VCE Curriculum Guide 2019
# Korowa Anglican Girls’ School Mission and Values

## OUR MISSION

Our purpose is to develop self-aware, confident and capable young women who understand their responsibility and capacity to influence the world in a positive way.

## OUR VALUES

Our values guide every decision we make, and are the standards to which we hold ourselves accountable. These are:

- **Courage** to strive for success in learning and life
- **Respect** for Anglican values that promote authentic social responsibility
- **Integrity** in our conduct, relationships and leadership
- **Service** to our local, national and international communities

## OUR GUIDING PRINCIPLES

In seeking to achieve our purpose, we are committed to ensuring:

- A culture that encourages the breadth of character and the values that equip our girls to meet the opportunity and challenges of our world and make the most of the future
- Academic excellence with a meaningful journey of rich, diverse, future focused and holistic learning experiences
- Staff who are supported to develop the expertise and commitment to add significant value to the capacity of our girls to enjoy their learning and embark on their chosen pathways beyond school with success
- A whole School community strengthened by enduring relationships of trust and a shared vision of what Korowa might become and how it might contribute nationally and internationally
- Facilities that enhance the quality of our girls’ education and draw us together in celebration and achievement

## OUR STRATEGY

Korowa will provide:

- The **place** to connect
- The **challenge** to learn
- The **opportunity** to excel

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The VCE Student

Wellbeing at Korowa

As our girls negotiate their final phase of P-12 learning, the VCE Program at Korowa, we remain firm in our belief that each girl’s academic success is reliant upon positive holistic wellbeing. Our approach to Wellbeing at Korowa is underpinned by our firm view that positive and meaningful relationships, shaped by our School’s Values and expectations are central to our success. As such, we are dedicated to working with each girl and her family to ensure that as she negotiates the challenges of Years 11 and 12, and the skills, attributes and resources to experience positive academic, social, emotional, spiritual and physical wellbeing in an integrated and successful way.

Personal Development

In Years 11 and 12 Personal Development, girls are given the opportunity to engage with a range of concepts and key issues that impact the lives of contemporary young women. They are challenged to consider ways in which they can begin to take more control of, and responsibility for, all elements of their young adult lives.

In Personal Development, girls have access to a range of experts and educators from within and beyond the Korowa community who assist our girls in developing habits for life including self-management, self-efficacy and proactive and protective behaviours. These habits will prepare them well for the challenges of the final years of Senior School, as well as life beyond Korowa.

In addition, the Personal Development Program offers opportunities for girls to enhance their proactive and protective behaviour skills sets through participation in a range of physical and mindfulness activities including, Yoga, House Sport and guided meditation and relaxation. Whilst there is no formal assessment in the Personal Development course, active participation and engagement are considered critical to holistic development of our VCE girls, and as such, all girls are expected to attend all parts of the Program.

Careers Education

A key component of the VCE experience at Korowa is Careers Education. This program, which is embedded in the Personal Development Program, is sequential and further exposes girls to the concept of life and career planning. Girls are encouraged to be self-motivated and independent, firstly learning about themselves and gradually expanding their knowledge of the ‘world of work’. Through self-understanding students increase their options by taking greater control of the career planning process. Girls are actively encouraged to attend University and TAFE Open Days, as well as specific career seminars and to gather information from a wide range of sources.

All Year 12 girls attend an individual careers counselling appointment early in the year to ensure that they have carefully considered their options locally, nationally and internationally. To ensure students have a broad range of post-Korowa options, VTAC applications are carefully monitored and girls are encouraged to explore several pathways that will lead to their desired course or career. Further to this, Year 12 girls who apply for tertiary places are able to access careers counselling during the change of preference period to ensure that they have access to up-to-date information and resources.

“I love that everyone supports each other in our year level and we are all friends.”
The Victorian Certificate of Education (VCE)

The VCE Curriculum Guide 2019 is intended to help students plan their academic subjects and co-curricular activities to maximise future opportunities whilst providing an enjoyable and challenging Year 11 and 12 experience. As a Year 10 student, this guide is used to learn about the VCE and map out a program of study for the final two years at Korowa. As a Year 11 student, this guide is used to re-assess an academic program, in light of Year 12 and working towards completion of the VCE.

The Process

All prospective Year 11 and 12 students will make initial choices from the subjects on offer. At Korowa, we typically offer these number of VCE studies:

- Unit 1 & 2: 29 studies
- Unit 3 & 4: 29 studies

Student choices from the studies on offer will be used to guide the decision-making as to the subjects that run the following year. Once decisions have been made, a blocking grid is devised. This grid represents which studies will be blocked on the timetable at the same time. Whilst we do our best to meet students’ preferences, this may not always be possible due to:

- Class size;
- Block arrangements; or
- Unit 3 & 4 VCAA rules which state that class sizes of less than five require a partnership arrangement with another school.

Students should consider back-up studies should the need arise. This is practiced from Year 9 and 10 when students are asked to make elective choices.

Planning Your Studies at VCE

A VCE program should contain studies you enjoy and will do well in. It may also contain prerequisite subjects, that is, subjects you will need in order to satisfy tertiary entrance requirements in particular courses. Please refer to page 11 for further information about tertiary entrance.

The VCE (Baccalaureate)

The VCE (Baccalaureate) has been designed to provide further information about the kind of senior secondary program of study a student has undertaken within the very flexible structure of the VCE. It provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study.

The VCE (Baccalaureate) is contained within the VCE and is not another senior secondary credential.

Eligibility

To be eligible to receive the VCE (Baccalaureate) a student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Unit 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or
- a Unit 3 and 4 sequence in EAL with a study score of 33 or above
- a Unit 3 and 4 sequence in either Mathematical Methods or Specialist Mathematics
- a Unit 3 and 4 sequence in a VCE Language
- at least two other Unit 3 and 4 sequences

VET Studies

Korowa also offers VET (Vocational Education and Training) programs in conjunction with the Inner Melbourne VET Cluster. Please refer to the information on the next page regarding acceptance into an accelerated Unit 3 and 4 subject as a Year 11 student. Subjects marked with an asterisk (*) in the above table may be considered by students for acceleration in Year 11.

Studios on Offer to Year 11 and 12 Students at Korowa in 2019

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<th>Units 3 and 4</th>
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<td>Australian and Global Politics</td>
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<td>Biology</td>
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<td>Business Management*</td>
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<td>Languages: Chinese (1st Language), Chinese (2nd Language), French, German, Japanese</td>
<td>Languages: Chinese (1st Language)*, Chinese (2nd Language), French, German, Japanese</td>
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<td>Mathematics: General Maths (Further)</td>
<td>Mathematics: Further Mathematics</td>
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<td>Mathematics: Mathematical Methods</td>
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<td>Mathematics: Specialist Maths</td>
<td>Specialist Mathematics</td>
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<td>Music Performance</td>
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Unit 3 and 4 Studies in Year 11

Please refer to the information on the next page regarding acceptance into an accelerated Unit 3 and 4 subject as a Year 11 student. Subjects marked with an asterisk (*) in the above table may be considered by students for acceleration in Year 11.
Unit 3 and 4 Studies in Year 11

When considering subjects for Year 11, some Year 10 students may be eligible to apply to study one Unit 3 and 4 subject. Students whose academic performance in Year 10 indicates that they have developed a high level of skills and understanding may be considered.

A student’s Year 10 Semester 1 report will be a key document in assisting with the decision-making process. The Semester 2 report will also be considered to support decisions previously made. The Director of Curriculum will oversee acceptance of enrolment in programs involving Unit 3 and 4 subjects in Year 11.

Eligibility Criteria:

- Level of Performance in the subject closest to the one for which acceleration is being applied: minimum of 70% across all areas of assessment.*
- Level of Performance in Year 10 English: a minimum of 70% across all areas of assessment*.
- Level of Performance in other subjects: a minimum of 70% across all areas of assessment*.

Other important factors which will be considered include:

- Demonstrated evidence of necessary skills, understandings and capabilities to undertake a Unit 3 and 4 subject.
- Evidence of sound organisational skills and a strong work/study ethic.

Unit 1 and 2 Studies in Year 10 leading onto Unit 3 and 4 Studies in Year 11

Students who are studying a Unit 1 & 2 subject in Year 10 are required to meet the following criteria in order to continue with Units 3 and 4 of the study in Year 11.

For students to perform at their academic best in Year 11, one Unit 3 and 4 subject will be the maximum for most students unless the School decides there are special circumstances to be taken into account. Students need to focus on gaining a solid foundation in their Unit 1 and 2 subjects in order to prepare for a full Unit 3 and 4 program in Year 12.

VCE Subject Opportunities

VET in the VCE (Vocational Education and Training in Schools)

All VET programs have full VCE study status, and contribute as units towards the satisfactory completion of the VCE. On successful completion, students are awarded their VCE as well as the VET certificate. Korowa works in partnership with the Inner Melbourne VET cluster. VET enrolments are subsidised but incur some additional charges. VET in the VCE provides additional breadth to the VCE and gives students a nationally recognised training credential endorsed by industry.

The qualifications are composed of Units of Competence, which are expressed in terms of elements and their associated performance criteria; each must be demonstrated. To be awarded the Certificate, students must achieve all the elements in each Unit of Competence in accordance with the prescribed assessment requirements.

VCE Students completing VET courses will incur an additional fee.

The fee varies depending on the course, the provider and the funding given to the School. The fee will be charged on Term 1 and Term 3 school fees. An estimate of the fees will be available when students choose their VCE program with final details distributed at the end of Term 4.

University Enhancement / Higher Education Studies

High achieving Year 12 students, who have completed a Unit 3 and 4 subject in Year 11 may be eligible for enrolment in a Higher Education enhancement study. This allows a student to undertake a first year university subject, whilst completing VCE. Credit can be gained towards a first year degree course. Completion of a first year higher education subject contributes as an increment to the ATAR (Australian Tertiary Admissions Ranking) as a sixth subject. Very able Year 10 students may wish to bear this in mind when planning a total program of study for Years 11 and 12.

ATAR Contributions

Where the average mark over all Higher Education units:

- Is at least 90, the ATAR increment will be 5.0
- Is at least 80 but less than 90, the ATAR increment will be 4.5
- Is at least 70 but less than 80, the ATAR increment will be 4.0
- Is at least 60 but less than 70, the ATAR increment will be 3.6
- Is at least 50 but less than 60, the ATAR increment will be 3.0

Other Languages: External Studies

Students may undertake a language not offered by Korowa as an external study. Students will study the language through the Victorian School of Languages. It is the student’s responsibility to enrol at the relevant location. Although attendance at classes is at another location, Korowa is responsible for enrolling the student in the study on the VCAA VASS database.

Making Modifications to a VCE Program

It is important that you plan your VCE program carefully according to the recommendations in the Curriculum Guide. Once the semester has begun, Unit changes can occur until the closing date. Changes can be made at the end of Semester 1 for Unit 1 and 2 studies. Changes in the VCE student program are not possible at the end of Semester 1 for Units 3 and 4, as these units are studied as a sequence and are scored as such for the purposes of the VCE and tertiary selection.

Subject | Criteria
--- | ---
Biology | Minimum of 70% across all areas of assessment in Units 1 & 2
Business Management | Minimum of 70% across all areas of assessment in Units 1 & 2
Chinese 2nd Language Units 3 & 4 | Chinese 2nd Language Units 1 & 2: minimum of 70% across all areas of assessment
Food Studies | Minimum of 70% across all areas of assessment in Units 1 & 2
Mathematical Methods Units 3 & 4 | Maths Methods Units 1 & 2: minimum of 60% across both tests and examinations in Semester 1
Music Performance Units 3 & 4 | Approval of Head of Department
Studio Arts | Approval of Head of Department

* Performance must be maintained in the Semester 2 report.

"I have the chance to get involved in anything and everything. I don’t have to be the best to give it a try."
The Language of the VCE

The language of the VCE may sound confusing at first. This glossary of commonly used VCE words will help you until the language becomes more familiar.

Australian Tertiary Admissions Rank (ATAR) - The ATAR has now replaced the ENTER, which represents an Australia-wide tertiary admissions rank. The ATAR is an overall percentile ranking, calculated in steps of 0.05, reflecting the comparative performance of each successful VCE candidate amongst the relevant age group in that given year.

Authentication - This refers to the process of satisfying the teacher that the work is the student’s own; and the student understands the work. The Victorian Curriculum and Assessment Authority stipulates authentication procedures, and Korowa sets policy and procedure accordingly.

Examinations - All Unit 3 and 4 VCE Studies offered by Korowa include one or two examinations. Examinations are set and marked by the Victorian Curriculum and Assessment Authority. Each study has two periods of examinations during the year, in June (for the General Achievement Test) and October / November.

Grade 3 Assessment - All VCE studies have three graded assessments for each Unit 3 and 4 subject. Each study includes at least one examination, most have School-assessed coursework and some have School-assessed tasks.

Languages: The term Languages has now replaced the phrase LOTE (Languages other than English). Korowa offers Chinese (1st and 2nd Language), French, German and Japanese.

Level of Performance - Units 3 and 4, levels of performance for School-assessed coursework are provided for assessment flexibility but comparability.

Sequence - A sequence is a Unit 3 followed by Unit 4. Award of the VCE requires that a student successfully completes three Unit 3 and 4 sequences, apart from Units 3 and 4 English (or equivalent). Units 3 and 4 for all studies are taught as a sequence or as a year-long course. Students must obtain ‘S’ for Units 3 and 4 of a study for that study to be given a study score.

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Prerequisite Studies - These are the studies nominated by Universities and TAFEs as studies which must be satisfactorily completed by all applicants seeking admission to their course. Entry requirements change. Refer only to the relevant VICTER Tertiary Entrance Guide and the Careers Teacher.

’S’ or ‘N’ - These letters stand for ‘satisfactorily completed’ (‘S’) or ‘not satisfactorily completed’ (‘N’). Students will receive ‘S’ or ‘N’ for each unit of study and for each outcome within each study. Students satisfactorily complete a unit if they satisfactorily demonstrate achievement of all outcomes as per the Victorian Curriculum and Assessment Authority-issued study design and if they meet School-stipulated attendance requirements. Schools vary in their chosen assessment activities (particularly for Units 1 and 2) because the Victorian Curriculum and Assessment Authority’s study designs provide for assessment flexibility but comparability.

Study Scores: Units 3 and 4

Students’ overall achievements for each study at Unit 3 and 4 are calculated and reported as a study score (relative position) on a scale of 0 to 50 by the VCAA. In order to qualify for a study score, a student must have S/S for Units 3 and 4 in that study.

On completion of the VCE, Year 12 students receive from the VCAA:
- A summary statement of grades giving the grades obtained in assessment components for Units 3 and 4;
- Credit obtained for a Vocational Certificate;
- University studies with the titles of the studies and university listed if successfully completed;
- The Victorian Certificate of Education, and
- The General Achievement Test (GAT) statement.

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Australian Tertiary Admissions
Rank (ATAR) - The ATAR has now replaced the ENTER, which represents an Australia-wide tertiary admissions rank. The ATAR is an overall percentile ranking, calculated in steps of 0.05, reflecting the comparative performance of each successful VCE candidate amongst the relevant age group in that given year.

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I love being at Korowa because it feels like my second home. I look forward to coming to School.
Tertiary Entrance

The minimum entrance requirement for all tertiary institutions is the satisfactory completion of the VCE. The Victorian Tertiary Admissions Centre (VTAC) calculates the ATAR and acts as the central processing body for Victorian Tertiary Institutions.

Selection into tertiary courses is based on:

- The Australian Tertiary Admissions Rank (ATAR)
- Completion of prerequisite VCE studies, and in some instances a minimum study score (relative position); and/or
- Completion of special requirements such as attendance at an interview or submission of a folio of work.

This information is available on VTAC’s website at www.vtac.edu.au. On the website there is also a publications page at www.vtac.edu.au/publications/ where students and their parents can download useful materials such as the relevant VICER (Victorian Tertiary Entrance Requirements) guide, which summarises entrance requirements for Tertiary Institutions that participate in the VTAC selection system.

Students should also consider downloading CHOICE: VCE Studies and the ATAR from this site. CHOICE: VCE Studies and the ATAR is a companion booklet to VICER, it provides a snapshot of the tertiary system for students, it explains the terms they need to be familiar with and debunks some of the myths commonly associated with choosing subjects by using real life examples. Year 11 students may wish to download a copy of ABC of Scaling, as it helps students understand how the ATAR is calculated.

Students are encouraged to use the Course Search function on the VTAC website to assist in planning their VTAC preferences.

The ATAR is calculated using the formula:

\[ \text{ATAR} = \frac{\text{Total scaled study scores}}{5} \]

Students may obtain study scores in approved VET in the VCE Unit 3 and 4 programs. VTAC will include the VCE VET Unit 3 and 4 subject with a study score in either the primary four for the ATAR or if it is not one of the primary four studies, 10% of the score will be included as the fifth or sixth study score. VCE VET Unit 3 and 4 sequences with no scored assessment available may be counted as fifth and sixth studies. The increment will be 10% of the average of the primary four VTAC scaled study scores.

Statistical Moderation - Moderation is a process of ensuring that the same assessment standards are applied to students from every school doing a particular study. Statistical moderation is a process for adjusting schools' assessments to the same standard, while maintaining the students' rank order given by the school. The Victorian Curriculum and Assessment Authority uses statistical moderation to ensure that the coursework assessments given by different schools are comparable throughout the State. Further information is available from the Victorian Curriculum and Assessment Authority’s (VCAA) website at www.vcaa.vic.edu.au.

Technical and Further Education (TAFE) - TAFE institutes offer post-secondary courses which are vocationally-oriented. For most TAFE courses, students apply through VTAC, while for some certificate courses students apply directly to the particular TAFE Institute.

Unit - Each of the VCE studies is divided into four units. One unit lasts one semester or half a year. One unit involves approximately 100 hours of study (including work done in and out of the classroom).

VASS - This is the name of the internet-based VCE Administrative Software System used by schools to enter VCE enrolments and results directly onto the VCAA central database.

Victorian Curriculum and Assessment Authority (VCAA) - The Victorian Curriculum and Assessment Authority oversees the implementation of the Victorian Certificate of Education including forwarding VCE results to the Victorian Tertiary Admissions Centre (VTAC). The VCAA website is www.vcaa.vic.edu.au.

I feel like my teachers really know me. They listen to me and encourage me to push myself!
Creating Your VCE Program

A Checklist for Year 10 Students

1. List your present career aspirations and interests on the VCE Subject Selection Planning Sheet: Year 11, 2019 found at the back of this book.

2. Use a range of careers resources to identify the tertiary courses available to enter these career areas.

3. Identify any specific tertiary prerequisite subjects for these courses. Please refer to the relevant VICTER publication: for Year 10 students this is VICTER 2020; for Year 11 students this is VICTER 2020. For current Year 10 students, this appears as a lift-out in The Age and Herald Sun in July of each year.

4. If you have no specific career area in mind, review the subjects you enjoy and are most interested in at school and possibly explore tertiary courses of a generalist nature, eg Arts, Science and Commerce degrees. Please speak to the Careers Counsellor for further guidance.

5. You may wish to take note of the current ATAR score required to previously gain entry to these courses. Please note: ATARs change from year to year, so the figures you read now act as guidelines.

6. List the tertiary courses you are interested in on your VCE Subject Selection Planning Sheet along with the prerequisite level Unit 3 and 4 VCE subjects you require.

7. Read the descriptions of all VCE studies carefully. Aim for variety in your program by selecting studies that build on your strengths and interests. Mathematics and Science studies will expand your tertiary course options.

8. Complete the VCE Subject Selection Planning Sheet: Year 11, 2019, which is at the back of this Guide. This will include the name of any proposed Unit 3 and 4 subject you may want to study in Year 11 that you have met the criteria for. This is your proposed program.

9. Bring this proposal to your VCE subject selection interview where it will be discussed with your interviewers. You may make adjustments to your selections as a result of this interview, but only consistent with VCAA enrolment policies.

10. You will be given a VCE Subject Selection Form: Year 11, 2019 and guidelines for accessing the online subject selection process at the interview. Transfer the information on your planning sheet to this new form and obtain the necessary signatures. At this point, acceptance into your chosen Units 3 and 4 subject for Year 11 is still to be approved, if applicable.

11. Give your completed forms to your Advisor, who will pass them onto the Director of Curriculum.

Notes
ACCOUNTING

Unit 1: Establishing and Operating a Service Business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Areas of Study
- Going into business
- Recording financial data and reporting accounting information

Assessment
Students demonstrate achievement of VCAA-set outcomes via performance on a selection of assessment tasks including: a folio of exercises; test/s; assignments; case study/ies (all manual or ICT based); classroom presentation; reports (written, oral and multimedia). Students must use ICT in at least two of the selected assessment tasks.

Unit 2: Accounting for a Trading Business
This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyze and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Areas of Study
- Recording financial data and reporting accounting information
- ICT in accounting
- Evaluation of business performance

Assessment
Students demonstrate achievement of VCAA-set outcomes via performance on a selection of assessment tasks including: exercises using a commercial accounting software package; folio of exercises; tests; assignments; case studies (all manual or ICT based); classroom presentation; reports (written, oral and multimedia). Students must use ICT in at least two of the selected assessment tasks.

Entry: Units 3 and 4
It is highly recommended that students complete Units 1 and 2 before attempting Unit 3.

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 emphasizes the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

Areas of Study
- Recording financial data
- Balance day adjustments and reporting and interpreting accounting information

Unit 4: Control and Analysis of Business Performance
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Areas of Study
- Extension of recording and reporting
- Financial planning and decision making

Assessment: Units 3 and 4
The level of achievement for Units 3 and 4 will be determined by school-assessed coursework and an end of year exam.
- Unit 3 coursework – 25%
- Unit 4 coursework – 25%
- End of year exam – 50%

AUSTRALIAN AND GLOBAL POLITICS

Unit 1: Ideas, Actors and Power
In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems, in particular, the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

Areas of Study
- Power and Ideas
- Political Actors and Power

Unit 2: Global Connections
This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1, students explore the myriad ways lives are affected by increased interconnectedness – the global links of the world – through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

Areas of Study
- Global Links
- Global Cooperation and Conflict

Assessment: Units 1 and 2
Students demonstrate achievement of VCAA-set outcomes via performance on a selection of assessment tasks which may include: an oral presentation such as a podcast or video; a wiki or blog; a social media campaign; an interactive presentation; a research report; a case study; an essay; test and short-answer questions; extended-response questions and examinations.
ART

Unit 1: Artsworks, experience and meaning
In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

Areas of Study
• Artsworks and meaning
• Art making and meaning

Assessment

Unit 2: Artsworks and contemporary culture
In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks. In students’ own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

Areas of Study
• Contemporary artworks and culture
• Art making and contemporary culture

Assessment

Unit 3: Artsworks, ideas and values
In this unit students study selected artists who have produced artworks before 1990 and since 1990. Students use the Analytical Framework to examine the art works. Students link their growing theoretical understanding of artworks. In students’ own artistic practice, they continue to build upon the ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think.

From research conducted students choose an art idea and issue to explore. Students select the artworks of at least one artist not previously studied in Unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues.

In developing artwork, students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice. They focus on the development of a body of work using the art process.

Areas of Study
• Discussing art
• Realisation and resolution

Assessment: Units 3 and 4
The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of VCAA-specified outcomes. Students’ levels of achievement are determined by:

• School-assessed coursework: 20%
• School assessed task (subject to external review): 50%
• A 90 minute written examination in November: 30%

Note that students Art-related studies are enhanced by exposure to Arts-in-Residence and Gallery Ranfurlie, involvement in exhibitions and competitions and the opportunity to take after-school Life Drawing classes.

BIOLOGY

Unit 1: How do living things stay alive?
Students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the substances into and out of the cell. Although the internal structure of a cell varies, all cells require a relatively stable internal environment for optimal functioning.

Areas of Study
• How do organisms function?
• How do living systems sustain life?
• Practical Investigation

Unit 2: How is continuity of life maintained?
Students focus on cell reproduction and the transmission of biological information from generation to generation. The structure, function and role of DNA in both prokaryotic and eukaryotic organisms is examined. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Area of Study
• How does reproduction maintain the continuity of life?
• How is inheritance explained?
• Investigation of an issue

Assessment: Units 1 and 2
Students demonstrate achievement of VCAA-set outcomes via performance on: practical reports, tests on selected material, research investigations, other tasks as selected and a student designed practical investigation.

Entry: Units 3 and 4
Students should as a minimum, undertake Unit 1 prior to entry to Units 3 and 4 Biology

Unit 3: How do cells maintain life?
In this unit students investigate the functioning of cells from various perspectives. They explore the importance of the insolvency of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. The response of receptors to signaling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. At this level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.
BUSINESS MANAGEMENT

Unit 1: Planning a business

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

Areas of Study
- The business idea
- External environment
- Internal environment

Unit 2: Establishing a business

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

Areas of Study
- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

Assessment: Units 1 & 2

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment may be a case study analysis; a business research report; development of a business plan; an interview and a report on contact with business; a school-based, short-term business activity; a business simulation exercise; an essay; a business survey and analysis; a media analysis.

Entry: Units 3 & 4

There are no formal prerequisites for entry at the Unit 3 & 4 level.

Unit 3: Managing a business

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

Areas of Study
- Business foundations
- Managing employees
- Operations management

Unit 4: Transforming a business

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

Areas of Study
- Reviewing performance – the need for change
- Implementing change

Assessment: Units 3 & 4

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

Student’s level of achievement is determined by:
- Unit 3 coursework contributes 25%
- Unit 4 coursework contributes 25%
- End-of-year examination contributes 50%

CHEMISTRY

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Areas of Study
- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation

Unit 2: What makes water such a unique chemical?

Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes. The atmosphere supplies life-giving gases, provides heat that sustains life and gives protection from harmful radiation. Students will investigate how chemistry is used to respond to the effects of human activities on our environment. Qualitative chemical calculations play an essential role in the monitoring of wastes and students will be introduced to the types of calculations used every day by analytical chemists. Students will be introduced to new, cleaner and more efficient processes that have been designed using green chemistry principles. Students will continue to use the language of chemistry, its symbols and chemical formulas and equations to explain observations and data collected from experiments.

Areas of Study
- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

Assessment: Units 1 and 2

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set outcomes specified. Assessment tasks may come from the following: annotations of a practical work folio of activities; reports on practical activities or investigations; modelling activities; media responses; reflective learning journals; data analysis, tests and written reports.

Entry: Units 3 and 4

Students must achieve a minimum of 60% in each of tests and exams in Units 1 & 2 Chemistry in order to proceed to Units 3 & 4.

Unit 3: How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources. They investigate the combination of fuels, including the energy transformation involved, the use of stoichiometry and energy calculations. Students consider the design and purpose of different types of cells and batteries and how to apply the electrochemical series to these contexts. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply equilibrium principles and laws to different reaction systems and explain how that will improve the efficiency and yield of chemical processes.

Areas of Study
- What are the options for energy production?
- How can the yield of a chemical product be optimised?

Unit 4: How are organic compounds categorised, analysed and used?

Students investigate the structural features, bonding, reactions and uses of major families of organic compounds focusing on those found in food. They process data from instrumental analysis of organic compounds to produce both quantitative and qualitative information. Students consider the role of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures and reactions. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use a variety of tools to determine the energy released in the combustion of foods.

Area of Study
- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical Investigation

Assessment

The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of the set outcomes specified. Students’ levels of achievement are determined by:
- School-assessed coursework for Unit 3: 16%
- School-assessed coursework for Unit 4: 24%
- One 2½ hour examination in November: 60%
Drama / Theatre Studies

Drama Unit 2: Non-naturalistic Australian drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students’ knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit. Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors. An Australian work might be written, adapted or devised by Australian writers or theatre-makers and/or reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and rural perspectives.

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

Areas of Study
• Using Australia as inspiration
• Presenting a devised performance
• Analysing a devised performance
• Analysing Australian drama performance

Unit 2: Theatre Studies Modern theatre

In this unit, students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1930s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance. Theatrical movements in the modern era include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, Theatre in Education.

Areas of Study
• Modern theatre
• Interpretation through stagecraft
• Analysing a play in performance

Assessment: Units 1 and 2

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

Drama Unit 3: Devised non-naturalistic ensemble performance

This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students also analyse a professional performance that incorporates non-naturalistic performance styles and production elements selected from the prescribed VCE Drama Unit 3 Playlist published annually on the Victorian Curriculum and Assessment Authority website.

Areas of Study
• Creating and presenting ensemble performance
• Responding to ensemble performance
• Analysing a non-naturalistic performance

Unit 4: Non-naturalistic solo performance

Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skills in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance. Students are encouraged to attend performances that incorporate non-naturalistic performance styles to support their work in this unit.

Areas of Study
• Processes used to create solo performance
• Creating a solo performance
• Analysing a solo performance

Assessment: Units 3 and 4

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

English

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

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

Units 1 and 2

Areas of Study
• Reading and creating texts
• Analysing and presenting argument
• Reading and comparing texts

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of a set of VCA-specified outcomes. The students’ levels of achievement are determined by:
• School-assessed coursework in Unit 3 and 4: 25% + 25%
• A three-hour written examination in October: 50%

Entry

Students will undertake Unit 1 and 2 English or Unit 1 and 2 Literature prior to entry to the Unit 3 and 4 English sequence.

English Units 3 and 4 is a natural progression from Unit 1 and 2. Students will identify, discuss and analyze how the features of literary, film and media texts create meaning and influence interpretation, as well as prepare sustained analytical, creative and comparative interpretations of these texts. They will also use their understanding of argument, audience, purpose and language to develop an oral presentation of their point of view.

Areas of Study
• Reading and creating texts
• Analysing and presenting argument
• Reading and comparing texts

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of the set outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Students whose native language is a language other than English are eligible for assessment according to criteria developed for EAL students, providing they satisfy both the following conditions:

The student has been resident in Australia for no more than seven calendar years immediately prior to 1 January of the year in which the study is undertaken at Unit 3 and 4, and:

English has been the student’s major language of instruction for a total period of no more than seven years prior to the year in which the study is being undertaken at Unit 3 and 4.

For students of English as an Additional Language the study structure is the same as for students of English, but different assessment criteria and conditions apply.

The study of English as an Additional Language encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The focus of this course is on reading and responding to a range of texts, in order to comprehend, appreciate and analyse the ways in which they are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

Year 11 and 12 EAL students receive EAL support as timetabled sessions. This support time provides students with an opportunity to seek assistance with language matters across all of their subjects.

Areas of Study
- Reading and creating texts
- Analysing and presenting argument
- Reading and comparing texts

Units 1 and 2
The award of satisfactory completion for a unit is based on the teacher’s decision that students have demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

Units 3 and 4
Areas of Study
- Reading and creating texts
- Analysing and presenting arguments
- Listening to texts
- Reading and comparing texts

Assessment: Units 3 and 4
The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of a set of VCAA specified outcomes. The student’s level of achievement is determined by:
- School-assessed coursework in Units 3 and 4: 25% + 25%
- A three-hour written examination in October/November: 50%

FOOD STUDIES

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Students investigate the origins and roles of food through time and across the world. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine.

The students consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others by the use of ingredients available today that were used in earlier cultures. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality and nutrition.

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

Units 1 and 2
Areas of Study in Unit 1 Food Origins
- Food around the world
- Food in Australia

Areas of Study in Unit 2 Food Makers
- Food Industries
- Food in the Home

Students’ level of achievement is determined by satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Satisfactory completion of a unit is determined by evidence gained through the assessment of a range of learning activities and tasks. Progress into Units 3 and 4 of this subject as a Year 11 student is not automatic. A student will need to meet minimum eligibility levels at the Units 1 & 2 level.

Units 3 and 4
There are no prerequisites for entry into Units 3 and 4.

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health.

VCE Food Studies is designed to build the capacities of students to make informed food choices and extend their food knowledge and skills and build individual pathways to health and wellbeing through the application of practical food skills. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

VCE Food Studies provides a framework for informed and confident food selection and food preparation within today’s complex architecture of influences and choices. Students explore food from a wide range of perspectives. They study Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

This study complements and supports further training and employment opportunities in the fields of home economics, food technology, nutrition, dietetics, food manufacturing and hospitality. It also complements studies in Nursing and Childcare.

Areas of Study in Unit 3
- The science of Food
- Food choice, health and wellbeing

Areas of Study in Unit 4
- Environment and ethics
- Navigating food information

The award of satisfactory completion of units is based on the teachers’ decision that students have demonstrated achievement of a set of VCAA specified outcomes. Students’ level of achievement is determined by:
- Unit 3 School-assessed Coursework: 35%
- Unit 4 School-assessed Coursework: 30%
- End of year examination in November: 40%
GEOGRAPHY

Unit 1: Hazards and Disasters
In this unit students undertake an overview of hazards, before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Types of hazards are commonly classified by their causes: geological, hydro-meteorological, biological and technological. Students also undertake fieldwork in this unit.

Areas of Study
• Characteristics of Hazards
• Response to hazards and disasters

Unit 2: Tourism
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. Students also undertake fieldwork in this unit.

Areas of Study
• Characteristics of tourism
• Impact of tourism

Assessment: Units 1 and 2
Students demonstrate achievement of VCAA-set outcomes via performance on a selection of assessment tasks: structured questions, including data analysis.

UNIT 3: Changing the Land
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands as well as land covered by ice and water. Within this, students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification and melting glaciers and ice sheets. At a local scale, students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

Areas of Study
• Land use change
• Land cover change

UNIT 4: Human Population: Trends and Issues
Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisation and individuals have responded to those changes in different parts of the world.

Areas of Study
• Population dynamics
• Populations issues and challenges

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

HEALTH AND HUMAN DEVELOPMENT

Unit 1: Understanding health and wellbeing
This unit focuses on health and wellbeing as a concept with varied and evolving perspectives and definitions. Health and wellbeing has different meanings for different people and is subject to a wide range of contexts and interpretations. Students investigate various definitions of health and consider wellbeing as an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes including among Indigenous Australians. Students look at dimensions of health and wellbeing, the complex influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health and build literacy through interpreting and using data via investigating the role of food and researching one youth health focus area.

Areas of Study
• Health perspectives and influences
• Health and nutrition
• Youth health and wellbeing

Assessment: Students demonstrate achievement of VCAA-set outcomes via performance on a selection of assessment tasks: a short written report, oral presentation, a visual presentation, structured questions, including data analysis.

Unit 2: Managing health and development
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations as part of the progression from youth to adulthood whilst applying health literacy skills. They examine adulthood as a time of increasing independence and responsibility, involving the establishment of relationships, possible parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Areas of Study
• Developmental transitions
• Health care in Australia

Assessment: Students demonstrate achievement of VCAA-set outcomes via performance on a selection of assessment tasks: a short written report, oral presentation, a visual presentation, structured questions, including data analysis.

Units 3: Australia’s health in a globalised world
This unit looks at health, wellbeing and illness as being multidimensional and dynamic and subject to different interpretations and contexts. Students begin to take a broader approach to inquiry as they explore health and wellbeing as a global concept. Students consider the benefits of optimal health and wellbeing and its importance as a resource. They look at the fundamental conditions required for health improvement and use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students consider health promotion and improvements in population health over time. They look at various public health approaches, research health improvements and evaluate successful programs.

The emphasis is on the Australian health system and the progression of change in public health as seen within a global context.

Areas of Study
• Understanding health and wellbeing
• Promoting health and wellbeing

Unit 4: Health and human development in a global context
This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including physical, social and economic conditions in which people live. Students examine burden of disease over time and study the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students look at global action to improve health and wellbeing and human development, focusing on the United Nations Sustainable Development Goals and the work of the World Health Organisation. Students also investigate the role of non-government organisations and Australia’s overseas aid program. They evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Areas of Study
• Health and wellbeing in a global context
• Health and the Sustainable Development Goals

Assessment: Units 3 and 4
The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of a set of VCAA-specified outcomes. Students’ level of achievement is determined by:
• School assessed coursework for Units 3 and 4: 25% + 25%
• A two hour written examination in November: 50%
### HISTORY

#### Unit 1: Twentieth Century History (1918-1939)

In this area of study, students explore the events, ideologies and movements of the period after World War One: the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. While democratic governments initially replaced the monarchies and authoritarian forms of government in European countries at the end of the war, new ideologies of socialism, communism and fascism gained popular support. Communism emerged in Russia after the 1917 Bolshevik Revolution. Fascism first emerged in Italy where the Italian Fascist Party gained power in 1922 and before the end of the decade fascist parties existed in several European countries. In 1933, Adolf Hitler’s National Socialist (Nazi) Party gained power in Germany. In Japan, the government was increasingly influenced by the military and by anti-Western attitudes. Economic instability, territorial aggression and totalitarianism combined to draw the world into a second major conflict in 1939.

**Areas of Study**

- Ideology and Conflict – The so-called peace treaties following WW1, dominant post-war ideologies including fascism, militarism, isolation and the beginning of WW2.
- Social and Cultural Change – In this area of study, students focus on the social life and cultural expression in the 1920s and 1930s. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

**Assessment**

Students demonstrate achievement of VCEA-set outcomes via performance on a selection of assessment tasks which may include: a historical inquiry; an analysis of primary sources; an analysis of historical interpretations; an essay.

#### Unit 2 - Twentieth Century History (1945-2000)

In Unit 2, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global.

**Areas of Study**

- Competing Ideologies – The Cold War
- Challenge and Change – Terrorism and decolonisation

**Assessment**

Students demonstrate achievement of VCEA-set outcomes via performance on a selection of assessment tasks which may include: a historical inquiry; an analysis of primary sources; an analysis of historical interpretations; an essay.

### HISTORY: REVOLUTIONS

#### Entry: Units 3 and 4

It is recommended that students complete Unit 1 and/or 2 History.

#### Overview

In Units 3 and 4, Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a peninsative change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society.

Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

#### Unit 3 – Revolutions

This unit focuses on the French Revolution and examines revolutionary ideas, leaders, movements and events and the creation of the new society.

**Areas of Study**

- Causes of Revolution
  - The French Revolution from 1774 to October 1789 (Accession of Louis XVI to the throne to The October Days 1789)
- Consequences of Revolution
  - The French Revolution from October 1789 to 1795 (The October Days to the dissolution of the Convention Year III)

**Assessment: Units 3 and 4**

The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of a set of VCAA-specified outcomes:

- A historical inquiry
- An evaluation of historical interpretations
- Analysis of primary sources
- An essay

Students’ levels of achievement are determined by:

- School-assessed coursework in Units 3 and 4: 25% + 25%
- A two hour written examination in November: 50%

#### Unit 4 – Revolutions

This unit focuses on the Chinese Revolution and examines revolutionary ideas, movements, leaders and events and the creation of a new society.

**Areas of Study**

- Causes of Revolution
  - The Chinese Revolution from 1912 to 1949 (The Chinese Republic to the Communist victory in the Civil War on the 1 October 1949)
- Consequences of Revolution
  - The Chinese Revolution from 1949 to 1971 (Communist victory to the death of Lin Biao)

**Assessment: Units 3 and 4**

The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of a set of VCAA-specified outcomes:

- A historical inquiry
- An evaluation of historical interpretations
- Analysis of primary sources
- An essay

Students’ levels of achievement are determined by:

- School-assessed coursework in Units 3 and 4: 25% + 25%
- A two hour written examination in November: 50%
VCE Unit Descriptions for Studies on offer to Korowa Students in 2019

LANGUAGES: CHINESE (FIRST LANGUAGE)

This study (Units 1–4) is designed to enable students to use Chinese to communicate with others; understand and appreciate the cultural contexts in which Chinese is used; understand their own culture(s) through the study of other cultures; understand language as a system; make connections between Chinese and English, and/or other languages; and apply Chinese to work, further study, training or leisure.

Unit 1

Students are required to demonstrate achievement of three outcomes: establish and maintain a written exchange related to an issue of interest or concern, listen to and reorganise information and ideas from spoken texts, and produce a personal response to a fictional text.

Themes
• Self and others
• Tradition and change in the Chinese-speaking communities
• Global issues

Assessment
Students produce a 500–600 character response to an issue of interest or concern, listen to spoken texts and compare information or ideas obtained in a given format and produce a 500–600 character personal response to a fictional text.

Unit 2

Students are required to demonstrate achievement of three outcomes: participate in a spoken exchange focusing on the resolution of an issue; read and extract and compare information and ideas from written texts; and produce an imaginative piece in written form.

Themes
• Self and others
• Tradition and change in the Chinese-speaking communities
• Global issues

Assessment
Students conduct a four to five minute role play on an issue related to tests studies, read written texts and compare information or ideas obtained in a given format and produce a 500–600 character imaginative piece in written form.

Entry: Units 3 and 4

Chinese First Language is designed for students who will typically have spent some time as a resident and/or have had significant experience of studying Chinese in a country in which Chinese is a major language of communication. Entry is governed by eligibility criteria, which are monitored and published by VCAA.

Unit 3

Students are required to demonstrate achievement of three outcomes: express ideas through production of original texts; analyse and use information from spoken texts and exchange information, opinions and experiences.

Themes
• Self and others
• Tradition and Change in the Chinese-Speaking Communities
• Global Issues

Assessment
Students produce a 500–600 character imaginative written piece and a response to specific questions or instructions from a spoken text, analysing and using information requested. They also take part in a four to five minute evaluative oral presentation focusing on points for and against an aspect related to texts studied.

Unit 4

Students are required to demonstrate achievement of two outcomes: to analyse and use information from written texts; and to respond critically to spoken and written texts which reflect aspects of the language and culture.

Themes
• Self and others
• Tradition and Change in the Chinese-Speaking Communities
• Global Issues

Assessment
Students produce a response to specific questions or instructions from written texts, analysing and using information requested; a 500–600 character persuasive or evaluative written response such as a report, essay, article or review; and a four to five minute interview on an issue related to texts studied.

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of the set of VCAA-specified outcomes.

• Students’ levels of achievement are determined by:
  • School-assessed coursework in Unit 3 and 4: 25% + 25%
  • An oral examination: 10%
  • A two-hour written examination (plus 15 minutes reading time) in November: 40%

LANGUAGES: CHINESE (SECOND LANGUAGE)

This study (Units 1–4) is designed to enable students to use Chinese to communicate with others; understand and appreciate the cultural contexts in which Chinese is used; understand their own culture(s) through the study of other cultures; understand language as a system; make connections between Chinese and English, and/or other languages; and apply Chinese to work, further study, training or leisure.

Unit 1

Students are required to demonstrate achievement of three outcomes: establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from spoken and written texts; and produce a personal response to a text focusing on real or imaginary experience.

Themes
• The Individual
• The Chinese-Speaking Communities
• The Changing World

Assessment
Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: informal conversation or a reply to a personal letter; obtaining information from spoken and written texts; and delivering an oral presentation or writing a review or article.

Unit 2

Students are required to demonstrate achievement of three outcomes: participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read, extract and use information from spoken and written texts and translate from characters into English; and give expression to real or imaginary experience in written or spoken form.

Themes
• The Individual
• The Chinese-Speaking Communities
• The Changing World

Assessment
Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: writing a formal letter, fax or email or participating in a role play or interview; reorganising information in a different test type from both spoken and written texts and translate the original text(s) from characters into English; and completing a journal entry, personal account or short story.

Entry: Units 3 and 4

Chinese Second Language is designed for students who do not have a Chinese background, that is students who have learnt all the Chinese they know in an Australian school or similar environment. These students will have, typically, studied Chinese for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. To enrol in this study, students must complete application forms giving details of their background in Chinese.

Unit 3

Students are required to demonstrate achievement of three outcomes: express ideas through production of original texts; analyse and use information from spoken texts and exchange information, opinions and experiences.

Themes
• The Individual
• The Chinese-Speaking Community
• The Changing World

Assessment
Students produce a personal or imaginative written piece and a response to specific questions, messages or instructions from a spoken text, extracting and using information requested. They also take part in a three to four minute role play resolving an issue.

Unit 4

Students are required to demonstrate achievement of two outcomes: to analyse and use information from written texts and translating part of the text(s) into English; and to respond critically to spoken and written texts which reflect aspects of the language and culture of Chinese-speaking communities.

Students produce: a response to specific questions, messages or instructions from written texts, extracting and using information requested and translating part of the text(s) into English; a persuasive or evaluative written response such as a report, comparison or review; and a three to four minute interview on an issue related to texts studied.

Themes
• The Individual
• The Chinese-Speaking Communities
• The Changing World

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of the set of VCAA-specified outcomes.

Students’ levels of achievement are determined by:
• School-assessed coursework in Units 3 and 4: 25% + 25%
• An oral examination: 12.5%
• A two-hour written examination (plus 15 minutes reading time) in November: 37.5%
VCE Unit Descriptions for Studies on offer to Korowa Students in 2019

LANGUAGES: FRENCH

This study (Units 1-4) is designed to enable students to use French to communicate with others; understand and appreciate the cultural contexts in which French is used; understand their own culture(s) through the study of other cultures; understand language as a system; make connections between French and English, and/or other languages; and apply French to work, further study, training or leisure.

Unit 1
Students are required to demonstrate achievement of three outcomes: establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from spoken and written texts; and produce a personal response to a text focusing on real or imaginary experience.

Themes
• The Individual
• The French-Speaking Communities
• The Changing World

Assessment
Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: informal conversation or a reply to a personal letter; obtaining information from spoken and written texts, and delivering an oral presentation or writing a review or article.

Unit 2
Students are required to demonstrate achievement of three outcomes: participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read, extract and use information from spoken and written texts; and give expression to real or imaginary experience in written or spoken form.

Themes
• The Individual
• The French-Speaking Communities
• The Changing World

Assessment
Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: informal conversation or a reply to a personal letter; obtaining information from spoken and written texts, and delivering an oral presentation or writing a review or article.

Unit 3
Students are required to demonstrate achievement of three outcomes: express ideas through production of original texts; analyse and use information from spoken texts and exchange information, opinions and experiences.

Themes
• The Individual
• The French-Speaking Community
• The Changing World

Assessment
Students produce a personal or imaginative written piece, and a response to specific questions, messages or instructions from a spoken text, extracting and using information requested. They also take part in a three to four minute role play resolving an issue.

Unit 4
Students are required to demonstrate achievement of two outcomes: to analyse and use information from written texts; and to respond critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities.

Themes
• The Individual
• The French-Speaking Communities
• The Changing World

Assessment
Students produce a response to specific questions, messages or instructions from written texts, answering and using information provided; a persuasive or evaluative written response such as a report, comparison or review; and a three to four minute interview on an issue related to texts studied.

Assessment: Units 3 and 4
The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of the set of VCAA-specified outcomes.

Students’ levels of achievement are determined by:
• School-assessed coursework in Unit 3 and 4: 25% + 25%
• An oral examination: 12.5%
• A two-hour written examination (plus 15 minutes reading time) in November: 37.5%

LANGUAGES: GERMAN

This study (Units 1-4) is designed to enable students to use German to communicate with others; understand and appreciate the cultural contexts in which German is used; understand their own culture(s) through the study of other cultures; understand language as a system; make connections between German and English, and/or other languages; and apply German to work, further study, training or leisure.

Unit 1
Students are required to demonstrate achievement of three outcomes: establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from spoken and written texts; and produce a personal response to a text focusing on real or imaginary experience.

Themes
• The Individual
• The German-Speaking Communities
• The Changing World

Assessment
Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: informal conversation or a reply to a personal letter; obtaining information from spoken and written texts, and delivering an oral presentation or writing a review or article.

Unit 2
Students are required to demonstrate achievement of three outcomes: participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read, extract and use information from spoken and written texts; and give expression to real or imaginary experience in written or spoken form.

Themes
• The Individual
• The German-Speaking Communities
• The Changing World

Assessment
Students produce a response to specific questions, messages or instructions from written texts, answering and using information provided; a persuasive or evaluative written response such as a report, comparison or review; and a three to four minute interview on an issue related to texts studied.

Assessment: Units 3 and 4
The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of the set of VCAA-specified outcomes.

Students’ levels of achievement are determined by:
• School-assessed coursework in Unit 3 and 4: 25% + 25%
• An oral examination: 12.5%
• A two-hour written examination (plus 15 minutes reading time) in November: 37.5%
LANGUAGES: JAPANESE (SECOND LANGUAGE)

This study (Units 1-4) is designed to enable students to: use Japanese to communicate with others; understand and appreciate the cultural contexts in which Japanese is used; understand their own culture(s) through the study of other cultures; understand language as a system; make connections between Japanese and English, and/or other languages; and apply Japanese to work, further study, training or leisure.

Unit 1
Students are required to demonstrate achievement of three outcomes: establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from spoken and written texts; and produce a personal response to a text focusing on real or imaginary experience.

Themes
• The Individual
• The Japanese-Speaking Communities
• The Changing World

Assessment
Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: informal conversation or a reply to a personal letter; obtaining information from spoken and written texts, and delivering an oral presentation or writing a review or article.

Unit 2
Students are required to demonstrate achievement of three outcomes: participate in a spoken or written exchange related to making arrangements and completing transactions; listen, read and extract and use information from spoken and written texts; and give expression to real or imaginary experience in written or spoken form.

Themes
• The Individual
• The Japanese-Speaking Communities
• The Changing World

Assessment
Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: writing a formal letter, fax or email or participating in a role play or interview; reorganising information in a different test type from both spoken and written texts, and completing a journal entry, personal account or short story.

Entry
Japanese Second Language is designed for students who do not have a Japanese background; that is students who have learnt all the Japanese they know in an Australian school or similar environment. These students will have, typically, studied Japanese for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to successfully meet the requirements.

To enrol in this study, students must complete application forms giving details of their background in Japanese.

Unit 3
Students are required to demonstrate achievement of three outcomes: express ideas through production of original texts; analyse and use information from spoken texts and exchange information, opinions and experiences.

Themes
• The Individual
• The Japanese-Speaking Community
• The Changing World

Assessment
Students produce a 400 - 600 ‘ji’ personal or imaginative written piece and a response to specific questions, messages or instructions from a spoken text, extracting and using information requested. They also take part in a three to four minute role play resolving an issue.

Unit 4
Students are required to demonstrate achievement of two outcomes: to analyse and use information from written texts; and to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

Themes
• The Individual
• The Japanese-Speaking Communities
• The Changing World

Assessment: Units 3 and 4
The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of the set of VCAA-specified outcomes.

LEGAL STUDIES

Unit 1: Guilt and Liability
In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused and the liability of a party in a civil dispute.

Areas of Study
• Legal Foundations
• The Presumption of Innocence
• Civil Liability

Unit 2: Sanctions, Remedies and Rights
Students undertake a detailed investigation into two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Areas of Study
• Sanctions
• Remedies
• Rights

Unit 3: Rights and Justice
In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students explore matters such as the rights available to an accused and to victims in the criminal justice system. They also examine the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Areas of Study
• The Victorian Criminal Justice System
• The Victorian Civil Justice System

Unit 4: The People and the Law
In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in interpreting and elaborating the Australian Constitution. They investigate Parliament and the courts and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Areas of Study
• The People and the Constitution
• The People, Parliament and the Courts

Assessment: Units 3 and 4
The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of a set of VCAA-specified outcomes.

Student’s levels of achievement are determined by:
• School-assessed coursework in Unit 3 and 4: 25% + 25%
• A two hour written examination in November: 50%
VCE Unit Descriptions for Studies on offer to Korowa Students in 2019

LITERATURE

Unit 1
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Areas of Study
- Reading practices
- Ideas and concerns in text

Assessment
Students demonstrate achievement of the VCAA-set outcomes specified for each unit via performance on a selection of assessment tasks. They are asked to construct personal and analytical responses to a range of texts.

Unit 2
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Areas of Study
- The text, the reader and their contexts
- Exploring connections between texts.

Assessment
Students demonstrate achievement of the VCAA-set outcomes specified for each Unit via performance on a selection of assessment tasks. They are asked to construct personal and analytical responses to a range of texts.

Entry: Units 3 and 4
There are no prerequisites for entry into Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Units 3
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop skills in communicating ideas in both written and oral forms.

Areas of Study
- Form and Transformation
- Creative responses to texts

Unit 4
In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Areas of Study:
- Literary perspectives
- Close analysis

Assessment of Units 3 and 4
The award of satisfactory completion based on the teacher’s decision that students have demonstrated achievement of a set of VCAA-specified outcomes.

The student’s level of achievement is determined by:
- School assessed coursework in Unit 3 and 4: 25% + 25%
- A two-hour written examination in November: 50%

MATHEMATICAL STUDIES

At Korowa, the following pathways for Units 1, 2, 3 and 4 are offered. The solid arrows show the most common routes.

Units 1 - 2
Option 1
- Specialist Mathematics 1 & 2
- Mathematical Methods 1 & 2

Option 2
- Mathematical Methods 1 & 2

Option 3
- General Maths 1 & 2

Option 4 (case by case basis)
- General Maths Further 1 & 2
- Mathematical Methods 1 & 2

Units 3 - 4
Option 1
- Specialist Mathematics 3 & 4
- Mathematical Methods 3 & 4

Option 2
- Mathematical Methods 3 & 4

Option 3
- Further Mathematics 3 & 4

Option 4 (case by case basis)
- General Maths Further 1 & 2
- Mathematical Methods 1 & 2

NOTE: “Students who wish to study mathematically–based subjects at tertiary level are strongly advised to study both Mathematical Methods and Specialist Mathematics at Units 1 and 2 level. Although it is possible to obtain preparation for Mathematical Methods 3 and 4 by studying only Mathematical Methods 1 and 2, a much firmer basis for further study is obtained by also studying Specialist Mathematics 1 and 2. This factor should be taken into account by students when weighing up the advantages of a broad subject choice against those of depth and breadth of preparation in mathematics…” (Heads of Mathematics Department, La Trobe University, University of Melbourne, Monash University, Oct. 1992.)
GENERAL MATHEMATICS

Unit 1
Entry Requirements
There is no prerequisite for selection of General Mathematics (Further) Unit 1 but it is advisable that students have reached a satisfactory level at Year 10. This unit involves the study of representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts; mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy; representing, analysing and comparing data distributions; manipulation of linear relationships and analyses of linear graphs and their application to model practical situations and solve a range of related problems. Students are required to learn, practise and apply mathematical algorithms, routines and techniques by finding solutions to standard problems, undertaking investigative projects involving the use of mathematics; and solving problems set in unfamiliar situations and in real-life situations.

Areas of Study
- Arithmetic and Structure
- Graphs of linear and non-linear relations
- Statistics

Unit 2
Entry Requirements
There is no prerequisite for selection of General Mathematics Further Unit 2 but it is advisable that students have reached a satisfactory level at General Mathematics (Further) Unit 1 or have studied Mathematical Methods Unit 1.

This unit involves the study of shape and measurement and their application to formulating and solving two- and three-dimensional problems involving length, area, surface area, volume and capacity, and similarity and the application of linear scale factors to measurement; matrices, graphs and networks, and number patterns and recursion and their use to model practical problems and solve related problems; representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation. Students are required to learn, practise and apply mathematical algorithms, routines and techniques by finding solutions to standard problems; undertaking investigative projects involving the use of mathematics; and solving problems set in unfamiliar situations and in real-life situations.

Areas of Study
- Algebra and Structure
- Arithmetic and Number
- Graphs of linear and non-linear relations
- Statistics

Assessment
Students demonstrate achievement of VCAA-set outcomes via performance on a selection of assessment tasks including an examination, various problem solving tasks, facts, skills and applications tests, and an investigative project.

MATHEMATICAL METHODS

Unit 1
Entry Requirements
There is no prerequisite for selection of General Mathematics Further Unit 2 but it is advisable that students have reached a satisfactory level at General Mathematics (Further) Unit 1 or have studied Mathematical Methods Unit 1.

This unit involves the study of: graphical representation of functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry; the algebra of some simple transcendental functions and transformations of the plane; first principles approach to differentiation, differentiation and anti-differentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs, introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events. Students are required to learn, practise and apply mathematical algorithms, routines and techniques by finding solutions to standard problems; undertake an extended investigative project involving the use of mathematics; and solve problems set in unfamiliar situations and in real-life situations.

Areas of Study
- Functions and graphs
- Algebra
- Probability and statistics

Assessment
Students demonstrate achievement of VCAA-set outcomes via performance on a selection of assessment tasks including examinations; various problem solving tasks; facts, skills and applications tests and an investigative project.
SPECIALIST MATHEMATICS

Units 1 and 2

Entry Requirements

There is no prerequisite for Specialist Mathematics Unit 1. However, it is strongly advisable that students have a sound background in algebra, functions and probability. This is a unit for students who currently study or have previously studied Unit 1 Mathematical Methods. It is a prerequisite for Units 3 and 4 Specialist Mathematics.

For Units 1 and 2, to cover the four prescribed topics, content must be selected from the six areas of study using the following rules:

- for each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- each unit must include two of the prescribed topics: Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non-linear relations.
- other topics can be selected from those included in the areas of study for Specialist Mathematics Units 1 and 2 and/or General Mathematics Units 1 and 2
- courses intended as preparation for study at the Units 3 and 4 level should include selection of content from areas of study that provide a suitable background for these studies
- content from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2.

These units involve the study of the application of techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology; facilitate relevant mental and by-hand approaches to estimation and computation; the use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment.

Areas of Study

1. Algebra and structure
2. Arithmetic and number
3. Discrete mathematics
4. Geometry, measurement and trigonometry
5. Graphs of linear and non-linear relations
6. Statistics

Prescribed topics

The prescribed topics are included in Areas of Study 2, 4 and 5. Two of these prescribed topics must be covered in their entirety in Unit 1 and the other two prescribed topics must be covered in their entirety in Unit 2:

- Area of study 2: Arithmetic and number - Number systems and recursion
- Area of study 4: Geometry, measurement and trigonometry - Geometry in the plane and proof
- Area of study 5: Graphs of linear and non-linear relations - Graphs of non-linear relations
- Area of study 4: Vectors in the plane

Other topics

Other topics are to be selected from the following additional advanced mathematics topics and/or topics from General Mathematics Units 1 and 2. Two or more of these other topics must also be covered in their entirety in each of Unit 1 and Unit 2 as well as covering the two prescribed topics in their entirety.

- Area of study 1: Algebra and structure - Logic and algebra; Transformations, trigonometry and matrices
- Area of study 2: Arithmetic and number - Principles of counting
- Area of study 3: Discrete mathematics - Graph theory
- Area of study 5: Graphs of linear and non-linear relations - Kinematics
- Area of study 6: Statistics - Simulation, sampling and sampling distributions.

Assessment

Students demonstrate achievement of VCAA-set outcomes via performance on a selection of assessment tasks: examinations, various problem solving tasks; facts, skills and applications tests and an investigative project.

FURTHER MATHEMATICS UNITS 3 AND 4

Units 3 and 4

Entry Requirements

Assumed knowledge is drawn from General Mathematics (Further) Units 1 and 2.

These units involve the study of a compulsory core: investigating data distributions, associations between two variables, investigating and modelling linear associations, investigating and modelling time series data, depreciation of assets, compound interest investments and loans, reducing balance loans (compound interest loans with periodic repayments), annuities and perpetuities (compound interest investments with periodic payments made from the investment), compound interest investment with periodic and equal additions to the principal (an annuity investment). Students also study two modules. The two modules are selected from four different modules: geometry and measurement; graphs and relations; networks and decision mathematics; and matrices.

Students are required to learn, practise and apply mathematical algorithms, routines and techniques by finding solutions to standard problems; undertake an extended investigative project involving the use of mathematics; and solve problems set in unfamiliar situations and in real-life situations.

Areas of Study

Core:
- Data analysis
- Recursion and financial modelling

Applications Modules (selection of two from):
- Geometry and measurement
- Graphs and relations
- Networks and decision mathematics
- Matrices

Assessment

The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of a set of VCAA-specified outcomes.

Students’ levels of achievement are determined by:
- School-assessed coursework (20% for Unit 3 and 14% for Unit 4)
- Two written examinations in November, each of duration 90 minutes.
- Examination 1: A set of multiple choice questions designed to assess facts, skills and standard applications. Approved CAS calculator and notes permitted: 33%.
- Examination 2: Four sets of extended-answer questions requiring interpretation and analysis. Approved CAS calculator and notes permitted: 33%.
VCE 2019

VCE Unit Descriptions for Studies on offer to Korowa Students in 2019

MATHEMATICAL METHODS

Units 3 and 4

Entry Requirements

Assumed knowledge is drawn from Mathematical Methods Units 1 and 2; however, students must achieve a minimum of a C in both Tests and Exams in Mathematical Methods Units 1 and 2 to progress to Units 3 and 4.

These units involve the study of transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry, the behaviour of these functions and their graphs is to be linked to applications in practical situations; the algebra of functions, including composition of functions, simple functional relations, inverse functions and the solution of equations, the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms, recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required or which are not solvable by other methods; graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions, material is to be linked to applications in practical situations; discrete and continuous random variables, their representation of curves in the plane and vector kinematics in one, two and three dimensions; an introduction to Newtonian mechanics, for both constant and variable acceleration; statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

Students are required to learn, practise and apply mathematical algorithms, routines and techniques by finding solutions to standard problems; undertake an extended investigative project involving the use of mathematics; and solve problems in unfamiliar situations and in real-life situations.

Areas of Study

• Functions and graphs
• Algebra
• Calculus
• Probability and statistics

Assessment

The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of a set of VCAA-specified outcomes.

Students’ levels of achievement are determined by:

• School-assessed coursework (17% for Unit 3 and 17% for Unit 4)
• Two written examinations in November:
  • Examination 1 – 60 minutes: Short answer and some extended answer questions. No calculator or notes permitted: 22%.
  • Examination 2 – 120 minutes: Multiple choice and extended answer questions. Approved CAS calculator and notes permitted: 44%.

SPECIALIST MATHEMATICS UNITS 3 AND 4

Units 3 and 4

Entry Requirements

Assumed knowledge is drawn from Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2. These units are for students who concurrently study or have previously studied Mathematical Methods Units 3 and 4. These units develop and extend the material on functions and graphs, algebra and calculus from Mathematical Methods Units 3 and 4 as well as vectors, mechanics, probability and statistics.

These units involve the study of inverse circular functions, reciprocal functions, rational functions and other simple quotient functions, the absolute value function, graphical representation of these functions, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points, points of inflection, periodicity, and symmetry; the expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; points and curves in the complex plane; introduction to factorisation of polynomial functions over the complex field; and an informal treatment of the fundamental theorem of algebra; advanced calculus techniques for analytic and numeric differentiation and integration of a range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics; the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one, two and three dimensions; an introduction to Newtonian mechanics, for both constant and variable acceleration; statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

Students are required to learn, practise and apply mathematical algorithms, routines and techniques by undertaking investigative projects involving the use of mathematics; solve problems in unfamiliar situations and in real-life situations and find solutions to standard problems.

Areas of Study

• Functions and graphs
• Algebra
• Calculus
• Vectors
• Mechanics
• Probability and statistics

Assessment

The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of a set of VCAA-specified outcomes.

Students’ levels of achievement are determined by:

• School-assessed coursework (17% for Unit 3 and 17% for Unit 4)
• Two written examinations in November:
  • Examination 1 – 60 minutes: Short answer and some extended answer questions. No calculator or notes permitted: 22%.
  • Examination 2 – 120 minutes: Multiple choice and extended answer questions. Approved CAS calculator and notes permitted: 44%.
MUSIC PERFORMANCE SOLO

Music Performance enables students to gain VCE credit for continuing to learn an instrument, including voice and for being in a school ensemble. Students are expected to have individual regular, weekly lessons with a teacher. Towards the end of each semester, students perform a number of pieces showing a variety of musical styles. At Unit 1 & 2 level, there is no prescribed list of works, therefore students are free to select works that they would like to play. Some students choose pieces they are preparing for AMEB exams, but this is not a requirement. When choosing works for study in Units 1 & 2, it is wise to develop skills that will enable future study at Unit 3 & 4 level.

Units 1 & 2

This course focuses on building performance and musicianship skills. Timetabled classes focus mainly on the theoretical aspects of the course. Practical classes with an official accompanist enable students to workshop parts of their pieces and technical work for evaluative feedback, as they prepare for a performance of a complete program. Students must belong to at least one school ensemble for the whole school year and an ensemble that performs at the Annual Concert in order to satisfy the ensemble performance requirements.

Working with the class teacher and instrumental tutor, students also identify the technical issues with their pieces and devise technical work and exercises to overcome the technical challenges. In Unit 2 students compose a piece of music that features elements they have noted in one of their pieces.

Unit 1 Music Performance

Areas of Study
- Performance
- Preparing for Performance
- Music Language

Unit 2 Music Performance

Areas of Study
- Performance
- Preparing for Performance
- Music Language
- Organisation of Sound

PHYSICAL EDUCATION

Unit 1: The human body in motion

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. They investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Students explore how the capacity and function of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement as well as the implications of the use of legal and illegal practices to improve performance. They also recommend and implement strategies to minimize the risk of illness or injury to each system.

Areas of Study
- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

Unit 2: Physical activity, sport and society

Students develop an understanding of physical activity, sport and society from a participatory perspective by exploring types of physical activity and sedentary behaviour and the part these play in their own health and well-being as well as others in different population groups. They gain an appreciation of the level of physical activity required for health benefits and investigate participation across the lifespan including enablers and barriers to physical activity and opportunities to extend participation in various communities, social, cultural and environmental contexts. Students create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the population group being studied. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of effective strategies to promote regular physical activity.

Areas of Study
- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

Assessment

Students demonstrate achievement of VCAA set outcomes via performance on a selection of assessment tasks which may include: a written report, a practical laboratory report, a case study analysis, a data analysis, a critically reflective folio/diary, a visual presentation, a multimedia presentation, a physical simulation or model, an oral presentation, structure questions or a written plan and reflective folio.

Entry: Units 3 and 4

There are no prerequisites for entry to Unit 3 and 4 sequence.

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physically perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Areas of Study
- How are movement skills improved?
- How does the body produce energy?

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance with physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociocultural requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from the theoretical perspective.

Areas of Study
- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Assessment: Units 3 and 4

The award of satisfactory completion of units is based on the teacher’s decision that students have demonstrated achievement of a set of VCAA specified outcomes. A student’s level of achievement is determined by:
- School-assessed coursework in Unit 3 and 4: 25% + 25%
- A two hour written examination: 50%
PHYSICS

In view of the sequential nature of this subject, students should study Units 1-4.

Unit 1
In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Areas of Study
The three prescribed areas of study are:
• How can thermal effects be explained?
• How do electric circuits work?
• What is matter and how is it formed?

Unit 2
In this unit students explore the power of experiments in developing models and theories. Students investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary.

Areas of Study
The three prescribed areas of study are:
• How can motion be described and explained?
• Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following: astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.
• Practical investigation. The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the selected question.

Assessment
Students demonstrate achievement of VCAA-prescribed outcomes via performance on a selection of assessment tasks including short and long practical investigations; topic test; an examination (short and extended response questions); and a selection from the following: an annotated folio of student work; a data analysis; a multimedia or webpage presentation; a response to a media article; a written report of a practical activity involving the collection of primary data; a research investigation involving the collection of secondary data; a brain structure modelling activity; a logbook of practical activities; analysis of data/results including generalisations/conclusions; media analysis/response; problem solving involving psychological concepts, skills and/or issues; a test comprising multiple choice and/or short answer and/or extended response; a reflective learning journal/blog related to practical activities, or in response to an issue; self-directed research investigation and a practical investigation related to brain function and/or development.

Unit 3: How do fields explain motion and electricity?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Areas of Study
• How does the brain function?
• What influences psychological development?

Unit 4: How do external factors influence behaviour and mental processes?

A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Areas of Study
• What influences a person’s perception of the world?
• How are people influenced to behave in particular ways?

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in level of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobias to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

Areas of Study
• How do levels of consciousness affect mental processes and behaviour?
• How do people learn and remember?

Assessment
• School-assessed Coursework for Unit 3 will contribute 21 per cent to the study score.
• School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score.
• The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 60 per cent.
STUDIO ART

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

Areas of Study
• Researching and Recording Ideas
• Studio Practice
• Interpreting Art ideas and use of Materials and Techniques

Assessment
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Unit 2: Studio exploration and concepts
In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists’ work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art.

Areas of Study
• Exploration of studio practice and development of artworks
• Ideas and styles in artworks

Assessment
The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Unit 3: Studio practices and processes
In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an integral part of the studio process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their studio process. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

Areas of Study
• Exploration proposal
• Studio process
• Artists and studio practices

Unit 4: Studio practices and art industry contexts
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link coherently according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.

This unit also investigates aspects of artists’ involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

Areas of Study
• Production and presentation of artworks
• Evaluation
• Art Industry Contexts

Assessment: Units 3 and 4
Students’ level of achievement in Unit 3 and 4 will be determined by:
• School-assessed task for Unit 3: 33%
• School-assessed task for Unit 4: 33%

Unit 4: Design Development, Evaluation and Presentation

The focus of this Unit is the developments of design concepts and presentation of visual communications to meet the requirements of the brief. Using separate design processes students develop and refine and evaluate design concepts that satisfy each of the needs of the brief established in Unit 3.

Students will focus on the final stage of the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in outcome 1.

Areas of Study
• Development, refinement and evaluation
• Final Presentations

Assessment: Units 3 and 4
Assessment tasks are in the form of a folio of practical work which is developed in Unit 3 and refined and presented in Unit 4 as well as written and/or oral presentations on Analysis and Practice, Design Industry Practice and Evaluation and Explanation of ideas.

The students’ level of achievement will be determined by School Assessed Coursework, the School Assessed Task and an end of Year examination:

Unit 3: Design Thinking and Practice

Unit 3 students will research and analyse existing communications in a variety of design practices which will inform their own design work. They will also investigate professional practices in different design fields and learn about how designers and specialists work together in industry. Students will develop a brief for two final presentations and work through generating ideas for a range of possible design solutions for each of the presentations using the Design Process. These possible solutions will be refined and presented in Unit 4.

Areas of Study
• Analysis and practice in context
• Design Industry Practice
• Developing a brief and generating ideas

Unit 4: Design Development, Evaluation and Presentation

The main purpose of Unit 4 is to enable students to further develop their skills in technical drawing within the different design fields of Communication Design, Industrial Design and Environmental Design. They also explore historical and contemporary anatomy and contexts of type and its relationship with imagery and put the design process into practice through a major design project.

Areas of Study
• Technical Drawing in Context
• Type and Imagery in Context
• Applying the Design Process

Assessment
Students demonstrate achievement of the VCAA outcomes via performance on assessment tasks. The assessment tasks may be in the form of a folio of work or written and/or oral presentations. Each outcome is assessed according to a set of criteria which is numerically scored and translated into a letter grade.

Examination
Students will sit a 90 minute examination towards the end of the unit. The examination consists of written questions and practical exercises. The unit coursework prepares the students for the examination.

* The examination is assessed separately from the unit course work and appears as a separate mark on the report.
Co-Curricular Activities Available to Year 11 and 12 Students

Music
The large ensemble program enables students of all abilities to become actively involved in music. All students who learn an instrument or voice in the school are expected to belong to at least one school ensemble for the school year.

Each of the following music groups rehearse weekly throughout the year, either at lunchtime, before school or after school. Participation in an ensemble is part of the coursework for VCE Music Performance and participation in ensembles contributes to the awards of Music Colours.

- Senior Korale Choir – open to all Year 7 – 12 students
- Koraleists – auditioned group of approximately 20 students from Years 7 – 12
- Swing Choir – auditioned group of approximately 20 students from Years 7 – 12
- Menuhin Orchestra – Instrumentalists Grade 4 and above
- Wind Symphony – Brass and woodwind and percussionists Grade 3 and above
- Stage Band – Brass, woodwind, drumkit – approximately 20 students
- Saxophone Ensemble
- Chamber Groups – advanced String players and pianists
- Amadeus Strings – String Players up to Grade 4
- Chamber Strings – String Players Grade 5 and above

Performance opportunities for all singers and instrumentalists include:
- Year 7 – 12 House Chorals Competition (Term 1)
- Annual Cathedral Service (Term 2)
- Annual School Concert (Term 3)
- Victorian Schools Music Festival (Term 3)
- Speech Night (Term 4)

- Soirees
- Lunchtime concerts
- School Musicals
- Invitational functions outside Korowa

Korowa special events such as art shows, assemblies, open days etc.

Sport
Korowa encourages all students to participate in inter-school and House sport. Participation in sport helps students enhance levels of fitness and manage stress related to the added workload and responsibilities of Senior School. Participation in sport, as in other co-curricular activities, is an excellent way to enhance leadership and teamwork skills and offers the opportunity for students to be enterprising as they participate in sports competitions with other school groups in the wider community.

Korowa’s outstanding success in inter-school sport is a measure of the School’s commitment to, and enjoyment of, a wide range of sports. The list below provides details of sporting opportunities and competitions available to Senior Students at both House and inter-school competitions.

House sports give the opportunity to all students to compete in one particular sport as well as other sports each term. House sport develops team spirit and helps develop sportmanship and social skills to support students who pursue further pathways in inter-school competition.

House and inter-school competitions include:
- Swimming
- Athletics
- Cross Country
- Tennis
- Softball
- Volleyball
- Netball
- Australian Rules Football

Other inter-school competitions include:
- Rowing (Years 9 – 12)
- Cricket
- Snooker
- Golf
- Diving
- Waterpolo
- Triathlon
- Badminton
- Fencing
- Lawn Bowls
- Club Netball (Saturdays)

Korowa is a member of the Girls Sport Victoria (GSV) competition. This Association comprises 24 Independent Girls Schools in Melbourne as its members. GSV hosts major carnivals in swimming, diving, cross country and athletics and weekly competition in a range of team sports.

Korowa may also enter teams in the state competitions in swimming, athletics, cross country and netball. Sports offered each term are:

Term 1: Interschool Golf, Swimming, Diving, Tennis, Softball, Rowing and Triathlon. House Athletics, Cross Country, Tennis, Softball and Volleyball

Term 2: Interschool Netball, Hockey, Waterpolo, Australian Rules Football, Basketball, House Netball and Australian Rules Football

Term 3: Interschool Athletics, Soccer, Snowsports, Badminton and Volleyball. House Basketball and Soccer

Term 4: Interschool Cricket and House Swimming

Debating
Korowa is a participating member of the Debating Association of Victoria’s Schools Competition in which 200 schools and 1125 teams compete. Korowa’s teams range from Years 8-12 with new members being added in Term 1 each year. There are five rounds of debates between March and August, with finalists in each round progressing to further competitions.

In Term 3, our Year 7 and 8 students may participate in a training course run by the DAV. They learn the techniques of debating and participate in three inter-school debates over a five-week period. Inter-House debates are held in Term 3 and are open to students from Years 10-12. Senior debaters sometimes organise staff-student debates and debates against St Kevin’s College. Debating develops confidence in public speaking; is invaluable for interviews later in life; fosters the ability to analyse and research topics; serves as an excellent aid to essay-writing and stimulates the ability to “think on one’s feet”. It is also great fun and enables students to meet many other students from regional schools.

International Exchange Programs
Korowa offers four Languages other than English. Each of these language programs offers Korowa students exchange opportunities to practise their language skills in real life situations and to immerse themselves in a different culture. Korowa has established a partnership with the Hikarigaoka Girls’ High School in Okayama, Hiro and has an 18-year partnership with the Vis-Viser Gymnasium in Bavaria, Germany. We have also established links and exchanges with High School Affiliated to Fudan University in Shanghai, China as well as a school network in Bordeaux, France which includes the Lycée Eiffel, Lycée des Graves and the Lycée St. Germain. The Korowa exchanges take place in November and December each year, and students live for up to four weeks with host families. Students are expected to host their partners in the following year. Outside organisations also offer students scholarships and further exchange possibilities.

Our Korowa students learn to communicate more effectively in another language while attending school and participating in host family activities. They not only gain a deeper understanding of the differences in everyday routines and perspectives, but they also become more open-minded, independent and resilient global citizens.

Other Co-Curricular Opportunities

Drama
Each year a variety of drama activities are organised for Korowa students, but there are also opportunities to negotiate participation in additional events.

Students may audition for the Senior School musical, which alternates from year to year with the Middle School theatrical event.

Speech and Drama/Effective Communication

Students at all levels may take extra Speech and Drama and Effective Communication classes. Students present their work at soirees and are also encouraged to enter various State festivals and competitions, including Dandenong, Moorabool, Manningham and Ballarat, where Korowa students in Years 7-12 have enjoyed many successes. Students may take the Trinity College, London examinations. These examinations are of great benefit giving students excellent presentation skills and increased self-confidence.

Programs
International Exchange

- Korowa specialise events such as art shows, assemblies, open days etc.

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VCE (Year 11) Subject Selection Planner 2019

Name: ___________________________  Advisory Group: ___________________________

Check your VCE program to ensure that it meets VCE requirements and your proposed career and/or tertiary course choice by referring to the VCE Curriculum Guide 2019.

The usual program for students to take is:
• 6 VCE units per semester in Year 11 (Unit 1 and 2), or
• 6 VCE units per semester in Year 11 (including one 3/4 unit, if eligible) and
• 5 VCE units per semester in Year 12

The compulsory studies have been listed for you.

Current Career Aspirations:
1. ___________________________  2. ___________________________
3. ___________________________  4. ___________________________

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Are you eligible to study a Unit 3 and 4 subject in Year 11? If so, list your preference here.

Do you wish to study a VET course or an external Language in 2019? If so, list your choice here.

VCE (Year 12) Subject Selection Planner 2019

Name: ___________________________  Advisory Group: ___________________________

Check your VCE program to ensure that it meets VCE requirements and your proposed career and/or tertiary course choice by referring to the VCE Curriculum Guide 2019.

The usual program is for students to take 5 VCE units per semester in Year 12.

The compulsory studies have been listed for you.

Your task:
• Write in the Unit 1 and 2 and Unit 3 and 4 studies you have already undertaken in the Year 11 & prior column
• Write in your current career aspirations
• Write in your current proposed tertiary courses
• Write in the prerequisites for those courses
• Write in your unit 3 and 4 selections for Year 12

Current Career Aspirations:
1. ___________________________  2. ___________________________
3. ___________________________  4. ___________________________

<table>
<thead>
<tr>
<th>Year 11 &amp; prior</th>
<th>Year 12</th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 1</td>
<td>Proposed Tertiary Courses</td>
</tr>
<tr>
<td>English 1</td>
<td>English 3</td>
<td></td>
</tr>
<tr>
<td>English 2</td>
<td>English 4</td>
<td></td>
</tr>
</tbody>
</table>

External units to be undertaken in 2019
Notes