with which students should familiarise themselves.

In practical terms the Code of Conduct means that each student should be able to learn in a classroom in which the behaviour of all students is conducive to learning. Students who disrupt lessons, who arrive late to class or without the required materials, who behave in ways that impact adversely on the good order of lessons, their own or that of others, are not fulfilling their obligation as VCE students at The King David School. In such circumstances students would receive a warning. If the behaviour were to continue, the VCE Co-ordinator may call parents in to discuss the behaviour. Under no circumstances is the School prepared to allow thoughtless or irresponsible behaviour by some students to compromise the learning needs of peers.

Classroom Learning Environment

The King David School is particularly proud of its ability to offer VCE classes with relatively low numbers of students in many classes, allowing attention to be given to each student. This also allows teachers and students to work together closely. Students are expected to give courtesy and their full cooperation to all teachers, ancillary staff, visitors and students in and out of class time.

Library Resources

The Ron Castan Resource Centre (RCRC) is a gateway to a wide variety of physical and virtual resources and are available to all members of TKDS community. The fully networked technology in our school enables all students to access the RCRC’s physical and virtual resources.
Resources available include:

- A vibrant fiction collection, containing general fiction and a young adult collection. Both students and staff are encouraged to make recommendations for new purchases.
- The non fiction collection covers a wide range of books that supplement the studies of Year 9 - 12 students. Recommendations by subject teachers supplement those of Library Staff.
- An extensive Jewish Collection, Biography Collection and Holocaust Literature Collection are housed as discrete collections within the RCRC. A growing Hebrew Collection also complements a small Russian Collection.
- An extensive Teacher Reference collection is also available for staff loan. Student loans from this collection are at the subject teacher’s discretion.
- An extensive Reference Collection, incorporating encyclopaedias and specific subject references, is available for students to use in the RCRC.
- A wide variety of periodicals is purchased by both the RCRC and various subject departments and are available for loan to students.
- The RCRC presence on TKDS Homepage is a gateway to a variety of online databases including the Library Catalogue, Electric Library, Encyclopaedia Britannica and WebLinks.
- Daily newspapers: The Age & the Herald Sun are received daily by the RCRC Magid Institute Library.
- A photocopier (located just outside the RCRC) is available for student and staff.
- PCs are available for student use within the RCRC.

Information Technology Services

Computers are available for VCE students throughout the school day. Students may use the computers located in their Common Rooms or in the Resource Centre. Students are given a computer account that gives them space on the school’s server to save their work, access to printers and access to the Internet. Students are reminded that access to the computers is according to School Policy guidelines that forbid access to inappropriate sites. Moreover, the School computers are not recreational items. They are reserved solely for legitimate schoolwork. Students using the computers for other purposes may have their computer access removed.

Uniform

VCE students are the leaders of the school community. Accordingly, they are expected to wear their school uniform with pride, at school and on their way to and from school. Uniforms must be clean and in good repair and shoes must be polished. Students should be groomed appropriately i.e. boys cleanly shaven, only two piercings per ear (no other visible body piercings) are permitted.
Timetable
While every effort is made to arrange a timetable that allows students their full range of first choices, it is not always possible to achieve that outcome. There may be some cases in which students will have to make choices between subjects, both of which they would like to undertake. The School works extremely hard to ensure that no student is denied the ability to take a subject that is a pre-requisite for a tertiary course.

Counselling & Special Education Services
Support is available throughout VCE at The King David School to students experiencing concern in areas of behaviour, learning, social and emotional development, or career choice. In consultation with the Homeroom teacher, VCE Co-ordinator, Head of Campus, and/or parents and student, a referral may be made to the Counsellors, Senior Tutor and/or Careers Counsellor, and the appropriate course of action is determined. This may be an educational assessment, psychological assessment, counselling and/or ongoing tutoring.

- Students may also choose to self refer to seek the assistance of the School Counsellors, Careers Counsellor or Head of Learning Support.
- The School Counsellors are available to assist students with various difficulties such as study skills, stress management, anxiety and relationship problems.
- The Careers Counsellor is available to provide advice on subject selection and tertiary courses.
- The Head of Learning Support is available to work with VCE students in areas of grammar, essay writing, punctuation, outcomes, etc.
VCE Rules and Regulations

Each student must satisfactorily complete between 16 and 24 Units of study. Most studies, or subjects, are made up of four units; however it is not necessary for students to take all four units. Students are able to take Units 1 and 2 as single units, however, Units 3 and 4 must be taken together as a sequence.

Units 1 and 2 of a study are usually taken in the first year (Year 11) while Units 3 and 4 are usually taken in the second year (Year 12). Students are able to take some Units 3 and 4 studies in Year 11 and some Units 1 and 2 in Year 12 if that is what is needed for an individual program. If a student satisfactorily achieves all the outcomes in a unit of study, the student is awarded S for the unit. If a student does not complete all the set work, then the student is awarded N for the unit.

Outcomes can take a variety of forms such as:

- Multimedia presentations
- Essays
- Research assignments
- Practical work
- Tests and examinations

Students must also attend 90% of timetabled classes unless they have medical or other evidence giving reason for an absence. To achieve the minimum requirements for completion of the Victorian Certificate of Education, students must satisfactorily complete a minimum of 16 units which include an approved combination of three units from the group of English studies; and three sequences of Units 3 and 4 studies other than English.

VCE at The King David School: Expectations

The King David School offers a comprehensive range of studies, which are largely based upon the individual student’s needs, and our ability to deliver a program of excellence.

To obtain the VCE certificate, a student must successfully complete at least 16 Units. It is recommended that most students will take 22 Units over the two years from the range of studies offered. As a general rule students will undertake six Units in each semester of their first year and five Units in each semester of their second year. Any variations to this general rule should only be considered after consultation with the VCE Co-ordinator and the Careers Advisor.

At The King David School, students are required to take a minimum of, and successfully complete, a full year’s study in either: Hebrew or Religion and Society in Year 11. Students may, if they wish, take a course in a combination of these studies. Hebrew is not compulsory beyond Year 8.

In each study, students will be provided with a list of outcomes with due dates for their completion, at the commencement of each semester.
Planning Your VCE Course

Most students study six subjects in Year 11 and five subjects in Year 12. Year 11 students often study one Unit 3 and 4 sequence and five Unit 1 and 2 studies. The choice is dependent on recommendations by your teacher and approval granted by the School.

When designing your course, choose units that:

- Interest you
- You are good at (school results, teacher recommendations, The Morrisby Report)
- Are pre-requisites for further training or tertiary courses that you are considering – using the job guide, your Jiig cal profile, and VICTER 2014 (to be retained from *The Age* newspaper)
- Must be taken as a sequence.

Proposed VCE Subjects to be offered in 2013

The following subjects are available depending upon sufficient student demand.
<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>UNIT</th>
<th>SUBJECTS</th>
<th>UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE ARTS</strong></td>
<td></td>
<td><strong>MATHEMATICS</strong></td>
<td></td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>1 – 4</td>
<td>Further Mathematics</td>
<td>3 – 4</td>
</tr>
<tr>
<td>Media</td>
<td>1 – 4</td>
<td>General Mathematics A</td>
<td>1 – 2</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>1 – 4</td>
<td>General Mathematics B</td>
<td>1 – 2</td>
</tr>
<tr>
<td>Studio Art</td>
<td>1 – 4</td>
<td>Mathematical Methods</td>
<td>1 – 4</td>
</tr>
<tr>
<td>Music</td>
<td>1 – 4</td>
<td>Specialist Mathematics</td>
<td>3 – 4</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td></td>
<td><strong>SCIENCE</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>1 – 4</td>
<td>Biology</td>
<td>1 – 4</td>
</tr>
<tr>
<td>English Literature</td>
<td>3 – 4</td>
<td>Physics</td>
<td>1 – 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry</td>
<td>1 – 4</td>
</tr>
<tr>
<td>French</td>
<td>1 – 4</td>
<td>Psychology</td>
<td>1 – 4</td>
</tr>
<tr>
<td>Hebrew</td>
<td>1 – 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INFORMATION TECHNOLOGY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Technology - Applications</td>
<td>3 – 4</td>
</tr>
<tr>
<td><strong>HEALTH &amp; PHYSICAL EDUCATION</strong></td>
<td></td>
<td><strong>HUMANITIES</strong></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 – 4</td>
<td>Accounting</td>
<td>1 – 4</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>1 – 4</td>
<td>Business Management</td>
<td>3 – 4</td>
</tr>
<tr>
<td><strong>JEISH STUDIES</strong></td>
<td></td>
<td><strong>HUMANITIES</strong></td>
<td></td>
</tr>
<tr>
<td>Religion and Society</td>
<td>1 – 4</td>
<td>Legal Studies</td>
<td>1 – 4</td>
</tr>
<tr>
<td>Texts and Traditions</td>
<td>1 – 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## VCE Pre-requisites for Year 11

These are the current pre-requisites for entry to Units 1 & 2 or 3 & 4 VCE subjects in 2013 at the accelerated pathway in Year 11. Students should be well informed about the minimum standard required for entry to their desired VCE subjects. At least one English subject must be selected.

<table>
<thead>
<tr>
<th>STUDY</th>
<th>MINIMUM PREREQUISITE GRADE IN YEAR 10 (based on overall unit grade and/or exam score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>C in Mathematics</td>
</tr>
<tr>
<td>Biology</td>
<td>C in Science and B in Biology component</td>
</tr>
<tr>
<td>Business Management 3 &amp; 4</td>
<td>C in English and B in Business Management 1 or 2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>C+ in Chemistry component in General Science</td>
</tr>
<tr>
<td>English</td>
<td>D in English</td>
</tr>
<tr>
<td>French 1 &amp; 2</td>
<td>C+ in Year 10 French</td>
</tr>
<tr>
<td>French 3 &amp; 4</td>
<td>B in Units 1 &amp; 2</td>
</tr>
<tr>
<td>Further Maths 3 &amp; 4</td>
<td>B in Mathematics Extension or B in Math Methods</td>
</tr>
<tr>
<td>General Mathematics A</td>
<td>A in Mathematics or B Methods 1 &amp; 2</td>
</tr>
<tr>
<td>General Mathematics B</td>
<td>C in Mathematics or B in Foundation Maths</td>
</tr>
<tr>
<td>Health &amp; Human Development 1 &amp; 2</td>
<td>C in English</td>
</tr>
<tr>
<td>Health &amp; Human Development 3 &amp; 4</td>
<td>B in English</td>
</tr>
<tr>
<td>Hebrew 1 &amp; 2</td>
<td>C+ in Year 10 Hebrew Extension</td>
</tr>
<tr>
<td>Hebrew 3 &amp; 4</td>
<td>B in Units 1 &amp; 2</td>
</tr>
<tr>
<td>History</td>
<td>C+ in History or B in English</td>
</tr>
<tr>
<td>Information Technology</td>
<td>B in Information Technology Units 1 or 2</td>
</tr>
<tr>
<td>Legal Studies 1 &amp; 2</td>
<td>C in English</td>
</tr>
<tr>
<td>Subject</td>
<td>Requirement</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Legal Studies 3 &amp; 4</td>
<td>B in English or C in Legal Studies 1 &amp; 2</td>
</tr>
<tr>
<td>Mathematics Methods 1 &amp; 2</td>
<td>C in Mathematics or B in Mathematics</td>
</tr>
<tr>
<td>Mathematics Methods 3 &amp; 4</td>
<td>C+ in Mathematics Methods 1 &amp; 2</td>
</tr>
<tr>
<td>Media 1 &amp; 2</td>
<td>B in Year 10 Media</td>
</tr>
<tr>
<td>Music 1 &amp; 2</td>
<td>C in Theory Components and teacher recommendation</td>
</tr>
<tr>
<td>Physical Education 1 &amp; 2</td>
<td>C in Physical Education or D in English</td>
</tr>
<tr>
<td>Physical Education 3 &amp; 4</td>
<td>B+ in Physical Education or B in English</td>
</tr>
<tr>
<td>Physics 1 &amp; 2</td>
<td>C+ in Physics component in General Science</td>
</tr>
<tr>
<td>Psychology 1 &amp; 2</td>
<td>C in Biology component in General Science and C in English</td>
</tr>
<tr>
<td>Psychology 3 &amp; 4</td>
<td>B in Science, B in Biology component and B in English</td>
</tr>
<tr>
<td>Religion and Society 3 &amp; 4</td>
<td>B in Jewish Studies and B in English</td>
</tr>
<tr>
<td>Studio Art 1 &amp; 2</td>
<td>B in Theory components of Art</td>
</tr>
<tr>
<td>Texts and Traditions 1 &amp; 2</td>
<td>B in English</td>
</tr>
<tr>
<td>Theatre Studies 1 &amp; 2</td>
<td>C+ in Year 10 Drama</td>
</tr>
<tr>
<td>Visual Communication Design 1 &amp; 2</td>
<td>B in Visual Communication Design or B in Art</td>
</tr>
</tbody>
</table>
## Prerequisites for Entry into Unit 3 and 4 Studies at Year 12

The grades listed are the minimum requirement for both examination and overall Unit grade in both Unit 1 and Unit 2 (unless otherwise stated).

<table>
<thead>
<tr>
<th>STUDY</th>
<th>MINIMUM PREREQUISITE GRADE IN YEAR 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>C in Accounting</td>
</tr>
<tr>
<td>Biology</td>
<td>C+ in Unit 1 Biology or Chemistry</td>
</tr>
<tr>
<td>Business Management</td>
<td>C in English or C in Business Management, if it was studied in Year 11</td>
</tr>
<tr>
<td>Chemistry</td>
<td>C in Chemistry</td>
</tr>
<tr>
<td>English</td>
<td>D in English</td>
</tr>
<tr>
<td>French</td>
<td>C+ in French</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>C in GMB or D in Maths Methods</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>C in Unit 1 HHD or C in English</td>
</tr>
<tr>
<td>Hebrew</td>
<td>C+ in Hebrew</td>
</tr>
<tr>
<td>History Revolutions</td>
<td>B in English or C in History, if it was studied in Year 11</td>
</tr>
<tr>
<td>IT - Applications</td>
<td>C in English</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>B in English or C in Legal Studies, if it was studied in Year 11</td>
</tr>
<tr>
<td>Literature</td>
<td>B in English</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>C in Math Methods</td>
</tr>
<tr>
<td>Media</td>
<td>C in Media</td>
</tr>
<tr>
<td>Music</td>
<td>Teacher approval of student’s skills</td>
</tr>
<tr>
<td>Subject</td>
<td>Requirement</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Physical Education</td>
<td>C in Unit 2 Physical Education or C English</td>
</tr>
<tr>
<td>Physics</td>
<td>C+ in Physics</td>
</tr>
<tr>
<td>Psychology</td>
<td>C in Psychology or any other Science or C English</td>
</tr>
<tr>
<td>Religion and Society</td>
<td>C in Religion and Society or Texts and Traditions or B in English</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>B in Methods and/or GMA</td>
</tr>
<tr>
<td>Studio Art</td>
<td>C+ in Studio Art plus teacher approval based on folio work</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>C in Theatre Studies or English</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>C in Visual Communication plus teacher approval based on folio work</td>
</tr>
</tbody>
</table>

Promotion into Year 12 is also dependant upon satisfactory completion of 2 units of Religion and Society or Hebrew.
Vocational Education and Training (VET)
VET in Schools programs are designed to give students an awareness of the world of work, a broader range of skills, and practical work place experience. Through VET programs, students can make more informed choices about jobs and career pathways. Students will also build up valuable networks with TAFE providers and industry. VET can add qualifications and experience to a student’s resume, giving the competitive edge for entrance into the workforce or tertiary study.

Participation in a VET program is optional. Year 11 and 12 students who choose to do a VET program must undertake both the VCE as well as their chosen VET program. The duration of the program is two years. This ensures that successful students graduate with both their VCE and VET in Schools credential, TAFE certificate, TAFE module or structured work placement. Students undertaking a VET course will attend a TAFE institute or work placement and will have their VCE studies timetabled so that they will miss a minimum number of classes.

General Achievement Test (GAT)
All students enrolled in any Unit 3 and 4 Study must sit the General Achievement Test (GAT). The GAT consists of written tasks and multiple-choice questions, which does not form part of the assessment for the VCE. It is used as a checking procedure to make sure exam scores and other assessment methods are accurate. GAT results are reported separately and do not form part of the student’s ATAR score. The GAT can be used to derive an exam score if a student is ill during their external examinations and some universities now take the GAT into account when deciding middle-band entry.

Victorian Tertiary Admissions Centre (VTAC)
The Victorian Tertiary Admissions Centre (VTAC) is responsible for the handling of Tertiary admissions at the completion of Year 12. VTAC is also responsible for calculating students’ ATARs at the completion of Year 12. Study scores are calculated for Unit 3 / 4 sequences and then an ATAR is calculated using the following method:

\[
\begin{align*}
\text{BEST FOUR SCORES ADDED TOGETHER} \\
(\text{MUST INCLUDE ENGLISH OR AN EQUIVALENT STUDY}) \\
+ \\
10\% \text{ OF FIFTH SCORE} \\
+ \\
10\% \text{ OF SIXTH SCORE / ENHANCEMENT STUDY}
\end{align*}
\]

It is essential that students become familiar with the course requirements of any course they are interested in undertaking, as many courses have Special Requirements for entry. These requirements include Pre-requisite Studies, Interviews, Folios, Exams, etc.
Career Guidance

Dear Students,

Use The Morrisby Report, JOBGUIDE and VICTER 2014 to plan your VCE course:

Now that you have an idea of the types of jobs that may interest you and your academic strengths, you are ready to start planning your VCE course.

Use the Jobguide to determine the type of training required for each of the occupations recommended to you. For example, if you are interested in become a primary teacher, refer to Teacher – Primary. Under the heading Education and Training it states:

To become a primary teacher you usually have to study primary school teaching or education at university. Alternatively, you can undertake a postgraduate qualification specialising in primary education after completing a degree with relevant study areas.

To get into these courses you usually need to gain your VCE. Prerequisite subjects, or assumed knowledge, in one or more of English and Mathematics are normally required. Entry to postgraduate courses usually requires a relevant bachelor degree. Contact the universities you are interested in for more information as requirements change.

The following universities offer Bachelor of Education (Early Childhood), Bachelor of Education (Primary), Bachelor of Teaching (Primary) or a combined Bachelor of Teaching/Bachelor of Arts or Science, 3 or 4 years full time or equivalent.

Australian Catholic University – Ballarat and Melbourne Campuses
Charles Sturt University - Albury-Wodonga Campuses
Deakin University – Melbourne, Geelong and Warrnambool Campuses
La Trobe University – Bendigo and Mildura Campuses
Monash University – Gippsland and Peninsula Campuses
RMIT University – Bundoora and Brunswick Campuses
University of Ballarat – Mount Helen Campus
Victoria University – Footscray Park and St Albans Campuses

Now use VICTER 2014 to determine the pre-requisite subjects for relevant courses. For example:

Monash University:

Prerequisite studies: Units 1 and 2- two units (any study combination) of one General Mathematics or Mathematical Methods. Units 3 and 4: a study score of at least 30 in English (ESL) or 25 in any other English.
Thus the VCE program for a student considering becoming a primary teacher must include at least 2 units of Mathematics.

Now complete the table provided for as many occupations as possible. Your VCE course will be designed together with the Careers Counsellor, taking into account a number of factors:

1. Subjects required as prerequisites for courses of interest
2. School results
3. The Morrisby Report (Careers Testing)

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>UNIVERSITIES OFFERING COURSES</th>
<th>PREREQUISITE SUBJECTS</th>
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Good luck

Kathy Popper
Careers Counsellor

**Some Sample Courses**

Some sample courses appear on the following pages.

These are for demonstration purposes only. Individual students must plan their courses in consultation with our Careers Counsellor.
### Sample Course 1

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>Core Subjects</th>
<th>Jewish Studies</th>
<th>Business Management Units 1 &amp; 2</th>
<th>Information Technology Units 1 &amp; 2</th>
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<th>French (Yr 10) Hebrew Units 1 &amp; 2</th>
<th>POSSIBLE CAREERS</th>
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<td>YEAR 11</td>
<td>English Units 1 &amp; 2</td>
<td>Texts &amp; Traditions Units 1 &amp; 2 or Religion and Society Units 1 &amp; 2 or Units 3 &amp; 4</td>
<td>Chemistry Units 1 &amp; 2</td>
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### Sample Course 3

#### YEAR 10
- **Core Subjects**
  - English Units 1 & 2
  - Jewish Studies
  - Business Management Units 1 & 2
- **Possible Careers**
  - Industrial Design
  - Graphic Design
  - Fashion Design
  - Information Technology
  - Mathematics
  - Psychology
  - Studio Art

#### YEAR 11
- **English/Literature**
  - Units 3 & 4
- **Religion and Society**
  - Units 3 & 4
- **Studio Art**
  - Units 3 & 4
- **Information Technology: Applications**
  - Units 3 & 4

#### YEAR 12
- **English/Literature**
  - Units 3 & 4
- **Religion and Society**
  - Units 3 & 4
- **Studio Art**
  - Units 3 & 4
- **Information Technology: Applications**
  - Units 3 & 4

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<th>YEAR 12</th>
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<td>Texts &amp; Traditions Units 1 &amp; 2 or Religion and Society Units 1 &amp; 2 or Units 3 &amp; 4</td>
<td>Psychology/Biology Units 1 &amp; 2</td>
<td>Information Technology: Applications Units 3 &amp; 4</td>
<td>Mathematical Methods Units 1 &amp; 2 or Units 3 &amp; 4</td>
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<td>Psychology/Biology Units 3 &amp; 4</td>
<td>Information Technology: Applications Units 3 &amp; 4</td>
<td>Mathematical Methods Units 3 &amp; 4 or Further Mathematics Units 3 &amp; 4</td>
<td>History Units 3 &amp; 4 or Health and Human Development 3 &amp; 4</td>
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**POSSIBLE CAREERS**
- Human Resources
- Marketing
- Sports
- Psychology
- Sports Management
- Youth Leadership
## Sample Course 5

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<th>YEAR 10</th>
<th>Core Subjects</th>
<th>Jewish Studies</th>
<th>Business Management Units 1 &amp; 2</th>
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<td>Theatre Studies Units 1 &amp; 2 or Music Units 1 &amp; 2</td>
<td>Health and Human Development Units 1 &amp; 2 Or Physical Education Units 1 &amp; 2</td>
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<td>History Units 3 &amp; 4</td>
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<td>Health and Human Development Units 3 &amp; 4 Or Physical Education Units 3 &amp; 4</td>
<td>French Hebrew Units 3 &amp; 4</td>
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**POSSIBLE CAREERS**
- Librarianship/Information Services
- Teaching
- Law
- Music
- Theatre Production
- Editing
- Professional Writing
The King David School
VCE Handbook

Description Of Courses
Accounting

Aims
This study is designed to enable students to:

• Acquire knowledge and skills to record and report financial data and report accounting information in a manner that is appropriate for the needs of the user
• Develop an understanding of the role of accounting in the management and operation of a small business
• Develop skills in the use of information and communications technology in an accounting system
• Develop the capacity to identify, analyse and interpret financial data and information
• Use financial and non-financial information to improve the decision-making processes of a small business owner

Unit 1: Establishing and operating a service business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. It introduces the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Other concepts covered include the cash basis, single entry recording and, where appropriate, the application of accounting principles and the characteristics of accounting information.

Areas of study
1. Going into business.
This area of study covers features of successful and unsuccessful businesses, sources of finance and how pre-operational decisions are made and the influence of the latter.

2. Recording and reporting accounting data and information.
This area of study investigates the role of accounting in the generation of financial data and information for the owner of a service business. The focus is on the recording and reporting of this data using a single entry recording system and both manual and ICT methods.

Unit 2: Accounting for a Trading Business
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions. They use financial and non-financial information to evaluate the performance of a business and then suggest strategies to the owner on how to improve the performance of the business.
Biology

Aims
This study is designed to enable students to:

- Develop an understanding of essential biological principles based upon knowledge of living organisms
- Understand the relationship between living organisms and between living organisms and their environment
- Develop an awareness of the effects of human activities on living organisms and relationships existing in the environment
- Develop an understanding of the importance of experimental and other investigative work
- Acquire practical skills in the study of living organisms in the field and the laboratory
- Apply bioscience understandings in personal, social, environmental & technological contexts
- Develop values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies, including
  - flexibility, curiosity, critical reflection and respect for evidence
  - recognition and understanding of the strengths and limitations of science
  - respect for the environment, both living and non-living

Students must complete at least Unit 1 if considering doing Units 3 and 4, although it is preferable that Unit 2 has been completed as well.

Units 1-4: Key Skills
In this study a set of key skills is considered essential to Biology. These skills apply across Units 1 to 4. These skills include the ability to:

- Investigate and inquire scientifically
- Apply biological understandings
- Communicate biological information and understandings

Unit 1: Unity and Diversity
This unit examines the cell as the structural and functional unit of the whole organism. It investigates the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments. Whether life forms are unicellular or multicellular, all are faced with the challenge of obtaining nutrients and water, a source of energy, a means of disposing of their waste products, and a means of reproducing themselves. Though there are many observable differences between living things, they have many fundamental features and biological processes in common.
Areas of Study

Cells in Action:
This area of study focuses on the activities of cells and the relationships between the specialised structures of cells and the processes that maintain life.

Functioning Organisms:
This area of study focuses on the relationship between features of organisms and how organisms meet their requirements for life.

Unit 2: Organisms and their Environment
This unit examines the relationship between living things and their environment. It investigates particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. How species are affected by changes in environmental conditions, whether natural or human-induced, is also considered.

Areas of Study

Adaptations of Organisms
This area of study focuses on the kinds of environmental factors that are common to all habitats and how organisms use resources and adapt to their particular ecological niche.

Dynamic Ecosystems
This area of study focuses on the complex and finely balanced relationships that exist between living things and resources in their particular habitat.

Unit 3: Signatures of Life
This unit examines the molecules and biochemical processes that are indicators of life. DNA structure and function and its universality in relation to genes and coding for proteins are also considered. It investigates the significant role of proteins in cell functioning and how protein structure relates to its function in an organism’s tissue. Technological advances in these areas are related to studies in proteomics and applications in medicine and the pharmaceutical industry. An investigation of cell communication at the molecular level in regulating cellular activities is also carried out.

Areas of Study

Molecules of Life
This area of study focuses on the activities of cells at molecular level, the synthesis of biomolecules that form components of cells and the role of enzymes in catalysing biochemical processes.

Detecting and Responding
This area of study focuses on how biomolecules respond depending on whether molecules are ‘self’ or ‘non-self’ and the role of signalling molecules in coordination and regulation.
Unit 4: Continuity and Change

This unit examines evidence for evolution of life forms over time. The mechanisms of inheritance, DNA, mitosis and meiosis, causes of variation, both genetic and environmental, are explored in relation to how the present biodiversity of our planet has arisen. An investigation of the relationships between biological, cultural and technological evolution and how historical development of ideas and technological advances has contributed to current understanding is also considered.

Areas of Study

Heredity

This area of study focuses on molecular genetics and the investigation of individual units of inheritance and the genomes of individuals and species. Included is an investigation of asexual and sexually reproducing organisms.

Change Over Time

This area of study focuses on change to genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life forms.

Assessment and Reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

Units 3 and 4: In Biology school-assessed course work, a mid-year examination and an end-of-year examination will determine the student's level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school assessed course work: 20%
- Unit 4 school-assessed course work: 20%
- Units 3 and 4 examinations: 60%
Areas of Study

1. Recording and Reporting Accounting Data and Information.
In this area of study students record and report the financial data and information of a single activity sole trader using the single entry system of recording. Both manual and ICT methods of recording and reporting are used.

2. ICT in Accounting.
This area of study enables students to develop an understanding of the role and importance of ICT in the accounting process. Students use an accounting software package to record and report financial data and information for a single activity sole trader.

This area of study looks at the measurement and evaluation of a business, using financial and non-financial information. It focuses on an evaluation of a particular area/s, such as stock or debtors, and then the suggestion of strategies that will improve business performance.

Unit 3: Recording and Reporting for a Trading Business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting and the perpetual method of stock recording with the First In, First Out (FIFO) method.

Areas of Study

1. Recording of Financial Data.
This area of study focuses on the identification and recording of accounting data for a single activity sole trader. Students look at techniques that enhance the decision-making process of a business and the impact of the recording process.

2. Balance Day Adjustments and Reporting and Interpreting Accounting Information.
This area of study looks at accounting processes required at balance day and the techniques of preparing final reports for a single activity sole trader.

Unit 4: Control and Analysis of Business Performance
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. This unit covers topics such as the accrual system, the perpetual inventory recording system and budgeting.
Areas of Study

1. **Extension of Recording and Reporting.**
   In this area of study students collect, measure, process and communicate accounting data and information using a double entry accrual-based system and FIFO.

2. **Financial Planning and Decision-Making.**
   This area of study focuses on the preparation of budgeted accounting reports and the analysis of financial and non-financial information for a single activity sole trader.

Assessment and Reporting

Units 1 and 2 will be assessed internally on coursework and end of semester examinations.

In Units 3 and 4 Accounting the student’s level of achievement will be determined by school assessed coursework and external examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25%
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50%
Business Management

Aims
This study is designed to enable students to:

• Acquire knowledge of the ways in which businesses are managed
• Develop an understanding of management and the concepts and relationships on which it is built
• Examine the role and functions of management across a range of contexts;
• Explore the operation of management in practice
• Acquire a knowledge of the skills required in management
• Examine the values and assumptions underlying business management practice and theory

Unit 1: Small Business Management

1. Introducing business:
This area of study provides students with an understanding of the characteristics of a range of businesses and their internal and external environments while developing an understanding of business in Australia

2. Small business decision-making, planning and evaluation:
This area of study examines processes used in decision making, planning and the application of ethics and social responsibility within the context of small business

3. Day-to-day operations (management of staff):
This area of study examines the essential, on-going activities which sustain an ethical small business and promote its successful growth. The focus is the management of staff which provides students with an overview of one of the most important aspects of small business. It also provides a useful preview for students of the topic ‘Human Resource Management’ which appears in the Year 12 course (Units 3 & 4)

Unit 2: Management in Action

1. Communication in business:
This area of study introduces students to the concept of communication in business-with an emphasis on its importance and the methods and forms it can take. Communication and its relationship to business objectives and strategy will be considered

2. Managing the marketing function:
This area of study involves an examination of the planning used by management to position its products and services in the marketplace

3. Managing the public relations function:
This area of study involves an examination of the role management plays in creating and maintaining the image of the business. The public relations function can be considered as an application of fundamental communication processes and strategies.
Unit 3: Corporate Management
This unit explores the way in which large organisations are managed in order to achieve their objectives. This unit illustrates the way in which operations management is incorporated into the total management structure of the large organisation.

Areas of Study
1. Large Scale Organisations in Context
   This area of study involves an examination of the role and importance of large scale organisations to the Australian economy.

2. Internal Environment of Large-Scale Organisations
   This area of study involves an examination of some key internal elements of large scale organisations including management roles, styles and skills.

3. Operations Management
   This area of study involves an examination of operations management practices and processes within large-scale organisations.

Unit 4: Human Resource and the Management of Change
This unit focuses on the management of the human resources of a business and how large-scale organisations adapt to change.

Areas of Study
1. Human Resource Management
   This area of study involves an examination of the human resource management function including key strategies used within large-scale organisations in Australia.

2. The Management of Change
   This area of study involves an examination of the way in which change is managed within large organisations and considers significant change issues.

Assessment and Reporting
Units 3 and 4: School-assessed coursework and an external end of year examination will determine the student’s level of achievement. Percentage contributions to the final assessment are as follows:

- Units 1 and 2 will be assessed internally on course work and end-of-semester exams
- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Units 3 and 4 examination: 50%
Chemistry

Aims
This study is designed to enable students to:

• Understand the major ideas of chemistry and develop an ability to apply these ideas in both everyday and hypothetical situations
• Use theoretical models as aids to explaining chemical phenomena and appreciate that such models are subject to constant scrutiny and necessary modification
• Understand the language and methods of chemistry
• Develop the practical skills necessary to undertake experimental work
• explore the wider social, economic, technological and environmental aspects of chemistry
• Consider the role of chemistry in other areas of science
• Understand the procedures required for the safe use of chemical equipment and safe handling of chemicals, both in the laboratory and in everyday situations

Both Units 1 and 2 should be viewed as prerequisites for students interested in continuing with VCE Chemistry Units 3 and 4.

Unit 1

Areas of Study

The Periodic Table
This area of study focuses on the historical development of, and the relationship between, the Periodic Table and atomic theory. Students investigate trends and patterns within the Periodic Table and use subshell notation to describe the electronic configuration of elements. They explore the link between the electronic configuration of an element and the type of bonding in which it participates. Students are introduced to many of the major qualitative and quantitative ideas fundamental to chemistry including empirical and molecular formulae and the mole concept. They undertake practical activities that build their understanding of the Periodic Table.

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

Students investigate how the bonding models were developed to explain the properties of materials. Students use these models to explain the properties and structure of metals, ionic compounds, and molecular, covalent network lattice and covalent layer lattice substances. They investigate the properties of alkanes and alkenes including isomers. Students examine the reactions that occur in addition polymerisation and the properties of addition polymers. They explore the role of surfaces in the applications of nanotechnology.
Unit 2

Areas of Study

Water
This area of study focuses on the study of water. Students explore the special properties (chemical and physical) of water which make it so important to living things and relate the properties to chemical bonding characteristics. Students investigate chemical reactions that take place in aqueous solution by conducting practical activities on precipitation, acid-base reactions and redox reactions such as corrosion. They use full and ionic equations to represent the reactions and calculate the amount of reactants and products involved. Students investigate the concepts of solubility, concentration and pH, when dealing with problems of pollution and maintaining the quality of water. They investigate at least one process that uses the principles of “green chemistry”.

The Atmosphere
This area of study focuses on the interaction between living things and gases of the atmosphere. Students use the kinetic molecular theory to explain and predict the behaviour of gases. They perform calculations using the gas laws. Students investigate the vital roles of oxygen, carbon dioxide and nitrogen through studies of the carbon and nitrogen cycles. They prepare and test the properties of one of these gases in the laboratory. Students explore state, national and global issues associated with the impact of human activities on the atmosphere.

Unit 3

In this unit students investigate the scope of techniques available to the analytical chemist. Each technique of analysis depends on a particular property or reaction of the chemical being investigated. Some techniques of analysis have been refined over many years to make them quicker and more accurate. Other techniques are now used in combination to provide higher and more reliable levels of accuracy, for example gas chromatography and mass spectrometry. State of the art analytical tools such as the Australian synchrotron will enable investigation of the properties of materials and chemical reactions at the micro level.

Students will also investigate organic reaction pathways and the chemistry of particular organic molecules. In the wake of the work done on the genome project, synthesis of new medicines is one of the growth industries for the coming decades. The role of organic molecules in the generation of biochemical fuels and forensic analysis will be investigated.
Areas of Study

Chemical Analysis
This area of study uses a variety of analytical techniques to analyse products in the laboratory. Students will conduct volumetric analyses using acid-base and redox titrations and standard solutions, and carry out gravimetric analyses. The analytical techniques of spectroscopy and chromatography will be introduced. Students will relate the operation of the analytical techniques and instruments to the chemical reactions and the chemical structures of the materials which are being analysed.

Organic Chemical Pathways:
This area of study involves the investigation of systematic organic chemistry including the production of starting materials for particular reaction pathways. Using molecular models and conducting simple laboratory investigations, students will observe the properties and reactions of different homologous series and functional groups. Students will investigate the use of biochemical fuels, and the use and role of organic chemicals in forensic analysis and the development of medicines.

Unit 4
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.

Students will also investigate how energy is produced from a range of available energy resources and consider the efficiencies, advantages and disadvantages of each energy resource. The operating principles of galvanic cells and electrolytic cells, in the laboratory and in commercial and industrial applications will be investigated.

Areas of Study

Industrial Chemistry
This area of study focuses on the factors that affect the rate and extent of a chemical reaction, and how these factors are considered in achieving the optimum reaction conditions in the industrial production of chemicals. Students study energy profiles and how equilibrium law is applied to homogeneous equilibria. They will conduct experiments to investigate the effect of temperature, concentration of reagents, pressure and catalysts on the position of equilibrium of a reaction, and apply Le Chatelier’s Principle to explain their results.

Supplying and Using Energy:
This area of study focuses on the use of different energy resources. How each resource is used, the extent of the reserves of some of these resources, and the advantages and disadvantages of their continued use are evaluated. Students conduct experiments
using calorimeters to measure the energy of chemical reactions. Simple galvanic and electrolytic cells will be constructed and operated, with an analysis of the results performed by application of the electrochemical series. Students will extend their study of stoichiometry with the application of Faraday’s laws to solve problems involving quantitative calculations for electrolysis reactions.

**Assessment and Reporting**

Units 1 and 2 will be assessed internally on course work and end-of-semester exams

Units 3 and 4:
- Unit 3 school-assessed course work: 20%
- Unit 4 school-assessed course work: 20%
- Unit 4 examination: 60%
English

Aims
This study is designed to enable students to:

• Extend competence in using standard Australian English in meeting the demands of further study, the workplace, and their own needs and interests;
• Extend language skills through reading, writing, speaking and listening;
• Present and justify the students’ own opinions coherently and thoughtfully;
• Critically evaluate points of view expressed by others
• Develop and reflect critically on a range of text types; and
• Recognise the relationship between language and ideas, and the role of language in developing the capacity to express ideas

Year 11 (Units 1 and 2) and Year 12 (Units 3 and 4) are organised into three areas of study.

Area of Study

Reading and Responding
• Identify and discuss the structure, features and conventions used by the authors of narrative texts to construct meaning in relation to the development of character, ideas and themes
• Analyse complex texts and the social, historical and/or cultural values embodied in texts
• Discuss different ways of interpreting texts as well as the strategies used by readers to develop understandings
• Construct responses to texts, including the use of appropriate metalanguage, to discuss the textual features and textual evidence to support a response

Creating and Presenting
Students’ writing is informed by their reading of a range of texts relevant to a Context. They are encouraged to read widely and examine the effects of form, purpose, and audience on authors’ choices of structure and language.

Students draw on the knowledge gained from this study to create their own written texts in argumentative, expository and creative modes. They write for a specified audience and purpose and explain their decisions about form, purpose, language, audience and context.

Using Language to Persuade
Students identify and discuss how language - verbal and non-verbal (including visual) - is used in a range of chosen texts to position readers and viewers to respond to particular points of view.

Students plan and construct a coherent and logical point of view on a contemporary issue.
Assessment and Reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams. Units 3 and 4:

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- End of year examination: 50%
English Literature

Aims
This study is designed to enable students to:

- Develop an appreciation of literature through experiencing a range of quality literary works;
- Gain an understanding of the variety of human experience;
- Develop a critical awareness of cultures past and present as presented in literature;
- Read closely and engage in detailed critical analysis of the key literary features;
- Develop interpretative skills by hypothesising and drawing inferences from text;
- Reflect on their own interpretations and evaluate those of others;
- Develop the capacity to write confident analytical and creative responses to text.

Units 3

Area of Study

Adaptations and Transformations

- Analysing the construction of texts in terms of characterisation, tone, style, structure and point of view;
- Identifying typical features of a range of forms of text and genres, evaluating their significance in the making of meaning;
- Identifying and commenting on the similarities and differences between the original and adapted or transformed text.

Views, Values and Contexts

- Identifying and discussing views and values in the text;
- Analyse how views and values are suggested by what the text endorses, challenges and leaves unquestioned;
- Comparing different interpretations of text;
- Justifying an interpretation of views and values of a text through close attention to textual detail.

Considering alternative viewpoints

- Identifying and evaluating the viewpoints or theoretical perspectives expressed in a review, critical essay or commentary and showing understanding of its underlying values and assumptions.
- Constructing an interpretation providing supporting evidence from the text.
Unit 4

Area of Study

Creative Responses to Text
• Identifying and recreating imaginatively the construction, context, point of view and form of a particular text, choosing stylistically appropriate features
• Demonstrating insight into abstract and complex ideas
• Reflecting critically on what was learned about the original text in the process of producing the creative response

Close Analysis
• Analysing the feature of a text, making appropriate connections between them
• Using close analysis of text to develop and justify an interpretation

Assessment and Reporting
• Unit 3 school assessed course work: 25%
• Unit 4 school assessed course work: 25%
• End of year examination: 50%
French

Aims
The VCE French course is designed to enable students to use the language to understand and appreciate the cultural context in which French is used; to communicate with others; to understand their own culture through the study of other cultures; to make connection between French and English and/or other languages and to apply French to work, further study, training or pleasure.

Areas of Study (Units 1 – 4)
The Areas of Study for French comprise different themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The 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.

Themes
The three prescribed themes are:
1. The Individual
2. The French Speaking Communities
3. The Changing World

Students are expected to be familiar with and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

Units 3 and 4: In French the student’s level of achievement will be determined by school-assessed course work and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Units 3 and 4 examinations (oral & written): 50%
History

Aims
This study is designed to enable students to:

- Develop an understanding of change, continuity, causation and evidence over time
- Acquire a knowledge of how people in different times and cultures have interacted, organised their societies and given meaning to their world
- Develop the knowledge, concepts and skills to analyse the ways in which the past has been represented visually, orally and in written form
- Develop skills in responding to historical evidence creatively and critically to make meaning of the past
- Acquire a broad historical knowledge, including a historical map within which to locate their detailed studies

Unit 1: Twentieth-Century History (1900 – 1945)
This unit considers the way in which Western societies responded to the significant changes in the first half of the twentieth century, how they affected people’s lives and the development of domestic and international crises.

Areas of Study
1. Crises and Conflict
This area of study looks at the circumstances surrounding the collapse of the traditional order, the different political ideas and movements which emerged and the conflict which resulted from competing attempts to establish and legitimise them.

2. Social Life
This area of study involves an examination of changes in social life, the reasons for such changes and the consequences of these changes on the different social groups.

3. Cultural Expression
This area is an exploration of the various expressive responses to dramatic, political, social and economic orders.

Unit 2: Twentieth-Century History (Since 1945)
This period has been dominated by post-war reconstruction and significant growth in material living standards. This unit provides the opportunity to investigate major themes and principal events of post-war history, in particular, the Cold War, the Vietnam War and the emergence of social movements and peace movements.
Areas of Study
1. Ideas and Political Power
The struggle for dominance between competing world views: through force or persuasion to consolidate and spread ideologies of capitalism and communism.

2. Movements of the People
This area of study focuses on one or more movements which challenged the political, social and/or economic structures in post-war society, the reasons for the challenge and the outcomes.

3. Issues for the Millennium
This area of study involves an examination of how the interplay between domestic, regional and/or international events and issues influenced changes in social life for a community in the last decades of the 20th century and how these experiences have been represented.

Units 3 and 4: Revolutions
The School will select two of the following revolutions, one for Unit 3 and one for Unit 4:

- American Revolution: (1763 – 1776 & 1776 – 1789)
- French Revolution: (1781 – 4 August, 1789 & 5 August, 1789 – Year 111, 1795)
- Russian Revolution: (1905 – October, 1917 & November 1917 – 1924)

Areas of Study
1. Revolutionary Ideas, Leaders, Movements and Events
This area of study will include:
- The chronology of key events and factors that contributed to the revolution
- The causes and conflicts generated in the old regime that many historians see as contributing to the revolution
- The ideas and ideologies utilised in the revolutionary struggle
- The role of revolutionary individuals and groups in bringing about change

2. Creating a New Society
This area of study will include:
- The contribution of individuals and groups to the creation of the new society
- The cause of difficulties or crises faced by the revolutionary groups or government as a new state was consolidated
- The response of the key revolutionary individuals, groups, governments or parties to the difficulties that they encountered as the new state was consolidated
- The compromise of revolutionary ideals
- The changes and continuities that the revolution brought about in the structure of government, the organisation of society, its values, the distribution of wealth and the conditions of everyday life
Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exams.
Units 3 and 4: In History the student’s level of achievement will be determined by school assessed course work and an external examination. Percentage contributions to the final assessment are as follows:

- Unit 3 school assessed course work: 25%
- Unit 4 school assessed course work: 25%
- Units 3 and 4 examinations: 50%
Information Technology

Unit 1: IT in Action

From data to information: in this area of study students develop and apply knowledge and skills in using spreadsheet software to manipulate numeric data. Students select relevant data and apply functions and techniques to manipulate the data to produce information in graphic form, which is displayed onscreen.

Networks: in this area of study students investigate how networked information systems allow data and information to be exchanged locally and within a global environment. Students develop an understanding of the technology and procedures, and the roles and responsibilities of people required to connect and maintain computers so that ideas, files, information, programs and resources can be shared. This area of study focuses on the purpose of databases that households interact with on a regular basis.

ICT in a global society: in this area of study students develop an understanding about how the applications of particular information and communications technology (ICT) can cause tensions and conflicts between different stakeholders. This area of study involves consideration of contemporary issues within a selected context.

Unit 2: IT Pathways

Data analysis and visualisation: in this area of study students develop knowledge and skills in using software tools to access and select authentic data from large data repositories, and in presenting the key aspects of the data in an appropriate visual form.

Programming and pathways: in this area of study students develop knowledge and skills in using programming or scripting language software. Students develop knowledge and skills in describing data types and data structures, and applying data representation methods.

Tools, techniques and procedures: in this area of study students apply all stages of the problem-solving methodology to create solutions to information problems. Students develop an understanding of how constraints imposed by clients (users) affect the techniques and procedures applied when creating solutions.

Unit 3: IT Applications

Online communities: This area of study, students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints.

Organisations and data management: This area of study focuses on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS. At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS.
Unit 4: IT Applications

Organisations and information needs: In this area of study either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation. When creating solutions to ongoing information problems, students apply all stages of the problem-solving methodology.

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

Assessment and Reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester examinations.

Units 3 and 4 In Information Technology, school-assessed course work and examination will determine the student’s level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Units 3 and 4 examination: 50%
Health and Human Development

Aims
The study is designed to make students understand:

The concept of ‘development’ as a continuum, that begins with individual human development in Units 1 and 2 and progresses towards human development at a societal level in Unit 4. In Units 1 and 2 the study of human development is about individual change, which is a continuous lifelong process that begins at conception and continues until death. Individual human developmental changes are cumulative; development that occurs in the future is dependent upon development occurring in the past. Unit 4 takes a global perspective on health and human development and uses definitions of human development that are consistent with approaches taken by both the World Health Organization (WHO) and the United Nations (UN). In Unit 4 human development is about expanding people’s choices and enhancing capabilities (the range of things people can be and do) and their freedoms; enabling people to live full, productive and creative lives; having access to knowledge, health and a decent standard of living; and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990).

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.

Structure
The study is made up of four units:

• Unit 1: The health and development of Australia’s youth
• Unit 2: Individual human development and health issues
• Unit 3: Australia’s health
• Unit 4: Global health and human development

Unit 1: The Health and Development of Australia’s Youth

Outcome 1
On completion of this unit the student should be able to describe the dimensions of, and the interrelationships within and between, health and individual human development.

Outcome 2
On completion of this unit the student should be able to describe and explain the factors that impact on the health and individual human development of Australia’s youth.
Outcome 3
On completion of this unit the student should be able to outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Unit 2: Individual Human Development and Health Issues

Outcome 1
On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s children.

Outcome 2
On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s adults.

Outcome 3
On completion of this unit the student should be able to analyse a selected health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue.

Unit 3: Australia’s Health

Outcome 1
On completion of this unit the student should be able to compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.

Outcome 2
On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

Unit 4: Global Health and Human Development

Outcome 1
On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability.

Outcome 2
On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.
Assessment

Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
The individual school will determine the level of achievement.

Units 3 and 4
School-assessed Coursework and examination:

• Unit 3 School-assessed Coursework: 25%
• Unit 4 School-assessed Coursework: 25%
• End-of-year examination: 50%
Hebrew

Objectives
The VCE Hebrew course is designed to enable students to use the language to understand and appreciate the cultural context in which Hebrew is used; to communicate with others; to understand their own culture through the study of other cultures; to make connection between Hebrew and English and/or other languages and to apply Hebrew to work, further study, training or pleasure.

Areas of Study (Units 1 – 4)
The Areas of Study for Hebrew comprise of different themes and topics, grammatical knowledge, various text types, vocabulary and different kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes of the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes. The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics.

A series of minor alterations to the Hebrew study design, effective from 2013, which mostly relate to the structure of the end-of-year written examination but also relate to text types and kinds of writing, will be explained in this course.

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.

Themes
There are three prescribed themes:
1. The individual
2. The Hebrew-speaking communities
3. The changing world

Students are expected to be familiar with and be able to produce the following kinds of writing: informative, imaginative, persuasive, personal, evaluative, reflective, narrative or descriptive either individually or in combination.
Assessment and Reporting

Units 1 and 2
Students will be assessed internally on course work and end-of-semester exams.

Units 3 and 4
Student's level of achievement will be determined by school-assessed course work and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Units 3 and 4 examinations (oral & written): 50%
Legal Studies

Aims
This study is designed to enable students to:

- Develop a knowledge of some of their basic legal rights, the means available to protect and assert their rights, and their obligations under the law
- Identify legal problems and the means by which they may be resolved
- Develop an understanding of the extent to which individuals have equality under the law regardless of sex, race, religion or status
- Establish links between law-related and other problems in contemporary society, particularly within the Australian context
- Evaluate the effectiveness of laws and recent reforms to the law, and analyse current proposals for further reform and the process by which change is effected
- Evaluate the effectiveness of the adjudicating and decision-making bodies that apply and enforce the law in the Australian legal system
- Develop the ability to research and evaluate evidence and arguments, and form reasoned conclusions
- Develop an analytical approach to legal problem solving; and
- Develop an appreciation of the individual collective responsibility of citizens in a democratic society for the creation and operation of laws, and evaluate participation in the process through which Australian society regulates its activities and reforms its laws

Unit 1: Criminal Law and Justice
This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts as well as exploring the concepts of fairness and justice within the criminal justice system.

Areas of Study
1. Criminal Law
This area of study covers: the differences between legal and non-legal rules; the distinction between criminal and civil law; an introduction to law-making; effective criminal laws; criminal liability; types of crime and related defences; rights and responsibilities; possible sanctions and their effectiveness; effects of crime.

2. The Courtroom
This area of study covers: reasons for a court hierarchy; purpose and criminal jurisdiction of courts in Victoria; procedures of the criminal trial; the adversarial system; court personnel and their roles; the jury system; difficulties faced by individuals in gaining legal advice and representation.
Unit 2: Civil Law and the Law in Focus

This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims available to enforce the rights of citizens. It looks at the judicial procedure as well as alternative avenues of dispute resolution and their effectiveness. Students have the opportunity to explore a specific area of law and to analyse contemporary legal issues.

Areas of Study

1. Civil Disputes
   This area of study covers: the need for civil laws; differences between civil and criminal laws; the role of a formal court hierarchy in civil disputes; law-making through the courts; definition of civil law; its protection of the rights of the individual; tort law and contract law and related defences.

2. Civil Law in Action
   This area of study covers: pre-trial and trial procedures used in civil cases; the role of the jury system; alternative dispute resolution, such as negotiation, mediation, conciliation, arbitration; role of tribunals; civil remedies and their objectives; difficulties of exercising civil rights in the legal system.

3. The Law in Focus
   One or more area/s of law should be selected from a list including items such as: environmental and neighbourhood relationships; technological issues; human rights; sports law; consumers’ rights and responsibilities; wills; and young people and the law.

Unit 3: Law-Making

This unit enables 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 evaluate the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

Areas of Study

1. Parliament and the Citizen
   This area of study focuses on the principles of the Australian parliamentary system and the passage of a bill through Parliament as well as the effectiveness of law-making by Parliament. Students investigate how and why laws change, gaining an insight into the flexibility of the Australian law-making institutions.

2. Constitution and the Protection of Rights
   This area investigates the role of the Commonwealth Constitution in establishing and restricting the jurisdiction of the law-making powers of Parliament. Students analyse the methods used to change the Constitution and the significance of such changes as well as looking at the importance of the Constitution in protecting democratic and human rights.
3. Role of the Courts
This area of study focuses on the role played by the courts in law-making. Students look at the reasons for the interpretation of statutes by the courts and the effect of interpretation by judges.

Unit 4: Dispute Resolution
This unit explores and evaluates the function and jurisdiction of courts, tribunals and alternative avenues of dispute resolution. Students examine the criminal and civil pre-trial and trial processes and procedures which operate within the Victorian legal system as well as the jury system and the strengths and weaknesses of the adversary system as compared to features of the inquisitorial system. Students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

Areas of Study
1. Criminal Cases and Civil Disputes
This area of study focuses on the varying jurisdictions and functions of courts in the State and Federal court hierarchy, as well as tribunals and alternative methods of dispute resolution, comparing and evaluating the operation of the various methods of dispute resolution.

2. Court Processes and Procedures
This unit of study looks at the elements of an effective legal system and the processes and procedures for the resolution of criminal cases and civil disputes and a discussion of their effectiveness.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

Units 3 and 4: In Legal Studies, school-assessed course work and an end-of-year examination will determine the student’s level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school assessed course work: 25%
- Unit 4 school assessed course work: 25%
- Units 3 and 4 examination: 50%
Mathematics: General Mathematics

General Mathematics can be chosen by two different types of student:

**General Mathematics A** is taken alongside Mathematical Methods 1 and 2 and can be used to gain a more solid foundation for Mathematical Methods 3 & 4 or as a prerequisite for Specialist Mathematics for those students who are very interested in Mathematics and wish to study it further at tertiary level.

**General Mathematics B** is for students who wish to continue to study Mathematics but don’t necessarily need it as a prerequisite for tertiary study. It leads to Further Mathematics 3 & 4 in Year 12.

**Units 1 & 2**

The same Areas of Study are covered in both courses but the topics and the degree of difficulty are altered by the teacher as is required.

**Data Analysis and Simulation**

This area of study includes displaying, summarising and interpreting univariate and bi-variate data and the design, construction and evaluation of probability simulation models.

**Arithmetic**

This area of study covers applications of arithmetic involving natural numbers, integers, rational numbers, real and complex numbers, matrices and sequences and series.

**Algebra**

This area of study includes linear and non-linear relations and equations, matrices, and algebra and logic.

**Graphs of Linear and Non-linear Relations**

This area of study covers the sketching and interpretation of linear and non-linear graphs, modelling with linear and non-linear graphs, variation and a numerical and graphical approach to rectilinear motion.

**Decision and Business Mathematics**

This area of study covers definitions and applications of undirected graphs, linear programming and financial arithmetic.

**Geometry and Trigonometry**

This area of study includes shape measurement, co-ordinated geometry, trigonometry, vectors and geometry in two and three dimensions.
Mathematics: Mathematical Methods (CAS)
Mathematical Methods is recommended for anyone interested in further study in the sciences, commerce or any tertiary courses that require Mathematics as a prerequisite.

**Unit 1**

**Functions and Graphs**
This area of study covers the graphical representation of functions. Treatment of polynomial functions is restricted to polynomials of degree no higher than three.

**Algebra**
This area of study supports material in the “Functions and graphs” area of study. The focus is on the algebra of simple polynomial functions such as linear, quadratic and cubic functions.

**Rates of Change and Calculus**
This area of study introduces intuitive understanding of instantaneous rate of change through familiar situations, and through a graphical and numerical approach to the measurement of constant, average and instantaneous rates of change.

**Probability**
This area of study covers introductory probability. Its content may be revised & further developed in Unit 2.

**Unit 2**

**Functions and Graphs**
This area of study covers graphical representation of functions. Treatment of non-polynomial functions is restricted to simple circular (trigonometric) functions and simple exponential and logarithmic functions.

**Algebra**
This area of study provides an opportunity for the revision and further development of content described in Unit 1, as well as the study of related algebra material introduced in other areas in Unit 2 (circular functions and exponential and logarithmic functions).

**Rates of Change and Calculus**
This area of study covers the differentiation and anti-differentiation of polynomials of degree no higher than three.

**Probability**
This area of study covers techniques for applying probability to various single and multiple event situations.

**Assessment and Reporting**
Units 1 and 2 will be assessed internally on course work and end-of semester exams.
Mathematics: Mathematical Methods (CAS)
Students are assumed to have completed Mathematical Methods 1 & 2 before taking this course.

Units 3 & 4

Function & Graphs
This area of study includes being able to interpret and sketch graphs of polynomials, logarithms and exponentials. Graphs derived from translations, reflections, dilations and addition of ordinates. Graphs of sin, cos and tan and the solutions of trigonometric equations.

Calculus
Finding the gradient function and using the rules for derivatives. Applying the product, quotient and chain rules. The application of differentiation to a variety of problems. Integration and calculations of areas under curves.

Probability
Includes the study of discrete and continuous random variables and understanding the notion of a random variable, related parameters, properties and appreciation and interpretation in context for a given probability distribution.

Algebra
Use of algebra is covered in all the above areas.

End of Year Examinations

Examination 1
Respond to a collection of short answer and some extended answer questions covering all areas of study. One hour in length, no calculators or notes.

Examination 2
Respond to a collection of multiple choice questions and extended answer questions covering all areas of study. Two hours in length, calculators and notes allowed.
Mathematics: Further Mathematics

This course is designed for those students who wish to complete a Units 3 & 4 Mathematics subject, but do not necessarily need Mathematics as a pre-requisite for their tertiary study.

Units 3 & 4

There are two Areas of Study

Data Analysis
(Core material)

Applications
(six modules of which three are to be chosen)

- Module 1: Number patterns
- Module 2: Geometry and Trigonometry
- Module 3: Graphs and relations
- Module 4: Business related mathematics
- Module 5: Networks and decision mathematics
- Module 6: Matrices

End of Year Examinations

Examination 1
Multiple choice questions drawn from “Data Analysis” and three selected ‘applications’ modules.

Examination 2
Four sets of extended answer questions equally weighted from the core and three selected ‘applications’ modules.
Mathematics: Specialist Mathematics
This course is designed for those students who are interested in further study in Mathematics and is recommended for students interested in the physical sciences and some engineering and IT courses.

Units 3 & 4
Functions, Relations and Graphs - Sketch graphs involving addition of ordinates, ellipses and hyperbolae, reciprocals of trigonometric functions. The use of trigonometric identities and compound and double angle formulae.

Algebra
Complex numbers

Calculus
Further methods of differentiation and integration following on from those learned in Mathematical Methods 3&4.

Vectors in One, Two and Three Dimensions
The use of vectors and vector calculus

Mechanics
Equations of motion and the effect of forces acting on a body.

Assessment and Reporting for all Mathematics Subjects
- Units 1 and 2 will be assessed internally on course work and end-of-semester exams
- Units 3 and 4: In Mathematics, the student's level of achievement will be determined by school-assessed course work and examinations. Percentage contributions to the final assessment are as follows:
  - Units 3-4 school-assessed course work: 34%
  - Units 3-4 examinations: 66%

End of Year Examinations

Examination 1
Respond to a collection of short answer and some extended answer questions covering all areas of study. One hour in length, no calculators or notes.

Examination 2
Respond to a collection of multiple choice questions and extended answer questions covering all areas of study. Two hours in length, calculators and notes allowed.
Media

Aims
This study is designed to enable students to:

• Develop an understanding of the relationship between the media, technology and the representations present in media forms
• The unit involves the study of the implications of media technology for the individual and society
• 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, and the creative and cultural implications of new media technologies

Structure
The study is made up of four units:
• Unit 1: Representation and technologies of representation
• Unit 2: Media production and the media industry
• Unit 3: Narrative and media production design
• Unit 4: Media process, social values and media influence

Unit 1: Representation and technologies of representation
In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. 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.

Areas of Study
Representation
This area focuses on an analysis of media representations and how such representation present, for example, events, people, places and organizations.

Technologies of Representation
This area focuses on the production by students in two or more media forms. Students then compare how the application of the different media technologies affects the meanings that can be created in the representations.

New Media
Students investigate the changes, possibilities and issues that arise from the development of new technologies and how these alter audience experience and understanding of the media.
Unit 2: Media production and the media industry

In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Areas of Study

Media Production
This area of study focuses on media production undertaken by students within a collaborative context and the student’s explanation of the process.

Media Industry Production
A detailed focus on national, international and global media industry issues, and the developments in the media industry and their impact on media production stages, and specialist roles within these stages

Australian Media Organisations
An analysis of Australian media organizations and the social and industrial framework within which they operate.

Unit 3: Narrative and media production design

In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Areas of Study

Narrative
An analysis of the narrative organisation of fictional film texts. Students undertake the study of at least two texts in the same media form.

Media Production Skills
A development of specific media production skills and technical competencies using media technologies and processes in one or more media forms.
Media Production Design
Students prepare a production design plan for a media product designed for a specific audience in a selected media form.

Unit 4 Media: process, influence and society’s values
In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

Areas of Study
Media Process
This area of study focuses on the production of one media product based on a media production design plan.

Media texts and society’s values
Students undertake the study of an identified significant idea, social attitude or discourse located in a range of media texts to critically analyse its representation in the media.

Media Influence
An exploration of the complexity of the relationship between the media, its audiences and the wider community in terms of the nature and extent of the media’s influence.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

School-assessed course work for Unit 3 will contribute 8% to the study score.

The level of achievement for Units 3 and 4 is also assessed by a school-assessed task, which will contribute 35% to the study score and an end-of-year examination, which will contribute 45% to the study score.

School-assessed course work for Unit 4 will contribute 12 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by a school-assessed task, which will contribute 35% to the study score, and an end-of-year examination which will contribute 45% to the study score.
Music

Aims
This study is designed to enable students to:

- Develop skills in practical music making and performance
- Develop performance skills in solo and group contexts
- Develop skills in giving prepared and unprepared performances
- Develop skills in aural comprehension
- Develop skills in musical composition
- Perform a program of selected works
- Develop an understanding of key musical elements used by interpreters
- Develop an understanding of personal interpretation in music performance
- Develop the capacity to discuss interpretations in recording according to established conventions

Units 1 & 2
Music Performance develops intellectual, aesthetic and cultural understanding of music in solo and group settings.

Unit 1 focuses on achieving flexibility in music performance. Unit 2 continues the development of performance skills and focuses on analysis of music being prepared for performance.

Units 3 & 4
As soloists and members of groups, students develop skills in preparing programs of music works. They learn about and apply musicianship and theoretical knowledge to interpret and analyse solo and ensemble works in a range of styles.

Units 3 and 4 Solo Performance focuses on the preparation and presentation of performances in solo or ensemble contexts, demonstrating through performance an understanding of interpretation and authenticity. Aural comprehension and understanding of characteristics of works relevant to performance are also developed.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

Units 3 and 4: In Music Performance, school-assessed course work and two examinations will determine the student’s level of achievement. Percentage contributions to the final assessment are as follows:

- School assessed course work: 25%
- Performance and written external examinations: 75%
Physical Education

Aims
This study enables students to:

- Understand the social, environmental, cultural, biological, psychological and physiological factors that influence participation in physical activity
- Develop a critical perspective on physical activity across the lifespan
- Investigate the promotion of physical activity in a variety of settings
- Examine how the body systems work together to produce movement
- Examine performance enhancement in terms of training programming and recovery, biomechanics, sports psychology, risk management and ethics
- Analyse the processes associated with skill development and coaching, and strategies and tactics used within game situations
- Use practical activities to underpin theoretical understanding.

Structure
The study is made up of four units:
- Unit 1: Bodies in motion
- Unit 2: Sports coaching and physically active lifestyles
- Unit 3: Physical activity participation and physiological performance
- Unit 4: Enhancing performance

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Unit 1: Area of Study 1
Body Systems and Human Movement
In this area of study students examine the systems of the human body and how they translate into movement. Through practical activities they explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity.

Anaerobic and aerobic pathways are introduced and linked to the types of activities that utilise each of the pathways.

Outcome 1
On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.
Area of Study 2

Biomechanical Movement Principles
In this area of study students examine biomechanical principles underpinning physical activity and sport. Through their involvement in practical activities, students investigate and analyse movements in a variety of activities to develop an understanding of how the correct application of biomechanical principles lead to improved performance.

Outcome 2
On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles Assessment and Reporting.

Area of Study 3
Two detailed studies are available in Unit 1. One detailed study is to be selected from:

- Technological advancements from a biomechanical perspective
- Injury prevention and rehabilitation

Unit 2

Area of Study 1
Effective Coaching Practices
In this area of study students focus on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation. The effectiveness of a coach may be determined by their style, skills and behaviours. A coach must have an understanding of skill learning practices and interpersonal skills if they are to develop and enhance the performance of athletes. Students apply these skills by coaching a team.

Outcome 1
On completion of this unit the student should be able to demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.

Area of Study 2
Physically Active Lifestyles
This area of study focuses on the range of physical activity options in the community. Health benefits of participation in regular physical activity and health consequences of physical inactivity and sedentary behaviour are explored at individual and population levels. Students explore the dimensions of the National Physical Activity Guidelines and investigate the current status of physical activity and sedentary behaviour from an Australian perspective. Students investigate factors that facilitate involvement in physical activity and consider barriers to participation for various population groups.

Students create and implement a program that encourages compliance with the National Physical Activity Guidelines for a given age group.
Outcome 2
On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

Area of Study 3
Two detailed studies are available in Unit 2. One detailed study is to be selected from:

- Decision making in sport
- Promoting active living

Unit 3 Physical Activity Participation and Physiological Performance
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Area of Study 1
Monitoring and Promotion of Physical Activity
This area of study uses subjective and objective methods for assessing the student’s own and another cohort’s physical activity and sedentary levels. Students analyse the advantages and limitations of each of these methods to determine the most appropriate measure for a given setting. Students identify components of the social-ecological model to assist in the critique of government and non-government strategies aimed at increasing physical activity within the population.

Outcome 1
On completion of this unit the student should be able to analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.

Area of Study 2
Physiological Responses to Physical Activity
In this area of study students explore the various systems and mechanisms associated with the energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy
to the working muscles. They examine the way in which energy for activity is produced via the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many contributing factors to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the relationship between the energy systems during physical activity.

**Outcome 2**
On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

**Unit 4: Enhancing Performance**
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

**Area of Study 1**
**Planning, Implementing and Evaluating a Training Program**
This area of study focuses on the components of fitness and assessment of fitness from a physiological perspective. Students consider the manner in which fitness can be improved by the application of appropriate training principles and methods. Students conduct an activity analysis of an elite athlete to determine the fitness requirements of a selected sport. They participate in fitness testing and an individual training program and evaluate this from a theoretical perspective.

**Outcome 1**
On completion of this unit the student should be able to plan, implement and evaluate training programs to enhance specific fitness components.

**Area of Study 2**
**Performance Enhancement and Recovery Practices**
This area of study explores nutritional, physiological and psychological strategies used to enhance performance. Students examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes. Students consider strategies used to promote recovery, including nutritional, physiological and psychological practices.
Outcome 2
On completion of this unit the student should be able to analyse and evaluate strategies designed to enhance performance or promote recovery.

Assessment and Reporting
Units 3 and 4 will be assessed internally on course work and by one end of year examination based on both units;

- Unit 3 School Assessed course work: 25%
- Unit 4 School Assessed course work: 25%
- Unit 3 and 4 End of Year Examination: 50%
Physics

Aims
This study is designed to enable students to:

- Become familiar with the language, methods and major ideas of physics
- Use the established ideas of physics to interpret the world, developing both a rigorous qualitative and quantitative understanding
- Become familiar with the ways in which knowledge is developed within physics
- Become aware of physics as a particular way of knowing about the world which interacts with the setting, both social and personal, within which it is pursued
- Understand some of the practical applications of physics in present and past technologies as well as any problems associated with them
- Acquire the practical skills necessary to investigate physical phenomena both inside and outside the laboratory
- Develop the capacity and confidence to communicate their knowledge of physics effectively
- Develop curiosity about the physical world; and
- Prepare for careers in physics and physics-based technological areas

Both Units 1 and 2 should be viewed as prerequisites for students interested in continuing with VCE Physics Units 3 and 4. The Unit 1 Electricity area of study provides a foundation for the Unit 3 area of study “Electronics and Photonics” and the Unit 4 area of study “Electric Power”. The Unit 2 Movement area of study provides an important foundation for the Unit 3 area of study “Motion in One and Two Dimensions”.

Unit 1

Areas of Study

Nuclear Physics and Radioactivity
This area of study aims to give an understanding of the sources and properties of radiation, the measurement of doses, and the benefits and hazards of using radiation in medicine and industry. The concepts are explored in practical applications such as cancer therapy and environmental radiation.

Electricity
This area of study aims to give an understanding of basic DC circuit theory, and the safe and effective use of electricity in our daily lives. The concepts are explored in practical applications such as electrical energy consumption, power ratings, correct wiring, iPods, batteries and domestic electricity bills.
Detailed Study
This area of study is selected from one of six optional topics:
1. Astronomy
2. Astrophysics
3. Energy from the Nucleus
4. Investigations: Flight
5. Investigations: Sustainable Energy Sources
6. Medical Physics

Unit 2
Areas of Study
Movement
This area of study focuses on the concepts of position, velocity and acceleration, and the ways in which these concepts can be used to describe motion. The concepts of work and energy offer complementary insights. The study includes such applications as cars, fuel consumption, bicycle design, tyre tread design, collisions, walking, skiing, and efficient wing designs to minimise air resistance.

Wave-like Properties of Light
This area of study aims to give an understanding of aspects of waves, and the behaviour of light. Using a wave model, the content includes optical phenomena such as rainbows, and the design and operation of optical instruments, such as the human eye, lasers, and optical fibres.

Detailed Study
This area of study is selected from one of six optional topics:
1. Astronomy
2. Astrophysics
3. Energy from the Nucleus
4. Investigations: Flight
5. Investigations: Sustainable Energy Sources
6. Medical Physics

Unit 3
Areas of Study
Motion in One and Two Dimensions - Newtonian theories give important insights into a range of motions, and contribute towards safety considerations. This study focuses on everyday motion. Newton’s insights into gravity have led to understanding of the motion of the solar system, the achievements of space travel, and satellite technology. Students will use the Newtonian model in the contexts of transport and safety on Earth, and motion in space. They will use safe and responsible practices when working with moving objects and equipment.
Electronics and Photonics
This area of study extends the ideas about electrical circuits encountered in Unit 1 to electronic devices and also introduces the new area of photonics. Photonics is the science of using light to manipulate information and energy and involves all facets of visible, ultraviolet and infrared radiation; for example, its production, detection, transport, storage and manipulation. Photonics is the basis of much of modern communication technology. Photonic devices are used with electronic components in smoke detectors, burglar alarms, safety interlocks, televisions, cathode ray oscilloscopes, relative position sensors, communication devices including fibre optic cables, modulators and demodulators, CD/DVD readers and writers, and computer networks.

Some phenomena which characterise the interface between electronics and photonics are introduced.

Students will use electronic and photonic devices and systems in domestic and industrial contexts.

They will use safe and responsible practices when working with electrical, electronic and photonic equipment.

Detailed Study
One detailed study is to be chosen in either Unit 3 or Unit 4 from one of six detailed studies:

1. Einstein’s Special Relativity
2. Materials and their use in Structures
3. Further Electronics
4. Synchrotron and its Applications
5. Photonics
6. Sound

The detailed study selected requires four weeks of class time.

Unit 4
Areas of Study
Electric Power - The generation, transmission, distribution and use of electric power are crucial to modern life. Students will use evidence and models of electrical, magnetic and electromagnetic effects in the contexts of electric motors, alternators and transformers, and electric power transmission and distribution. They will use safe and responsible practices when working with electricity and electrical measurement.

Interactions of Light and Matter - Light has been described both as a particle and as a wave. The electron has wave-like properties too. This has led to different ways of thinking, not only about light, but also about matter. These ideas are explored using experimental evidence and conceptual models so that the development of the ideas can be followed alongside developments in technology. Students will use evidence about the interactions of light and matter in the context of models and explanations. They will use safe and responsible practices when working with light sources, lasers and related equipment.
Assessment and Reporting

Units 1 and 2 will be assessed internally on course work and end-of-semester exams. In Units 3 and 4, school-assessed course work and examinations will determine the student’s level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 16%
- Unit 4 school-assessed course work: 16%
- Detailed Study school-assessed course work: 8%
- End-of-year examination: 60%
Psychology

Aims
This study is designed to enable students to:

• Develop an understanding of the scientific study of psychology as the investigation into human behaviour and the mental processes that determine it; including perception, cognition and emotion
• Acquire knowledge about the use of theories, models and controlled observations to describe and explain human behaviour.
• Examine social situations where certain behaviours are seen to be a consequence of environmental processes.
• Develop an understanding of individual development of cognitive and perceptual abilities.
• Understand ethical principles in the conduct of psychological research and practice is provided

It is recommended, but not essential, that students interested in undertaking VCE Psychology Units 3 and 4 have previously completed VCE Psychology Units 1 and 2.

Unit 1

What is Psychology?:
This area of study analyses the contribution that classic and contemporary theories have made to the development of psychology. The scope of psychology is introduced – its specialised fields of study and its application in a variety of contexts and settings. Aspects of visual perception are investigated and psychologists approach to the study of the mind and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives are considered.

Lifespan Psychology
This area of study uses the application of appropriate methods of psychological research into students own investigations into aspects of lifespan psychology, and associated ethical principles in the conduct and use of psychological research are explained.

Unit 2

Interpersonal and Group Behaviour
This area of study considers the findings of key classic and contemporary research as a means to explaining the formation of attitudes, and individual and group behaviour. Research methods appropriate to measuring attitudes and behaviours are examined, and associated ethical issues in the conduct and use of such research are considered.

Intelligence and Personality
This area of study focuses on aspects of psychological research and how they can be applied to investigations. Ethical issues including the use of standardised psychological tests are considered.
Unit 3

Mind, Brain and Body
This area of study focuses on the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour. Students explore the relationships between consciousness and thoughts, feelings and behaviour by comparing the characteristics of normal waking consciousness with altered states of consciousness including sleep. Students explore the contribution that classic and contemporary research has made to this area of study and interpret behaviours and states of mind from psychological perspectives. They consider the ethical principles associated with the techniques used to investigate brain function and to measure states of consciousness. Students apply appropriate methods of psychological research and ethical principles to their own investigations.

Memory
Memory is essential to our identity: it connects our past experiences to the present and shapes our future by enabling us to adapt to daily changes in our environment. Students investigate the retention of experiences and learning as memory and the factors that affect retention and recall of information. They study the neural basis of memory and the connectivity between brain areas to explain the complexity of memory, factors that affect memory and its decline over time, and the cause of forgetfulness. Students examine models that explain processes and types of memory, consider how to measure retention of memory and investigate techniques for improving and manipulating memory.

Unit 4

Learning: This area of study explores the characteristics of learning as a process that plays a part in determining behaviour. Students study the neural basis of learning, and examine different types of learning: classical conditioning, operant conditioning, observational learning and trial-and-error learning. Behaviour not dependent on learning is also explored.

Mental Health
Students use a biopsychosocial framework to investigate how biological, psychological and sociocultural factors interact to contribute to the development of an individual’s mental functioning and mental health. They identify the mechanisms underpinning the range of usual human emotions such as anxiety, stress, anger, sadness and happiness. Students learn to distinguish between normal or universal experiences such as stress, anxiety and moodiness, and chronic conditions such as addiction, depression, anxiety and phobias which fall into the category of mental illness or psychological disorder. The relationship between stress and mental health is investigated together with the strategies for coping with stress.
Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

Units 3 and 4 the student’s level of achievement will be determined by school-assessed course work and examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 20%
- Unit 4 school-assessed course work: 20%
- End-of-year examination: 60%
Religion and Society

Aims

This study of Religion and Society is designed for all students interested in the great questions of life. This subject is designed to enable students to develop an understanding of one or more faith traditions, develop respect for the perceptions of others in an atmosphere of open inquiry; and develop knowledge of the beliefs, myths and stories, sacred texts and literature, rituals, symbols, social structures, oral and written codes of behaviour, and religious experiences of Judaism and other religious traditions.

Unit 1: Religion in Society

In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live. At least two religious traditions are studied in depth.

Unit 2: Ethics and Morality

Today, religious and philosophical traditions compete with powerful alternative sources of moral values represented in the media and popular culture. Nevertheless, society still relies on cultural heritages that contain a variety of ethical perspectives as well as numerous values centred on human dignity and basic justice. In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and moral viewpoints in religious traditions.

Unit 3: The Search for Meaning

In this unit students begin by studying the religious beliefs developed by the Jewish tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning for the tradition and its members through religious beliefs about God and about the meaning, purpose and destiny of human existence. Students also study the continuity and maintenance of religious beliefs and how life experiences interact with religious beliefs.

Unit 4: Challenge and Response

Religious traditions are dynamic institutions that contribute in many ways, both positively and negatively, to wider societies – stimulating and supporting change or resisting change. The impetus for these changes in society may come from religious traditions themselves or from other groups, individuals, events or movements within the wider society. In this unit students investigate historical challenges to the Jewish tradition.
arising internally and externally. They also explore contemporary challenges to Judaism in modern, pluralistic society for action on behalf of social justice and for assessment of problems for the tradition arising from social and technological change.

**Assessment and Reporting**

Units 1 and 2 will be internally assessed with a variety of course work tasks and end-of-semester examinations.

Units 3 and 4 achievement will be determined by a variety of school-assessed course work tasks and an end-of-year examination. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 25%
- Unit 4 school-assessed course work: 25%
- Unit 4 end-of-year examination: 50%
Studio Arts

The creative nature of visual art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. The exhibition of visual art offers an insight into the diverse interpretations of life and its experience by artists. Engagement with visual art facilitates creative thinking and the development of new ideas, it also supports connection and exchange within communities and beyond.

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of artmaking. The study establishes effective art practices through the application of an individual design process to assist the student’s production of a folio of artworks.

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their artmaking practices. Students’ research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their artmaking. Students examine how artists have used materials, techniques and processes to create aesthetic qualities. They study how artists have developed styles and explored their cultural identity in their artwork. Students use this knowledge to inform their own processes to support their artmaking.

The foundation for the individual design process is established in Units 1 and 2 where students develop an understanding of how to source artistic inspiration related to their individual interests. Through the study of artists from different cultures, students recognise the diversity of aesthetic qualities and examine a range of interpretations of ideas and themes. In practical application students identify elements of inspiration for the development of their own creative artworks and explore a wide variety of materials and techniques.

In Unit 3 the student uses an exploration proposal to define an area for the development of a visual design process that is based on their individual concepts and ideas. The exploration proposal underpins the student’s working process and is used as a reference for the development and reflection of the design process. This enables the student to establish an understanding about how to generate a range of potential directions for the production of possible future artworks.

In Unit 4 students develop a creative folio of finished artworks based on selected potential directions. Students evaluate the use of materials, techniques and aesthetics in relation to the successful communication of their ideas in their finished artworks.
The study is made up of four units.

- Unit 1: Artistic inspiration and techniques
- Unit 2: Design exploration and concepts
- Unit 3: Studio production and professional art practices
- Unit 4: Studio production and art industry contexts

**Assessment**

Units 1 and 2: Individual school decision on levels of achievement

- Unit 3 School-assessed Task: 33 per cent
- Unit 4 School-assessed Task: 33 per cent
- End-of-year examination: 34 per cent.
Texts and Traditions

Rationale
The study of primary sources in this case, books (or chapters) of the Bible is a way of establishing the special relationship between the pupils of our school with their tradition. The sources act as an important reference point and continued significance for the social organisation, rituals, values, beliefs and behaviour that is at the heart of the school and the Jewish tradition.

Traditions have complex relationships with the foundation texts concerning authority, levels of commitment, conflict, dissent and individual behaviour.

It is the complexity of the social relationship of the tradition with its text that makes it an appropriate special study within senior secondary education.

Unit 1: Texts in Traditions
This unit examines the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. This unit explores the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. The discovery of meaning in a religious text is known as exegesis. This unit introduces the student to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting.

This unit requires the study of texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.

Unit 2: Texts in Society
In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. Therefore, the texts selected for study should be potential sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political institutions.

For the investigation students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

In this unit, students also compare how texts from different religious traditions treat common social themes.
Assessment and Reporting

Unit 1 & 2 will be assessed internally on course work and end of semester exams.

Note: Units 3 & 4 of Texts and Traditions will not be offered earlier than 2014.
Theatre Studies

Rationale
Theatre Studies focuses on the interpretation of the play-scripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form.

Throughout the study students work with play-scripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

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

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

Aims
This study is designed to enable students to:

- Develop appreciation for theatre as an art form
- Acquire knowledge of a range of theatrical styles and traditions
- Interpret play-scripts through identified production stages
- Apply stagecraft
- Develop knowledge and appreciation of theatre as an audience member
- Apply skills of theatrical analysis and evaluation to their own production work and that of others

Unit 1: Theatrical Styles of the Pre-Modern Era

- Identify and describe the distinguishing features of play-scripts from the pre-modern era
- Apply acting and other stagecraft to interpret play-scripts from the pre-modern era
- Analyse a performance of a play-script from a pre-modern era in performance

Unit 2: Theatrical Styles of the Modern Era

- Identify and describe the distinguishing features of play-scripts from the modern era
- Apply acting and other stagecraft to interpret play-scripts from the modern era
- Analyse and evaluate stagecraft in a performance of a play-script from the modern era.
Unit 3: Play Production

- Apply stagecraft to interpret a playscript for performance to an audience and demonstrate understanding of the stages of the production process
- Analyse the use of stagecraft in the development of a playscript for production, incorporating the specifications appropriate for each stage of the production process.
- Analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience.

Unit 4: Performance Interpretation

- Perform an interpretation of a monologue from a play-script.
- Develop a theatrical brief that presents an interpretation of a scene
- Analyse and evaluate acting in a production from a prescribed play list

Assessment and Reporting

Unit 1 & 2 will be assessed internally on course work and end of semester exams.
Units 3 & 4 will be assessed internally for the SAC outcomes and externally for the monologue and exam.

- SAC work: 45%
- Monologue performance: 25%
- End of year written examination: 30%
Visual Communication Design

Aims

Visual communication design can inform people’s decisions about where and how they live and what they buy and consume. The visual presentation of information influences people’s choices on what they think they need or want. This study provides students with the opportunity to develop an informed, critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management. The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design.

Structure

The study is made up of four units:

• Unit 1: Introduction to visual communication design
• Unit 2: Applications of visual communication design
• Unit 3: Design thinking and practice
• Unit 4: Design development and presentation

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

Units 1 Visual Communication

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. In this unit students are introduced
to three stages of the design process: researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

**Areas of Study**

**Drawing as a means of communication**
This area of study introduces the skill set that underpins the discrete design process stages generating ideas, developing concepts and refining drawings. It focuses on the development of visual language and design thinking skills. Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated. Through observational drawing students consider reasons for the choices designers make regarding the aesthetics, appearance and function of objects/structures. Students investigate ways of representing form and surface textures, and apply different materials and media to render drawings. Students use drawing methods such as paraline and perspective to create three-dimensional freehand drawings that maintain proportion. Students use these observational drawings as a starting point for visualising new design possibilities. They creatively use a range of media to generate drawings that represent alternative visualisations. Freehand visualisation drawing methods are used to make thinking visible and to communicate ideas.

**Design elements and principles**
This area of study focuses on design elements and design principles. Students experiment with these elements and principles when using freehand and image-generation methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts. They investigate purposes for creating visual communications and consider how the relationship between design elements and design principles contributes to achieving these purposes. Through addressing a stated purpose, students are introduced to a skill set that underpins the design process stages of generation of ideas and development of concepts.

**Visual communication design in context**
Visual communication design draws on a broad range of sources to support creativity and innovation. Historical and cultural practices and the values and interests of different societies influence innovation in visual communication designs. Through a case study approach, students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices. Students consider the works of key designers in terms of visual language and the use of materials, methods, media, design elements, design principles and presentation formats. This area of study introduces students to the design process stage of research.

**Unit 2: Applications of visual communication design**
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate
how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 12 and 13 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Areas of Study

Technical drawing in context
This area of study focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions. These drawings present information and ideas associated with a specific design field. One of the following design fields is selected for detailed study:

• environmental design or
• industrial/product design.

Within the environmental design field, students can focus on a specific area such as architectural, interior or landscape design. Within the industrial design field, students can focus on a specific area such as appliances/homewares, packaging, tools and transport. In the selected design field students investigate ways in which information and ideas can be communicated to a client and draw on these understandings when creating presentation drawings. They acquire knowledge and skills related to technical drawing conventions and apply these when representing forms using two- and three-dimensional presentation drawings appropriate to the selected field. Students use manual and/or digital methods to create the drawings.

Type and imagery
Increasing advancements in the digital communication of information and their popularity has led to a greater need for understanding the meaning and function of typography in visual language. In this area of study students develop knowledge and skills in manipulating type and images when communicating ideas and concepts in the design field of communication. Within the field of communication design, students can focus on areas such as graphic design, packaging/surface design and brand identity. They consider historical and contemporary factors that have influenced the style and layout of print and screen-based presentation formats. Students develop and apply skills in selecting and manipulating type to evoke different moods and emotions, and use a range of manual and digital methods when creating and manipulating images. Students consider the suitability of file formats of images for print and on-screen presentations and the relationship between images and type when communicating ideas and concepts. They use imagination and creative thinking techniques to stimulate curiosity and the development of divergent options when selecting and manipulating images and type for print and screen-based presentations.
Applying the design process
This area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas. Students respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience. The brief also provides a basis for reflection, as students develop an understanding of the iterative nature of this process by revisiting stages to meet the brief’s requirements. In response to a given brief, students engage in research and analysis to support their interpretation of the brief and as stimulus for imagining and generating ideas. Drawing on their creativity, students use a range of manual and/or digital methods, media and materials to generate ideas for further development. Students reflect on these options and further develop their preferred one. In response to their own evaluation, using the brief as a point of reference, students refine and present their visual communication. Throughout the design process students accumulate and annotate their drawings as part of their ongoing evaluation to assist with creating visual communications.

Unit 3: Visual Communication Practices
The purpose of this unit is to enable students to produce visual communications through the application of the design process to satisfy specific communication needs. Students also study the production of visual communications in a professional setting, and evaluate examples of visual communications.

Areas of Study
Communication Design
Focuses on the role of design in the visual communication production process.

Communication Analysis
Focuses on the analysis and evaluation of examples of visual communication.

Investigating Professional Practice
Focuses on the visual communication production process in a professional setting.

Unit 4: Designing to a Brief
The purpose of this unit is to enable students to prepare one brief that defines the need or needs of a client. Students apply the design process to produce developmental work and two final presentations based on the brief.

Areas of Study
Developing a Brief
Focuses on the preparation of a brief that proposes and defines the communication needs of a client.
Solutions to the Brief
Focuses on the production of developmental work that explores design concepts consistent with the requirements of the brief. Final presentations based on the developmental work are also produced. The visual communication production process is applied throughout the production of solutions to the brief.

Assessment and Reporting
Units 1 and 2 will be assessed internally on course work and end-of-semester exams.

In Units 3 and 4, school-assessed course work and an end-of-year examination will determine the student’s level of achievement. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed course work: 33%
- Unit 4 school-assessed task: 33%
- Units 3 and 4 examination: 34%