



VCE

*Navigator*

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2023



KOROWA  
ANGLICAN GIRLS' SCHOOL

# Welcome

## BECOMING LIFE READY

At Korowa our community plays an important role in supporting the School and our students. Many of our families choose Korowa because they value the connection that we foster, as a smaller school, between students, teachers and families.

Our parents are the foundation of our community; we work hard to encourage them to be connected and continue to look for ways in which we can support them and their children. We recently introduced a subsidised bus service from Oakleigh South and Bentleigh to support our families in those areas where access to Korowa via public transport is difficult.

### VCE – MISSION STATEMENT

VCE at Korowa sees our students with one eye on the present and one eye on their future. With a firm focus on developing a balance between academics and co-curricular activities, a successful VCE program is underpinned by health and wellbeing, undertaking subjects which align with an individual's strengths, passions and pathways, and pursuing opportunities which allow students to continue to grow and build their resume in preparation for life beyond Korowa.

Students are encouraged to take ownership of their own learning journey and to empower themselves in making decisions that best set them up for success both now and for the future. Sessions delivered through a dynamic Time Zero program support students to develop their skills in and continue to build on their individual capacities to work towards their personal best.

Complemented by a team approach, VCE students are supported through their final years by their Head of School, Head of Year, VCE Co-ordinator, Head of Learning, Student Futures Specialist, Psychologist and Counsellor. VCE Mentors support students in a range of Crew based discussions and regular individual check ins.

VCE is an exciting time for our students as they work towards life beyond Korowa.

Ms Karlie Stocker  
Head of Senior School

# BUILDING CHARACTER

Developing good people who actively engage in their community is a priority. Students can easily pursue their passions while balancing their academic studies with an array of co-curricular offerings pertaining to social service, music, drama, visual arts, sport, writing and leadership.

Our Prep–Year 12 House system is very much part of the Korowa life and all students in the Senior School are expected to actively participate in the array of activities on offer. Current students and Korovians alike fondly recall memorable House chants during events where students forge strong relationships with fellow members while cheering them on. The House System also facilitates an opportunity to be enterprising while demonstrating leadership and teamwork as part of the School community.

VCE at Korowa provides our students with a mix of formal and informal opportunities to develop, enhance and demonstrate their leadership capacity. These opportunities include serving both the School and wider community through formal and informal participation in committees such as Social Service, Environment, Student Representative Council and the Palm Leaf (Korowa Magazine) Committee. All students are encouraged to carefully consider serving our School in this way.

*Developing good people*

# Mission and Values

Korowa students want to be prepared for their future, to be ready to thrive in an increasingly complex and challenging world. They want authentic learning experiences that will be relevant in the real world. They are curious and relentless in the pursuit of knowledge and want to make connections between school and life.

At Korowa, our Mission and Values provide the framework to delivering students a holistic education where they are supported to explore their passions, try new things and achieve their best.

## MISSION

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

## VALUES

At Korowa, we believe in the power of kindness and the values of courage, respect, integrity and service.

Be brave, respectful, honest, generous and above all, be kind.

## STRATEGY

Korowa's strategy provides the structure to support teaching and learning and the delivery of an outstanding education program.

Key elements:

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

## GUIDING PRINCIPLES

Underpinning all that we do are five overall guiding principles:

- A culture that encourages character and values that equip students to meet future opportunities and challenges.
- Academic excellence within a meaningful journey of rich, diverse, future-focused and holistic learning experiences.
- Staff are supported to develop their expertise and this commitment adds significantly to our students' capacity to enjoy learning and embark on their chosen pathways.
- A whole School community strengthened by enduring relationships of trust and a shared vision.
- Facilities that enhance the quality of our education and draw us together in celebration of our achievement.

## STATEMENT OF COMMITMENT

Korowa Anglican Girls' School, underpinned by Anglican values, is a community that recognises the importance of and celebrates in the rich diversity of our community.

Our School values of Courage, Respect, Integrity and Service allow for an environment in which the inclusion, safety and dignity of each member of the community is protected.

Our commitment to creating an inclusive and safe environment is the responsibility of all members of the Korowa community. We commit to ongoing whole-school education to ensure that we continue to demonstrate a mutual respect and acceptance of all individuals regardless of race, culture, gender, identity or sexual preference.

# We are Konnected!

At Korowa, we view technology as a vital tool to support collaboration and creativity. Online tools and programs facilitate transformational teaching and learning. Our staff and students have access to cloud-based programs such as Microsoft Mail, OneDrive, Microsoft Teams and professional tools such as the Adobe Creative Suite.

## ONE TO ONE LAPTOP PROGRAM

Korowa students and teachers have their own laptop with the most up to date tools and creative software.

Laptops provide the tools to channel student creativity and collaboration which in turn can be translated into prototypes in the STEAM Lab or film through the Media Studio.

## KONNECT – LEARNING MANAGEMENT SYSTEM

A platform which supports every individual class with an online page to house resources, communications, online assessment and reporting.

## LEARNING ONLINE

A digital toolbox allows students to create, design, collaborate and problem solve.

Tools include: Microsoft 365, OneNote, Stream, Adobe Creative Suite, Minecraft, CAD.

## MICROSOFT TEAMS

COVID has shown us the importance of being adaptable and the value of being able to connect and collaborate anytime, anywhere. This powerful communication tool has allowed us to continue to teach and learn as well as stay connected remotely. Teams will continue to be a character of our classroom in both face to face and online learning into the future.

## STEAM LAB

The STEAM Lab at Korowa facilitates hands on creative problem solving through tinkering with robotics and design thinking to develop and engineer prototypes. The STEAM Lab has a range of resources available including robotics, technology such as 3D printers, Virtual Reality systems, laser cutter, electronic equipment and other materials to assist students in bringing their creations to life.

The co-curricular Quest program provides an opportunity for students to work with external experts from industry and the tertiary sector.

## MEDIA STUDIO

Set up with a suite of lights, cameras and other related tools, students can engage in developing and producing film in a Media Studio that replicates an industry standard experience.

# Wellbeing Ecosystem

At Korowa we believe in the power of kindness, and the capacity of our students to develop into young people of good character who understand and act upon the need to be brave, honest, respectful and generous to others.

Essential to students success in the VCE is a really closely connected and supportive team who work with students daily. The team of VCE teaching staff, Student Futures Specialist, VCE Mentors, International Student Coordinator, School Counsellor and Psychologist, Chaplain, Head of Learning Support, Heads of Year and Head of Senior School, work closely with each student to provide them with the support they require to be successful.

Wellbeing is delivered in a holistic way daily to support the students through tailored Time Zero sessions, classroom learning and personal development information sessions. Students regularly meet with the Student Futures Specialist to review post-school pathways and options.

The Student Wellbeing dashboard allows students to self track their healthy routines weekly on their individual dashboard. They establish positive coping strategies and goals.

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## TIME ZERO

In Years 11 and 12 Personal Development, students are given the opportunity to engage with a range of concepts and key issues that impact the lives of contemporary young people.

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 Time Zero, students have access to a range of experts and educators from within and beyond the Korowa community who assist our students in developing habits for life including self-management, self-efficacy and proactive and protective behaviours.

In addition, Time Zero offers students the opportunity to access targeted academic assistance that is responsive to students' individual needs. These habits will prepare them well for the challenges of the final years of Senior School, as well as life beyond Korowa.

Whilst there is no formal assessment in the Program, active participation and engagement is expected and is considered critical to holistic development of our VCE students, and as such, all students are expected to attend all parts of the program.

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# Korowa's MENTAL HEALTH STRATEGY

Korowa's Mental Health Strategy was developed to support our students, staff and families. We recognise that investing in our community's mental wellbeing is paramount for ensuring that our students continue to thrive academically, emotionally, and socially in today's world. The Korowa Mental Health Strategy, as illustrated, has been designed to enable the prevention and early intervention of wellbeing and mental health issues in students. This strategy has been integrated through all areas of teaching with a particular focus on the Circle, Community and Crew classes.

The strategy explores mental health under three sub-categories: self-care, connectedness and health practices underpinned by our School values, social emotional learning and character.

Self-Care is about caring for oneself and using a range of strategies to alleviate stress and improve wellbeing such as contemplation, creativity and self-compassion.

Connectedness is about feeling you belong to something, that you are included, accepted and appreciated. We look at this through the climate of kindness, collaboration, ceremonies and connection.

Health Practices is the final element of the Mental Health Strategy which examines positive health practices, being physically active, eating well and looking after yourself.

Looking after oneself and supporting each other to maintain a healthy mind and body has never been more important.



Kashdan, T.B., & Rottenberg, J. (2010). Psychological flexibility as a fundamental aspect of health. *Clinical Psychology Review*, 30, 865-878.

Goodenow, C. (1993). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychology in the Schools*, 30, 79-90.

# Student Futures - Pathways

## FUTURE READY

In Year 11, students have a 1:1 careers discussion where clarity is gained around their strengths and weaknesses in subjects. Building on the students' self-awareness around suitability for subjects and potential careers pathways, an individual research plan is developed teaching the student how to navigate course and university information. Gaining a clear understanding of what the future pathway options may be and how appealing the content is, becomes a priority for good decision making. Informed choices allow the students to take control of their career planning.

All Year 12 students attend an individual careers counselling appointment in Term 1 to make sure any planning required for entry to local, interstate or overseas tertiary institutions is clarified. In Term 3, students meet again with the Student Futures Specialist to do their VTAC applications and develop alternative career pathway plans. This is to ensure that when they leave Korowa they are fully equipped with the knowledge and pathways that will provide the structure for their next journey.

Further to this, Year 12 students 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.

# THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The VCE rules are set by the Victorian Curriculum and Assessment Authority (VCAA). To be awarded the VCE, students must satisfactorily complete at least 16 units of study. This must include a minimum of:

- An approved combination of three units from the group of English studies, which will include English Units 1 and 2 and either English Units 3 and 4 or Literature Units 3 and 4;
- Three (3) sequences of Units 3 and 4 in studies other than English.

Each study consists of four semester length units:

- Units 1 and 2 may, in some studies, be taken separately. Units 1 and 2 are assessed internally.
- Units 3 and 4 must be taken as a sequence. Units 3 and 4 are assessed externally.

## KOROWA VCE PROGRAM

The VCE program at Korowa is designed to provide breadth of study through Units 1 and 2, and depth of study through Units 3 and 4. This will enable students to pursue entry into their preferred tertiary courses. The usual program is for students to undertake 32 units over two years consisting of:

- Year 11: 6 VCE units per semester at Unit 1 and 2 or 6 VCE units per semester which may include one Unit 3 and 4 sequence and;
- Year 12: 5 VCE units per semester.

Some students undertake extra Unit 1 and 2 studies in Year 10. Individual needs will also be taken into account when finalising a student's academic program.

The VCE Curriculum Guide is intended to help students plan their academic subjects so as 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 order to select the most appropriate Year 12 subjects, 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 this number of VCE studies:

- Unit 1 & 2: 29 studies
- Unit 3 & 4: 30 studies

Student choices from the studies on offer will form the basis as to what subjects run the following year. A blocking grid is created to enable subjects and the required number of classes to run. 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 practised 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 contain prerequisite subjects; that is, subjects students may 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

## STUDIES ON OFFER TO YEAR 11 AND 12 STUDENTS AT KOROWA IN 2023

UNITS 1 AND 2	UNITS 3 AND 4
Accounting	Accounting
Art Making and Exhibiting	Art Making and Exhibiting
Biology	Biology
Business Management	Business Management*
Chemistry	Chemistry
Drama Unit 2 / Theatre Studies Unit 2	Drama
English / English EAL	English / English EAL
Food Studies	Food Studies*
Australian and Global Politics	Global Politics*
Health and Human Development	Health and Human Development*
Modern History	History: Revolutions*
Languages: Chinese (1st Language); Chinese (2nd Language); Chinese (2nd Language Advanced) French; German; Japanese	Languages: Chinese (1st Language)*; Chinese (2nd Language); (2nd Language Advanced) French; German; Japanese
Legal Studies	Legal Studies*
Literature	Literature

## STUDIES ON OFFER TO YEAR 11 AND 12 STUDENTS AT KOROWA IN 2023

UNITS 1 AND 2	UNITS 3 AND 4
Mathematics: <ul style="list-style-type: none"> <li>• Foundation Mathematics</li> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> </ul>	Mathematics: <ul style="list-style-type: none"> <li>• Foundation Mathematics</li> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> </ul>
Media Studies	Media Studies
Music Performance	Music: <ul style="list-style-type: none"> <li>• Music Inquiry</li> <li>• Music Contemporary Performance</li> <li>• Music Repertoire</li> <li>• Music Composition</li> </ul>
Physical Education	Physical Education*
Physics	Physics
Psychology	Psychology*
Visual Communication and Design	Visual Communication and Design

### VET STUDIES

Korowa also offers VET (Vocational Education and Training) programs in conjunction with the Inner Melbourne VET Cluster. Please speak with the Student Futures Specialist for enrolment information. Additional charges apply for these courses.

### UNIT 3 AND 4 STUDIES IN YEAR 11

Please refer to the information on the next page regarding acceptance into Unit 3 and 4 subjects in Year 11. Subjects marked with an asterisk (\*) may be considered by students for acceleration in Year 11. Year 12 students may also consider these for their Year 12 program.

## UNIT 3 AND 4 STUDIES IN YEAR 11

Students entering Year 11, whose academic performance in Year 10 indicates they have developed a high level of knowledge and skills, may consider applying to study one Unit 3 and 4 subject. Final consideration and approval will be made by the Head of Senior School.

### UNIT 1 AND 2 STUDIES IN YEAR 10 LEADING ONTO UNIT 3 AND 4 STUDIES IN YEAR 11

In the first instance, a Year 10 Semester 1 report will be considered, along with subject selection interviews, and consultation with the Head of Department.

The Semester 2 report will also be considered to support decisions previously made.

## YEAR 11 CRITERIA

SUBJECT	CRITERIA
Biology	<ul style="list-style-type: none"> <li>Average of 70% on all CATs;</li> <li>Students who do not meet this requirement will need to sit a supplementary task and meet with the Head of Department for approval</li> </ul>
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	Approval of Head of Department
Mathematical Methods	Maths Methods Units 1 & 2: minimum of 80% across tests and examinations in Semester 1
Music Performance	Approval of Head of Department

*Performance must be maintained in the Semester 2 report.*

## VET (VOCATIONAL EDUCATION & TRAINING) COURSES

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 programs provide additional breadth to the VCE and give students a nationally recognised vocational qualification.

A VET program is usually made up of Units of Competency and Structured Workplace Learning. To be awarded the VET Certificate, students must successfully complete all units of competency in accordance with prescribed assessment criteria.

Structured Workplace Learning is essentially work experience in an industry setting where students will have specific tasks to undertake to demonstrate competency. Students will also be assessed on the job and will be required to do a certain number of hours.

### 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 EXTENSION SUBJECTS

Extension programs are for high achieving students looking for a challenge. They are free to join and through the program you'll be able to study a university subject alongside your final year of high school. You will study alongside first-year students who share your academic interests, and have a chance to experience uni life while still at school.

Extension Program subjects can be used as a fifth or sixth subject in the calculation of your ATAR. Depending on your results, you could receive a valuable contribution of 3 to 5 points to your ATAR aggregate (the score used to calculate your final ATAR).

You may receive credit for your Extension Program studies. This could mean that you finish your degree faster or take a lighter study load in first year.

Reputable University Extension Programs include: The University of Melbourne Extension Program, Deakin Accelerate and The RMIT Extension Program.

Other VCE Options

## MAKING MODIFICATIONS TO A VCE PROGRAM

It is important that students plan their 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.

## SATISFACTORY COMPLETION OF VCE UNITS

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. In accordance with VCAA requirements, the subject teacher determines satisfactory completion. Parents are notified in writing if a VCE student is in danger of not achieving an outcome or has not completed an assessment task by the due date. A student may not be granted satisfactory completion if:

- There is doubt about whether the work is the student's own;
- The work is not of the required standard;
- The student has not met a School deadline for the assessment task, including where an extension of time has been granted; or
- There has been a substantive breach of rules including School attendance rules.

## ASSESSMENT AND REPORTING: UNITS 1 AND 2

VCE Units 1 and 2 will be assessed in two ways:

Completion of each Learning Outcome in a unit will be assessed as Satisfactory (S) or Not Satisfactory (N). For a unit as a whole to be satisfactorily completed, all the Learning Outcomes must receive an S.

Percentage results indicating the level of achievement/performance reached in aspects of each study are also used. These are internal scores and are not reported to the VCAA.

## ASSESSMENT AND REPORTING: UNITS 3 AND 4

The VCAA is responsible for the final assessment of all students undertaking Units 3 and 4. There are three assessment components in each Unit 3 and 4 study: either one school assessment and two examinations or two school assessments and one examination.

Each assessment is reported by VCAA as grades A+ to E, UG (ungraded). Examination grades and school assessment grades are reported separately.

## REPORTING FOR UNITS 1 AND 2

Parent teacher interviews are scheduled during Semester 1 and 2, and continuous online reporting is used to provide feedback to students and parents after each Common Assessment Task (CAT) during each semester.

## REPORTING FOR UNITS 3 AND 4

Continuous online reporting is used to provide feedback to students and parents after each School Assessed Coursework (SAC). A parent-student-teacher interview is scheduled during Semester 1 and 2.

Parents and students are urged to attend parent-student-teacher interviews where there is an opportunity to discuss progress with each of the subject teachers.

## PRACTICE EXAMS AND WORKSHOPS

Unit 3 practice examinations are offered at end of Term 2 as well as Unit 4 practice examinations in the September holidays. Term 3 holiday subject workshops are also conducted to assist students with their examination preparation.

# Assessment and Reporting

## STUDY SCORES: UNITS 3 AND 4

Students' overall achievements for each study at the Unit 3 and 4 level 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 Satisfactory (S) for both Unit 3 and 4 in that study.

On completion of the VCE, VCAA sends to Year 12 students:

- A cumulative statement of results listing all VCE units undertaken over any year level. Study Scores (relative position) will be listed for Unit 3 and 4 studies;
- 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.

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 is 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 work of the student. The student signs a declaration stating that the work is their own, and they work under a teacher's supervision and confers with their teacher at various stages of completion of the work. They acknowledge all sources and types of help they receive. The teacher may ask the student to demonstrate their understanding of 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. There are two periods of examinations during the year, in June (for the General Achievement Test) and October/November.

### **General Achievement Test (GAT)**

All students undertaking one or more Unit 3 and 4 subjects are required to sit the General Achievement Test (GAT). This examination is designed to help ensure that schools across the state fairly and correctly assess school-assessed

tasks and school-assessed coursework, that is, according to certain criteria for various grade levels. It is also used to check the accuracy of external marking of individual students' examinations.

Students should do their very best on the GAT. They may like to familiarise themselves with the instructions and types of questions that may appear on the GAT. The Victorian Curriculum and Assessment Authority supplies students with their GAT scores at the end of the year.

### **Graded 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.

### **Level of Performance**

Units 3 and 4 levels of performance for School-assessed coursework are provided to Korowa students as % results.

These levels of assessment can only be used as a guideline as the Victorian Curriculum and Assessment Authority has responsibility for adjustment of levels of performance in accordance with examinations and (in the case of some studies) GAT scores.

### **Prerequisite Studies**

These are the studies nominated by Tertiary Institutions as studies which must be satisfactorily completed by all applicants seeking admission to their course. Entry requirements change. Refer only to the relevant Tertiary Entrance Guide and the Student Futures Specialist.

### **'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.

### **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.

### **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](http://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](http://www.vcaa.vic.edu.au).

### **Victorian Tertiary Admissions Centre (VTAC)**

This organisation administers Victoria's joint selection system on behalf of universities, TAFE institutes and some private providers. VTAC's job includes: organising the application procedure; receiving and processing applications; forwarding the appropriate applications and accompanying information to the relevant tertiary institutions; making offers to prospective students on behalf of tertiary institutions; and publishing information which students will use in planning VCE programs and later applying for courses. VTAC is not a selection authority, and it does not determine selection criteria used by tertiary institutions.

# 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 the VTAC website at [www.vtac.edu.au](http://www.vtac.edu.au). It is worthwhile looking at this website in detail in order to effectively prepare yourself for the VCE. Publications to specifically read are the VTAC Year 11 Guide and the VTAC Year 12 Guide.

Two other helpful resources within the VTAC website include CourseSearch and Prerequisite and Course Explorer. CourseSearch allows you to conduct searches on all tertiary courses within Victoria and the Prerequisite and Course Explorer allows you to see what courses you are eligible with a certain VCE Program or to search single subjects to see which courses require it at entry.

Students can also read in depth about how the ATAR is calculated, minimum tertiary entrance requirements and scaling.

The ATAR is calculated using the formula:

- The Victorian Curriculum and Assessment Authority provides VTAC with each student's study scores (relative position) which indicates each student's position in the cohort of students taking the particular study;
- Students may obtain a study score for the Unit 3 & 4 VET program. If the VET program allows for scored assessment, you will receive a study score for the program. It can therefore be included within the primary four subjects of the ATAR, just like any other VCE subject. If a student undertakes a VET course without scored assessment, who receive a Units 3 & 4 sequence may be eligible for a 10% increment towards their ATAR (10% of the lowest result of your primary four scaled studies) as one of their fifth or sixth subjects.

The scaled study scores are used to calculate the ATAR:

- The primary four studies (approved sequences in the English group and the next best three scaled scores) plus
- 10% of the score of the fifth and sixth scaled score are used

The following should be noted for Language and Mathematics in relation to the calculation of the ATAR:

- Languages study scores are adjusted up by adding five to the initial ATAR subject score mean. This means that all students of a LOTE receive an adjustment, but it is not a uniform adjustment.
- Mathematics: if a student has completed each of General Mathematics, Mathematical Methods and Specialist Mathematics, only two of these results can contribute to the primary four, with the third Mathematics result being included as a fifth or sixth ATAR increment.



VCE

*Unit Descriptions*

for Studies on offer  
to Korowa Students

(listed in alphabetical order)

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## 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 analyse 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 emphasises 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%

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Art - Making and Exhibiting. It is a really exciting study of visual arts with an emphasis on experimentation of materials and techniques, as well as Australian art and exhibition practices in Units 1 and 2. In Units 3 and 4, students build and broaden their skills and knowledge through further experimentation, art making and consolidation of ideas and art processes.

### UNIT 1: EXPLORE, EXPAND AND INVESTIGATE

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use. Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

#### AREAS OF STUDY

- Explore – materials, techniques and art forms
- Expand – make, present and reflect
- Investigate – research and present

#### 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.

#### Outcome 1

Visual Arts journal  
Students record and document art making in the Visual Arts journal using written and visual material.

#### Outcome 2

Finished artworks  
Students develop at least one finished artwork from the experimental works completed in Area of Study 1.

#### Outcome 3

Information for an exhibition  
Students present information about three Australian artists, including at least one Aboriginal or Torres Strait Islander artist, and at least one artwork by each artist in a format relating to the presentation of an exhibition.

### UNIT 2: UNDERSTAND, DEVELOP AND RESOLVE

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

# ART MAKING AND EXHIBITING

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal. Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

#### AREAS OF STUDY

- Understand – ideas, artworks and exhibition
- Develop – theme, aesthetic qualities and style
- Resolve – ideas, subject matter and style

#### 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.

#### Outcome 1

Thematic exhibition  
Students design and curate a thematic exhibition of six artworks:  
Three artworks selected from a thematic exhibition the student has viewed  
Three artworks selected from images the student has personally sourced.

#### Outcome 2

Experimental artworks and documentation  
Students explore aesthetic qualities and the use of materials, techniques and processes in artworks. They produce a series of experimental artworks based on subject matter and ideas in response to a teacher-selected theme or a theme developed from class investigation and discussion. The initial stages of art making are recorded and documented using written and visual material in their Visual Arts journal.

#### Outcome 3

Finished artworks  
Students present at least one finished artwork, with accompanying documentation of the development and refinement of art making, in their Visual Arts journal. The artwork(s) is developed from the experimental works made in Area of Study 2.

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# ART MAKING AND EXHIBITING

## UNIT 3: COLLECT, EXTEND AND CONNECT

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

### AREAS OF STUDY

- Collect – inspirations, influences and images
- Extend – make, critique and reflect
- Connect – curate, design and propose

## UNIT 4: CONSOLIDATE, PRESENT AND CONSERVE

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, 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 artwork/s 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

- Consolidate refine and resolve
- Present, plan and critique

## ASSESSMENT: UNITS 3 AND 4

The student's level of achievement in Unit 3 Outcome 1, Unit 3 Outcome 2, Unit 4 Outcome 1 and Unit 4 Outcome 2 will be assessed through a School-assessed Task. The School-assessed Task contributes 60% to the study score.

### School Assessed Task

Unit 3 Outcome 1: Collect information from artists and artworks in specific art forms to develop subject matter and ideas in your own art making.

Unit 3 Outcome 2: Make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

Unit 4 Outcome 1: Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.

Unit 4 Outcome 2: Plan and display at least one finished artwork in a specific art form, and present a critique.

### School Assessed Course work

Unit 3: Outcome 3-5%

Research and plan an exhibition of the artworks of three artists.

Unit 4: Outcome 3-5%

Understand the presentation, conservation and care of artworks, including the conservation and care of student's own artworks.

### Examination

A 90 minute written examination covering content from Units 3 and 4: 30%

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# AUSTRALIAN AND GLOBAL POLITICS/ 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

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.

## UNIT 3: GLOBAL ACTORS

In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

### AREAS OF STUDY

- Global actors
- Power in the Asia-Pacific region

## UNIT 4: GLOBAL CHALLENGES

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

### AREAS OF STUDY

- Ethical issues and debates
- Global crises

### 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 which may come from a multimedia presentation, a case study, an essay, a report, a test, structured questions, short-answer questions or an extended response. Students' level of achievement is determined by:

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

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### UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

#### AREAS OF STUDY

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

### UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival, and consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding Australian ecosystems.

#### AREAS OF STUDY

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

### UNIT 3: HOW DO CELLS MAINTAIN LIFE?

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

#### AREAS OF STUDY

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

### UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics.

#### AREAS OF STUDY

- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

#### 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:

- Unit 3 School assessed coursework: 20%
- Unit 4 School assessed coursework and Outcome 3: 30%
- One 2 ½ hour examination in November: 50%

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**UNIT 1: PLANNING A BUSINESS**

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business 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, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing. A key learning task during this unit will involve students applying their theory through the creation of a Business Plan for a hypothetical business of their choosing.

**AREAS OF STUDY**

- The business idea
- Internal & External business environments and planning

**UNIT 2: ESTABLISHING A BUSINESS**

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. Students 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 management practices by applying key knowledge to contemporary business case studies from the past four years.

A key learning task during this unit will allow students to put their theory understanding into practice as they work with Food Studies students to create, organise and operate a student café for a day.

**AREAS OF STUDY**

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

**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. For this unit students are required to demonstrate three outcomes. Assessment tasks will include case study analysis; short-answer and extended-response questions; development and presentation of a business plan; and conduct and review of a short-term business activity (café) at school.

**ENTRY: UNITS 3 AND 4**

*There are no prerequisites for entry into Unit 3.*

**UNIT 3: MANAGING A BUSINESS**

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

**AREAS OF STUDY**

- Business foundations
- Human resource management
- 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 undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies 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 AND 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:

- School-assessed coursework for Unit 3: 25%
- School-assessed coursework for Unit 4: 25%
- A two-hour written examination in November: 50%

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## 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 structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

### AREAS OF STUDY

- How do the chemical structure of materials explain their properties?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?

## UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

### AREAS OF STUDY

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative investigations develop our understanding of chemical reactions?

### ASSESSMENT: UNITS 1 AND 2

A range of assessment task styles are implemented throughout Units 1 and 2 including: a summary report of laboratory activities, comparison, evaluation and critique, or reflective annotations of practical activities, data analyses and evaluations of data or a modelling or simulation activity, a media analysis/response, problem-solving involving chemical concepts, skills and/or issues in a real-life context analysis and evaluation of a chemical article with reference to sustainability which can be in the form of an infographic or a scientific poster.

### Entry: Units 3 and 4

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

## UNIT 3: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products.

### AREAS OF STUDY

- What are the current and future options for supplying energy?
- How can the rate and yield of chemical reactions be optimised?

# CHEMISTRY

## UNIT 4: HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

### AREAS OF STUDY

- How are organic compounds categorised and synthesised?
- How are organic compounds analysed and used?
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

### 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:

- Unit 3 School Assessed Coursework: 20%
- Unit 4 School Assessed Coursework: 30%
- Unit 3 and 4 External Examination (2.5 hours): 50%

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## DRAMA UNIT 2: AUSTRALIAN IDENTITY

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. 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. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time and place, the application of symbol, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

An Australian work might:

- Be written, adapted or devised by Australian writers or theatre-makers; or
- Reflect aspects of Australian identity, for example the voice of Australia's first peoples, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience and urban and rural perspectives.

Across this unit, students study performance styles from a range of historical and/or social and/or cultural contexts. In this unit, the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

### AREAS OF STUDY

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing an Australian drama performance

### 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 four outcomes. As a set these outcomes encompass the areas of study in the unit.

## THEATRE STUDIES UNIT 2: MODERN THEATRE STYLES AND CONVENTIONS

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

### AREAS OF STUDY

- Exploring modern theatre styles and conventions
- Interpreting scripts
- Analysing and evaluating a play in performance

### 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. Assessment may be in the form of: interpretation of scripts from the modern era through the application of acting, direction and/or design: costume, make-up, props, set, lighting, sound; oral/visual/multimedia reports and/or presentations; structured questions; or a research report.

At least one assessment task will be practice-based, at least one task will be written and at least one task will include an oral component.

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## DRAMA UNIT 3: DEvised ENSEMBLE PERFORMANCE

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature.

They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website. In this unit the terms character, performance, story and style can be understood as one or more characters, performances, stories or styles.

### AREAS OF STUDY

- Devising and presenting ensemble performance
- Analysing a devised performance
- Analysing and evaluating a professional drama performance

## DRAMA UNIT 4: DEvised SOLO PERFORMANCE

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance. Students are encouraged to attend performances that incorporate a range of performance styles to support their work in this unit.

### AREAS OF STUDY

- Demonstrating techniques of solo performance
- Devising a solo performance
- Analysing and evaluating a devised solo performance

### ASSESSMENT UNIT 3 AND 4:

- School assessed coursework 30% + 10%
- End of year written examination: 25%
- Performance examination: 35%

**UNIT 1 AND 2**

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 upon the learning established through the Victorian Curriculum F-10 in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

**AREAS OF STUDY**

- Reading and exploring texts
- Creating texts
- Exploring argument

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified to 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.

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**UNIT 3 AND 4**

English Units 3 and 4 is a natural progression from Unit 1 and 2. Students will identify, discuss and analyse 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 a set of VCAA-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%

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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.

## UNITS 1 AND 2

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified to 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.

### AREAS OF STUDY

- Reading and creating texts
- Analysing and presenting argument
- Reading and comparing texts

## 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%

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**UNITS 1 AND 2**

Students investigate the origins and roles of our varied and abundant food supply 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.

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, which includes a joint venture with Unit 2 Business Management students in the creation and operation of a student run café. 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.

**AREAS OF STUDY IN UNIT 1: FOOD ORIGINS**

- Food around the world
- Food in Australia

**AREAS OF STUDY IN UNIT 2: FOOD MAKERS**

- Australia's Food Systems
- Food in the home

**ASSESSMENT**

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 and 2 level.

**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**

- The science of food
- Food choice, health and wellbeing

**ASSESSMENT**

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: 30%
- Unit 4 School-assessed Coursework: 30%
- End of year examination in November: 40%

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# 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: UNITS 1 AND 2

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 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. Student 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%

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## UNIT 1: CHANGE AND CONFLICT

In this unit students investigate the nature of social, political, economic and cultural change in the first half of the 20th century, with a focus on Germany during this period. The period after World War One in Germany, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change, contributing to the world being overtaken by war in 1939.

### AREAS OF STUDY

#### *Ideology and conflict*

In this area of study students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate how Adolf Hitler's National Socialist German Workers' Party (Nazi) gained power in Germany in 1933 and drew the world into a second major conflict in 1939, of which the Holocaust was a critical aspect.

#### *Social and Cultural Change*

In 1920's Germany, the creative arts both reflected and challenged social and political life and change in this period. Mass entertainment and information by means of radio and film became widespread. In this area of study, students explore particular forms of social and cultural expression in Germany in the 1920's, and what influenced these patterns of change.

### ASSESSMENT

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

Assessment in this unit will be selected from the following:

- A historical inquiry
- An essay
- Evaluation of historical sources
- Short-answer questions
- Extended responses
- A multimedia presentation

## UNIT 2: THE CHANGING WORLD ORDER

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

### AREAS OF STUDY

#### *Causes, Course and Consequences of the Cold War*

In this area of study students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR. Challenge and change – political and youth social movements and global terrorism.

#### *Challenge and Change*

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century. Students also consider the extent to which ideas, values and political systems remained the same and/or change was resisted. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

### ASSESSMENT

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

Assessment in this unit will be selected from the following:

- A historical inquiry
- An essay
- Evaluation of historical sources
- Short-answer questions
- Extended responses
- A multimedia presentation

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**ENTRY: UNITS 3 AND 4**

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 in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

*Consequences of Revolution*

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline. Students look at use of Terror within French society and evaluate historical sources about the success and outcomes of the revolution, the new regime's consolidation of power, the degree to which they achieved and/or compromised their revolutionary ideology, and the extent of continuity and change in the society.

*Consequences of Revolution*

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline. Students consider challenges to the new society, such as Civil War in Russia, and the response of individuals, such as Vladimir Lenin and Leon Trotsky. Students also examine the experiences of everyday conditions of life that were affected by the revolution, such as the peasants and workers in Russia.

**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
- evaluation of historical sources
- extended responses
- an essay

Students' levels of achievement are determined by:

- Unit 3 School assessed coursework: 25%
- Unit 4 School assessed coursework: 25%
- One hour examination in November: 50%

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**UNIT 3: FRENCH REVOLUTION****AREAS OF STUDY***Causes of Revolution*

In this area of study students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as the calling of the Estates-General in 1789 and analyse the degree to which the influence of Enlightenment ideas were instrumental in promoting change in French society.

**UNIT 4: RUSSIAN REVOLUTION****AREAS OF STUDY***Causes of Revolution*

In this area of study students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time. Students study revolutionary ideas and consider to what extent Marxist ideas and individuals, such as Vladimir Lenin challenged Tsarist Autocracy.

# LANGUAGES: CHINESE (FIRST LANGUAGE)

## UNIT 1

Students are required to demonstrate achievement of three outcomes: to exchange meaning in a spoken interaction in Chinese; to interpret information from two texts presented in Chinese, and to respond in writing in Chinese and in English; to present information, concepts and ideas in writing in Chinese for a specific audience and purpose.

### THEMES

- Self and others;
- Tradition and change in the Chinese-speaking communities; and,
- 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; and,
- Global issues

### ASSESSMENT

Students conduct a four to five minutes role play on an issue related to texts studied, 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; and,
- 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; and,
- Global issues

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%

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 others cultures; understand the language as a system; make connections between Chinese and English, and/or other languages; and apply Chinese to work, further study, training or leisure.

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# LANGUAGES: CHINESE (SECOND LANGUAGE)

## UNIT 1

Students are required to demonstrate achievement of three outcomes: to exchange meaning in a spoken interaction in Chinese; to interpret information from two texts presented in Chinese, and to respond in writing in Chinese and in English; to present information, concepts and ideas in writing in Chinese for a specific audience and purpose.

### THEMES

- The individual;
- The Chinese-speaking communities; and,
- The world around us.

### ASSESSMENT

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: conversation or an interview; obtaining information from spoken and written texts, and creating a written presentation through the support of media.

The study of Chinese is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning Chinese while the interpersonal, interpretive and presentational contexts define the ways in which students use Chinese. The integration of these contexts through the teaching and learning program enables students to develop their understanding and skills in the language.

## UNIT 2

Students are required to demonstrate achievement of three outcomes respond in writing in Chinese to spoken, written or visual texts presented in Chinese analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese; explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken.

### THEMES

- The individual;
- The Chinese-speaking communities; and,
- The world around us.

### ASSESSMENT

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: writing a personal answer to an email formal letter, fax or email or participating in a role play or interview; describe in writing an experience seen from different perspectives; and narrating a life story, event or incident that highlights an aspect of culture.

### 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; and,
- 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; and,
- Global issues.

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%

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The study of VCE French is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning French while the interpersonal, interpretive and presentational contexts define the ways in which students use French. The integration of these contexts through the teaching and learning program enables students to develop their understanding and skills in the language.

### UNIT 1:

Students are required to demonstrate achievement of three outcomes: to exchange meaning in a spoken interaction in French; to interpret information from two texts presented in French, and to respond in writing in French and in English; to present information, concepts and ideas in writing in French for a specific audience and purpose.

#### AREAS OF STUDY

- The individual
- The French-speaking communities
- The world around us

#### ASSESSMENT

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: conversation or an interview; obtaining information from spoken and written texts, and creating a written presentation through the support of media.

### UNIT 2

Students are required to demonstrate achievement of three outcomes: respond in writing in French to spoken, written or visual texts presented in French; analyse and use information from written, spoken or visual texts to produce an extended written response in French; explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

#### AREAS OF STUDY

- The individual
- The French-speaking communities
- The world around us

#### ASSESSMENT

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: writing a personal answer to an email formal letter, fax or email or participating in a role play or interview; describe in writing an experience seen from different perspectives; and narrating a life story, event or incident that highlights an aspect of culture.

#### ENTRY: UNITS 3 AND 4

*French is designed for students who will typically have studied French 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.*

# LANGUAGES: FRENCH

### UNIT 3

Students are required to demonstrate achievement of three outcomes: to participate in a spoken exchange in French to resolve a personal issue; to interpret information from texts and write responses in French; to express ideas in a personal, informative or imaginative piece of writing in French.

#### AREAS OF STUDY

- The individual
- The French-speaking communities
- The world around us

#### ASSESSMENT

Students express ideas in a personal, informative or imaginative piece of writing; they interpret information from texts and write responses. They also participate in a spoken exchange to resolve a personal issue.

### UNIT 4

Students are required to demonstrate achievement of three outcomes: to share information, ideas and opinions in a spoken exchange in French; to analyse information from written, spoken and viewed texts for use in a written response in French; to present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

#### AREAS OF STUDY

- The individual
- The French-speaking communities
- The world around us

#### ASSESSMENT

A three to four minute interview providing information and responding to questions about a cultural product or practice; an approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts, an approximately 300-word evaluative or persuasive piece of writing.

#### 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%

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The study of VCE German is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning German while the interpersonal, interpretive and presentational contexts define the ways in which students use German. The integration of these contexts through the teaching and learning program enables students to develop their understanding and skills in the language.

## UNIT 1

Students are required to demonstrate achievement of three outcomes: to exchange meaning in a spoken interaction in German; to interpret information from two texts presented in German, and to respond in writing in German and in English; to present information, concepts and ideas in writing in German for a specific audience and purpose.

### THEMES

- The individual
- The German-speaking communities
- The world around us

### ASSESSMENT

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: conversation or an interview; obtaining information from spoken and written texts, and creating a written presentation through the support of media.

## UNIT 2

Students are required to demonstrate achievement of three outcomes respond in writing in German to spoken, written or visual texts presented in German; analyse and use information from written, spoken or visual texts to produce an extended written response in German; explain information, ideas and concepts orally in German to a specific audience about an aspect of culture within communities where German is spoken.

### THEMES

- The individual
- The German-speaking communities
- The world around us

### ASSESSMENT

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: writing a personal answer to an email formal letter, fax or email or participating in a role play or interview; describe in writing an experience seen from different perspectives; and narrating a life story, event or incident that highlights an aspect of culture.

### Entry: Units 3 and 4

*German is designed for students who will typically have studied German 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.*

## UNIT 3

Students are required to demonstrate achievement of three outcomes: to participate in a spoken exchange in German; to resolve a personal issue; to interpret information from texts and write responses in German; to express ideas in a personal, informative or imaginative piece of writing in German Themes.

### THEMES

- The individual
- The German-speaking communities
- The world around us

### ASSESSMENT

Students produce a personal, informative or imaginative written piece; 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 three outcomes: to share information, ideas and opinions in a spoken exchange in German; to analyse information from written, spoken and viewed texts for use in a written response in German; to present information, concepts and ideas in evaluative or persuasive writing on an issue in German.

### THEMES

- The individual
- The German-speaking communities
- The world around us

### ASSESSMENT

A three to four minute interview providing information and responding to questions about a cultural product or practice; an approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts, an approximately 300-word evaluative or persuasive piece of writing.

### 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%

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# LANGUAGES: JAPANESE (SECOND LANGUAGE)

## UNIT 1

Students are required to demonstrate achievement of three outcomes: to exchange meaning in a spoken interaction in Japanese; to interpret information from two texts presented in Japanese, and to respond in writing in Japanese and in English; to present information, concepts and ideas in writing in Japanese for a specific audience and purpose.

### THEMES

- The individual
- The Japanese-speaking communities
- The world around us

### ASSESSMENT

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: conversation or an interview; obtaining information from spoken and written texts, and creating a written presentation through the support of media.

## UNIT 2

Students are required to demonstrate achievement of three outcomes: respond in writing in Japanese to spoken, written or visual texts presented in Japanese; analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese; explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.

### THEMES

- The individual
- The Japanese-speaking communities
- The world around us

### ASSESSMENT

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: writing a personal answer to an email formal letter, fax or email or participating in a role play or interview; describe in writing an experience seen from different perspectives; and narrating a life story, event or incident that highlights an aspect of culture.

### ENTRY: UNITS 3 AND 4

*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: to participate in a spoken exchange in Japanese to resolve a personal issue; to interpret information from texts and write responses in Japanese; to express ideas in a personal, informative or imaginative piece of writing in Japanese.

### THEMES

- The individual
- The Japanese-speaking communities
- The world around us

### ASSESSMENT

Students express ideas in a personal, informative or imaginative piece of writing; they interpret information from texts and write responses. They also participate in a spoken exchange to resolve a personal issue.

## UNIT 4

Students are required to demonstrate achievement of three outcomes: to share information, ideas and opinions in a spoken exchange in Japanese; to analyse information from written, spoken and viewed texts for use in a written response in Japanese; to present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.

### THEMES

- The individual
- The Japanese-speaking communities
- The world around us

### ASSESSMENT

A three to four minute interview providing information and responding to questions about a cultural product or practice; an approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts, an approximately 300-word evaluative or persuasive piece of writing.

### 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%

The study of VCE Japanese is underpinned by the concepts of communicating and understanding languages and cultures.

There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning Japanese while the interpersonal, interpretive and presentational contexts define the ways in which students use Japanese. The integration of these contexts through the teaching and learning program enables students to develop their understanding and skills in the language.

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**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

**ASSESSMENT**

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.

Suitable tasks for assessment in this unit may be selected from the following: a folio of exercises; structured questions; a report; or a question-and-answer session.

**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 established the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making.

Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate Parliament and the courts and 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. Students' levels of achievement are determined by:

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

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VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts.

In VCE Literature, students develop and refine four key abilities through their engagement with texts.

These are:

- an ability to offer an interpretation of a whole text (or a collection of texts)
- an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text
- an ability to understand and explore multiple interpretations of a text
- an ability to respond creatively to a text.
- Students are provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically.

VCE Literature enables students to examine the historical, social and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms and diverse social and cultural contexts.

### 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
- Exploration of literary movements and genres

### UNIT 2

In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed.

They examine the ways texts explore different aspects of the human condition.

#### AREAS OF STUDY

- Voices of Country
- The text in its context

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.

#### ASSESSMENT

Students demonstrate achievement of the VCAA specified outcomes for each unit, based on performance on a selection of assessment tasks.

#### ENTRY: UNITS 3 AND 4

*There are no prerequisites for entry into Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.*

### UNIT 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

- Adaptations and Transformations
- Developing interpretations

# LITERATURE

### 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. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

#### AREAS OF STUDY

- Creative responses to text
- Close analysis of texts

#### ASSESSMENT: 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. Students' levels of achievement are determined by:

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

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## OPTION 1

Specialist Mathematics 1 and 2  
Mathematical Methods 1 and 2

Specialist Mathematics 3 and 4  
Mathematical Methods 3 and 4

Mathematical Methods 3 and 4

General Mathematics 3 and 4  
Mathematical Methods 3 and 4

General Mathematics 3 and 4

## OPTION 2

Mathematical Methods 1 and 2

Mathematical Methods 3 and 4

General Mathematics 3 and 4  
Mathematical Methods 3 and 4

General Mathematics 3 and 4

## OPTION 3

General Maths 1 and 2

General Mathematics 3 and 4

Foundation Mathematics 3 and 4

No Mathematics

## OPTION 4 (CASE BY CASE BASIS)

General Maths (Further) 1 and 2  
Mathematical Methods 1 and 2

General Mathematics 3 and 4  
Mathematical Methods 3 and 4

Mathematical Methods 3 and 4

General Mathematics 3 and 4

## OPTION 5

Foundation Maths 1 and 2

Foundation Mathematics 3 and 4

No Mathematics

**NOTE:** General Mathematics 3 and 4 was previously known as Further Mathematics 3 and 4.

# MATHEMATICS

**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 3 and 4 was previously known as Further Mathematics 3 and 4.

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

# FOUNDATION MATHEMATICS UNITS 1 AND 2

## UNIT 1

Students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives.

### ENTRY REQUIREMENTS

There is no prerequisite for selection of Foundation Mathematics but it is advisable that students are proficient with technology to support their mathematical learning.

### AREAS OF STUDY

#### *Algebra, number and structure*

Covers estimation, and the use and application of different forms of number and related calculations in practical, everyday and routine work contexts.

#### *Data analysis, probability and statistics*

Covers collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation.

#### *Discrete mathematics - Financial and consumer mathematics*

Covers the use and interpretation of different forms of numbers and calculations, and their application in relation to the understanding and management of personal, local and national financial matters.

#### *Space and measurement*

Covers time, and the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.

## UNIT 2

Focus on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations.

### ENTRY REQUIREMENTS

There is no prerequisite for selection of Foundation Mathematics but it is advisable that students are proficient with technology to support their mathematical learning.

### AREAS OF STUDY

#### *Algebra, number and structure*

Covers estimation and the use and application of the representation of generalisations and patterns in number, including formulas and other symbolic expressions, in everyday and routine work contexts.

#### *Data analysis, probability and statistics*

Covers the analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of data summaries.

#### *Discrete mathematics - Financial and consumer mathematics*

Covers the use and interpretation of different forms of numbers and calculations and their application in relation to the understanding and management of personal, local and national financial matters.

#### *Space and measurement*

Covers shape and location concepts, and their use and application in a variety of domestic, societal, industrial and commercial contexts.

### ASSESSMENT

Students demonstrate achievement of VCAA-set outcomes via performance on a selection of assessment tasks including portfolios, assignments, tests/examinations, solutions to sets of worked questions, summary or review notes, modelling or problem-solving tasks, and mathematical investigations.

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General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units.

# GENERAL MATHEMATICS UNITS 1 AND 2

## UNIT 1

### ENTRY REQUIREMENTS

There is no prerequisite for selection of General Mathematics Unit 1 but it is advisable that students have reached a satisfactory level at Year 10.

### AREAS OF STUDY

#### *Data analysis, probability and statistics*

Covers types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data.

#### *Algebra, number and structure*

Covers the concept of a sequence and its representation by rule, table and graph, arithmetic or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial and other applications of these sequences.

#### *Functions, relations and graphs*

Covers linear function and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications.

#### *Discrete mathematics*

Covers the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.

## UNIT 2

### ENTRY REQUIREMENTS

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

### AREAS OF STUDY

#### *Data analysis, probability and statistics*

Covers association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.

#### *Discrete mathematics*

Covers the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees.

#### *Functions, relations and graphs*

Covers direct and inverse variation, transformations to linearity and modelling of some non-linear data.

#### *Space and measurement*

Covers units of measurement, accuracy, computations with formulas for different measures, similarity and scale in two and three dimensions, and their practical applications involving simple and composite shapes and objects, trigonometry, problems involving navigation and Pythagoras' theorem and their applications in the plane.

### 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.

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

### ENTRY REQUIREMENTS

A minimum of 60% across tests and examinations in 10A Mathematics. Students who are accelerated completing 10A Mathematics in Year 9 would be expected to obtain a minimum of 80% across tests and examinations. If these grades are not achieved, then progression will include a consultation with the student's Mathematics teacher and Head of Department.

# MATHEMATICAL METHODS UNITS 1 AND 2

## UNIT 1

The focus of Unit 1 is the study of simple algebraic functions.

### AREAS OF STUDY

#### *Functions, relations and graphs*

Covers the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs will be explored in a variety of modelling contexts and theoretical investigations.

#### *Algebra, number and structure*

Covers algebra of polynomial functions of low degree and transformations of the plane.

#### *Calculus*

Covers constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.

#### *Data analysis, probability and statistics*

Covers the concepts of experiment (trial), outcome, event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams and tables. They also cover introductory counting principles and techniques and their application to probability.

### ASSESSMENT

Students demonstrate achievement of VCAA-set outcomes via performance on a selection of assessment tasks including assignments, tests/examinations, solutions to sets of worked questions, summary or review notes, modelling or problem-solving tasks and mathematical investigations.

## UNIT 2

Unit 1 is a prerequisite for Mathematical Methods Unit 2. Unit 2 is a prerequisite for Mathematical Methods Units 3 and 4. The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications.

### AREAS OF STUDY

#### *Functions, relations and graphs*

Covers graphical representation of circular, exponential and logarithmic 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 behaviour of functions and their graphs will be explored in a variety of modelling contexts and theoretical investigations.

#### *Algebra, number and structure*

Covers algebra of some simple transcendental functions and transformations of the plane.

#### *Calculus*

Covers differentiation and anti-differentiation of polynomial functions by rule, different notations, and related applications including the analysis of graphs.

#### *Data analysis, probability and statistics*

Covers the use of lists, tables and diagrams to calculate probabilities, including consideration of complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

### ASSESSMENT

Students demonstrate achievement of VCAA-set outcomes via performance on a selection of assessment tasks including assignments, tests/examinations, solutions to sets of worked questions, summary or review notes, modelling or problem-solving tasks and mathematical investigations.

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Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

### ENTRY REQUIREMENTS

A recommendation of 80% across tests and examinations in 10A Mathematics. This is also 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.

# SPECIALIST MATHEMATICS UNITS 1 AND 2

## UNITS 1: AREAS OF STUDY

### *Algebra, number and structure*

Covers the development of formal mathematical notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems.

### *Discrete mathematics*

Covers the study of sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.

## UNIT 2: AREAS OF STUDY

### *Data analysis, probability and statistics*

Covers the study of linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means.

### *Space and measurement*

Covers trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction and movement in the plane and related applications.

### *Algebra, number and structure*

Covers the arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field.

### *Functions, relations and graphs*

Covers an introduction to partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the cartesian, parametric and polar forms of these relations.

## ASSESSMENT (FOR EACH UNIT)

Students demonstrate achievement of VCAA-set outcomes via performance on a selection of assessment tasks including assignments, tests/examinations, solutions to sets of worked questions, summary or review notes, modelling or problem-solving tasks and mathematical investigations.

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General Mathematics Units 3 and 4 focus on real-life application of mathematics.

# GENERAL MATHEMATICS UNITS 3 AND 4

## ENTRY REQUIREMENTS

There is no formal prerequisite for General Mathematics Units 3 and 4 but assumed knowledge and skills are contained in General Mathematics Units 1 and 2.

## UNITS 3 AND 4: AREAS OF STUDY

### *Data Analysis*

Covers data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.

### *Recursion and financial modelling*

Covers the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

### *Matrices*

Covers the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

### *Networks and decision mathematics*

Covers the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

## 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' levels of achievement are determined by:
- School-assessed coursework (24% for Unit 3 and 16% for Unit 4).
- Two written examinations in November, each of duration 90 minutes.
- Examination 1 (30%): comprises multiple-choice questions covering all areas of study, designed to assess your knowledge of mathematical concepts, models and techniques and their ability to reason, interpret and apply this knowledge in a range of contexts. Access to an approved technology and one bound reference text (which may be annotated) or lecture pad may be brought into the examination.
- Examination 2 (30%): comprises written response questions covering all areas of study, designed to assess your ability to select and apply mathematical facts, concepts, models and techniques to solve extended application problems in a range of contexts. Access to an approved technology and one bound reference text (which may be annotated) or lecture pad may be brought into the examination.

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Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

### ENTRY REQUIREMENTS

Assumed knowledge and skills are contained from Mathematical Methods Units 1 and 2; however, students must achieve a minimum of a 60% in both Tests and Exams in Mathematical Methods Units 1 and 2 to progress to Units 3 and 4.

# MATHEMATICAL METHODS UNITS 3 AND 4

## UNITS 3 AND 4 AREAS OF STUDY

### *Functions, relations and graphs*

Covers 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 functions and their graphs is explored in a variety of modelling contexts and theoretical investigations.

### *Algebra, number and structure*

Covers the algebra of functions, including composition of functions, 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 is also explored, along with 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.

### *Calculus*

Covers graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions.

### *Data analysis, probability and statistics*

Covers discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

## 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' levels of achievement are determined by:

- School-assessed coursework (20% for Unit 3 and 20% for Unit 4)
- Two written examinations in November
- Examination 1 (20%): A 1-hour paper that comprises short-answer and some extended-answer questions covering all areas of study, designed to assess your knowledge of mathematical concepts, your skills in carrying out mathematical algorithms without the use of technology and your ability to apply concepts and skills. No technology (calculators or software) or notes of any kind are permitted.
- Examination 2 (40%): A 2-hour paper comprising multiple-choice questions and extended-answer questions covering all areas of the study, designed to assess your ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems. Access to an approved technology and one bound reference text (which may be annotated) or lecture pad may be brought into the examination.

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Specialist Mathematics Units 3 and 4 focuses on mathematical structure, reasoning and proof and applications across a range of modelling contexts.

### ENTRY REQUIREMENTS

Assumed knowledge is drawn from Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2. Mathematical Methods Units 3 and 4 is a prerequisite for Specialist Mathematics Units 3 and 4, and can be studied either concurrently or previously.

# SPECIALIST MATHEMATICS UNITS 3 AND 4

## UNITS 3 AND 4 AREAS OF STUDY

### *Discrete Mathematics - Logic and proof*

Covers the development of mathematical argument and proof. This includes conjectures, connectives, quantifiers, examples and counter-examples, and proof techniques including mathematical induction. Proofs will involve concepts from topics such as: divisibility, inequalities, graph theory, combinatorics, sequences and series including partial sums and partial products and related notations, complex numbers, matrices, vectors and calculus. The concepts, skills and processes from this area of study are to be applied in the other areas of study.

### *Functions, relations and graphs*

Covers rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry.

### *Algebra, number and structure - Complex numbers*

Covers the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.

### *Calculus*

Covers the advanced calculus techniques for analytical and numerical differentiation and integration of a broad 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, and modelling with differential equations drawing from a variety of fields such as biology, economics and science.

### *Space and measurement*

Covers 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 their parametric and cartesian equations; vector kinematics in one, two and three dimensions; vector, parametric and cartesian equations of lines and planes.

### *Data analysis, probability and statistics*

Covers the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.

## 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' levels of achievement are determined by:

- School-assessed coursework (20% for Unit 3 and 20% for Unit 4).
- Two written examinations in November.
- Examination 1 (20%): A 1-hour paper that comprises short-answer and some extended-answer questions covering all areas of study, designed to assess your knowledge of mathematical concepts, your skills in carrying out mathematical algorithms without the use of technology and your ability to apply concepts and skills. No technology (calculators or software) or notes of any kind are permitted.
- Examination 2 (40%): A 2-hour paper comprising multiple-choice questions and extended-answer questions covering all areas of the study, designed to assess your ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems. Access to an approved technology and one bound reference text (which may be annotated) or lecture pad may be brought into the examination.

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## UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

### AREAS OF STUDY

- Media representations
- Media forms in production
- Australian stories

## UNIT 2: NARRATIVE ACROSS MEDIA FORMS

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception. In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

### AREAS OF STUDY

- Narrative, style and genre
- Narratives in production
- Media and Change

### AREAS OF STUDY

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. Suitable tasks for assessment in this unit may be selected from the following: audiovisual or video sequences; radio or audio sequences; photographs; print layouts; sequences or presentations using digital technologies; posters; written responses; or oral reports.

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**ENTRY: UNITS 3 AND 4**

*There are no prerequisites for entry into Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.*

**UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION**

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form.

They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

**AREAS OF STUDY**

- Narrative and ideology
- Media production development
- Media production design

**UNIT 4: MEDIA PRODUCTION AND ISSUES IN THE MEDIA**

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

**AREAS OF STUDY**

- Media production
- Agency and control in and of the media

**ASSESSMENT: UNITS 3 AND 4**

Units 3 and 4 The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and a School-assessed Task (SAT) as specified in the VCE study design, and external assessment. The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Percentage contributions to the study score in VCE Media are as follows:

- School-assessed coursework in Unit 3 and 4: 20%
- School-assessed task in Unit 3 and 4: 40%
- End-of-year examination: 40%

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VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner. In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

There is no prerequisite for entry to Units 1 and 2 Music. The new course (2023-2027) offers a range of pathways that support a variety of student backgrounds including both formal and informal music learning contexts. VCE Units 1 and 2 provide an overview of all of the four music subjects that may be considered for study in Units 3 and 4.

# MUSIC PERFORMANCE UNIT 1 AND 2

## UNITS 1 AND 2

The Music Course is designed to be taken in Year 11. Students in Year 10 may be able to take Units 1 and 2 instead of the Music Elective at Year 10. This will be determined upon interview with the Director of Music and the Student Futures Team. Students may come to the class with a limited or wide range of skills and some may be commencing formal individual music tuition for the first time. Conversely, students may have advanced skills after many years of private tuition on an instrument or voice. The classes are designed to create differentiated opportunities as needed, including support within our co-curricular program.

Students will rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works per unit (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation and in Unit 2, Effect in music.

Students also create a folio of brief creative responses, including exercises that demonstrate their understanding of musical organisation and characteristics of at least one work selected for study. They develop appropriate methods of recording and preserving their music, including standard notation, DAWs and notation software. Students reflect on their creative organisation by documenting their approach to creating the music, and identifying and describing their use of music elements, concepts and compositional devices.

Students describe the treatment of Elements of Music and compositional devices and concepts in selected works and they identify and describe relevant musical characteristics including chords, scales and melodic and rhythmic patterns.

## UNIT 1 AREAS OF STUDY

Organisation in Music:

- Performing
- Creating
- Analysing and Responding

## UNIT 2 AREAS OF STUDY

Effect in Music:

- Performing
- Creating
- Analysing and Responding

## ASSESSMENT

- Presentation of at least two works, including at least one ensemble/group work, under performance conditions.
- Participation in Masterclasses as works are prepared for performance.
- A discussion of the challenges presented by these works which may be presented in a written format, orally or as a multi-media presentation.
- Aural, written and practical tasks in the form of Composition Tasks, Aural and Theory Worksheets and tests, and written responses to music, both for previously unknown works and set works selected for analysis.
- Composition exercises or improvisations and accompanying discussion that demonstrate an understanding of the organisation of music which may be presented in a written format, orally or as a multi-media presentation.

[Click here to view the VCAA Study Design](#)

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner. In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

VCE Units 1 and 2 provide an overview of all of the four music subjects that may be considered for study in Units 3 and 4.

# MUSIC PERFORMANCE

## UNIT 3 AND 4

### UNITS 3 AND 4: MUSIC INQUIRY

There are different subjects available for student selection, depending on areas of interest and experience in music. The possibility of entering the subject without prior experience exists but three or more years of performance experience on an instrument or voice is desirable for the Music Contemporary Performance and Music Repertoire subjects.

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests.

### UNIT 3: INFLUENCE IN MUSIC

Students perform music to demonstrate musical approaches influenced by an existing style and/or performer and create/arrange short music works that include identifiable influences from an existing work/performer/style and are able to explain these influences.

Students develop aural skills by responding to and analysing music from a range of sources across time and place, comparing their music characteristics.

### AREAS OF STUDY

- Music Making
- Analysing for Music Making
- Responding

### UNIT 4: PROJECT

Students choose their own Area of Investigation. This may be:

- a style
- a performer
- a creator
- a musical genre

Students analyse at least two works from their chosen Area of Investigation.

### AREAS OF STUDY

- Music Making (Performance or arrangement/composition)
- Analysing for Music Making
- Responding

### ASSESSMENT: UNITS 3 AND 4

35% of marks are allocated by the School in School Assessed Tasks in Unit 3. The level of achievement for Units 3 and 4 is further assessed by an end-of-year examination, which will contribute 15 percent to the study score, and the level of achievement for Unit 4 is also assessed by an Externally-assessed Task, which will contribute 50 per cent to the study score.

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# MUSIC PERFORMANCE UNIT 3 AND 4

## UNITS 3 AND 4: MUSIC REPERTOIRE

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. On completion of this unit the student should be able to explain the artistic and practical considerations used to select a program of works for performance and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works including one work from the prescribed list intended for their final recital program and at least one ensemble work. The study may be undertaken as a Soloist (with an accompanist) or as a member of a Group.

### AREAS OF STUDY

- Performing
- Analysing for Performing
- Responding (includes Music Language – standard notation)

## UNITS 3 AND 4: MUSIC COMPOSITION

This study allows students to explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the ways music is organised, created and performed in a range of styles and traditions.

### AREAS OF STUDY

- Creating
- Analysing for Composition
- Responding

### ASSESSMENT

- Unit 3 and 4 School Assessed Tasks: 30%
- End of Year Examination: 20%
- Unit 4 External Performance Examination (20 minutes\* for one assessed performer): 50%  
\* formerly 25 minutes

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## 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 minimise 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?

### ASSESSMENT

Students demonstrate achievement of VCAA-set outcomes through performance on a selection of assessment tasks including: conversation or an interview; obtaining information from spoken and written texts, and creating a written presentation through the support of media.

## 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 the 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 physiological perspective.

Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.

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 sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from 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. Students' levels of achievement are determined by:

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

[Click here to view the VCAA Study Design](#)

### UNIT 1: HOW IS ENERGY USEFUL TO SOCIETY?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

#### AREAS OF STUDY

- How are heat and light explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

### UNIT 2: HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students use physics to justify a stance, response or solution to a contemporary societal issue or application related to the option selected for Area of Study 2.

#### AREAS OF STUDY

- How is motion understood?
- How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions?

#### ASSESSMENT

A range of assessment task styles are implemented throughout Units 1 and 2 including: a summary report of laboratory activities, comparison, evaluation and critique, or reflective annotations of practical activities, data analyses and evaluations of data or a modelling or simulation activity, a media analysis/response, problem-solving involving physics concepts, skills and/or issues in a real-life context analysis and evaluation of a physics article which can be in the form of an infographic or a scientific poster.

### UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

#### AREAS OF STUDY

- How do physicists explain motion in one and two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?

### UNIT 4: HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONISED THINKING IN PHYSICS?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

#### AREAS OF STUDY

- How has understanding about the physical world changed?
- How is scientific inquiry used to investigate fields, motion or light?

#### ASSESSMENT: UNITS 3 AND 4

The award of satisfactory completion of units is based on the teacher's decision that student have demonstrated achievement of a set of VCAA-specified outcomes. Students' levels of achievement are determined by:

- Unit 3 School Assessed Coursework: 30%
- Unit 4 School Assessed Coursework: 20%
- Unit 3 and 4 External Examination (2.5 hours): 50%

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### UNIT 1: HOW ARE BEHAVIOUR AND MENTAL HEALTH PROCESSES SHAPED?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

#### AREAS OF STUDY

- What influences psychological development
- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?

### UNIT 2: HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

In this unit students 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 individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. 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.

#### AREAS OF STUDY

- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop our understanding of influences on perception and behaviour?

#### ASSESSMENT

A range of assessment task styles are implemented throughout Units 1 and 2 including: analysis and evaluation of an experiment or case study, data analyses, reflective annotations of practical activities media analyses of contemporary media texts, a literature review, a response to a psychological issue or ethical dilemma, a modelling or simulation activity, problem-solving involving psychological concepts, skills and/or issues, or a report of a scientific investigation.

### UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

#### AREAS OF STUDY

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

### UNIT 4: HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

#### AREAS OF STUDY

- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?

#### ASSESSMENT: UNITS 3 AND 4

- Unit 3 School Assessed Coursework: 20%
- Unit 4 School Assessed Coursework: 30%
- Unit 3 and 4 External Examination (2.5 hours): 50%

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## UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION

The main purpose of Unit 1 is to introduce students to the preparation of drawings using instruments and to explore techniques in freehand drawing using different methods, media and materials. Students are also introduced to the design elements and principles in the assessment of their own work and the work of others. They are introduced to the role of design in the historical, social and political context.

### AREAS OF STUDY

- Drawing as a means of communication
- The design elements and design principles
- Visual communication design in context

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.

### AREAS OF STUDY

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.

## UNIT 2: APPLICATION OF VISUAL COMMUNICATION DESIGN

The main purpose of Unit 2 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/s 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.

### ASSESSMENT

Students will sit a 90 minute examination\* at 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.

## UNIT 3: DESIGN THINKING AND PRACTICE

In 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 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 School Assessed Coursework 25%
- Unit 4 School Assessed Task 40%
- End of Year Examination 35%

[Click here to view the VCAA Study Design](#)

# BEYOND THE CLASSROOM

The wide array of co-curricular activities complements and adds to the learning that occurs in the classroom. We encourage our students to explore the breadth of experiences to discover their passions, many of which could last a lifetime.



## MUSIC

There are a number of ensembles on offer for students of all abilities to become actively involved with, both instrumental and voice. There is something for everyone, from choirs, the orchestra, wind symphony and the stage band to jazz, saxophone, strings and rock bands.

## DANCE AND DRAMA

With a wide variety of performance opportunities on offer, students can participate in performing arts productions, plays, dance showcases and concerts. A School Production is held every year, alternating between Senior and Cripps year levels.

## SPEECH, DRAMA AND EFFECTIVE COMMUNICATION

This program is designed to develop a student's individual communication skills and performance techniques. The skills of oracy (reading, listening and speaking) are emphasised to enable students to develop clarity and confidence in all areas of oral communication. Private lessons are also available.

## SPORT

Sport and physical activity is essential to general health and wellbeing. At Korowa we encourage positive physical activity behaviour through school sport, Physical Education, recreation and leisure time activities both at school and through community and club links outside school.

There's something for everyone from House sport competitions to inter-school and intra-school sporting opportunities, as well as the Club Sports at Korowa in Netball, Snowsports and Rowing. Regardless of skill level, students have the opportunity to participate, it's a great way to make new friends, have fun and stay fit.

## DEBATING

Korowa competes in the Debating Association of Victoria's Schools Competition with teams from Years 8 to 12. Students can also participate in inter-House debates held at Korowa, or staff-student debates.

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!

## QUEST

This program runs after school in the STEAM Lab and provides students with access to internal and external industry experts within short term programs. Workshops have included engineering projects, wearable tech, 3D printing, robotics and digital film making.



# CLUBS

## BOOK CLUB (YEARS 7–12)

Each week, like minded students discuss what they love most in the Learning Commons: books! All students are welcome to come along and be involved in general discussions with no set books or required reading.

## PRISM (YEARS 7–12)

Prism is a discussion group where students come together to build connections with their peers, and discuss ideas and issues associated with sexual identity and gender identity.

## WRITERS' CLUB (YEARS 7–12)

Aspiring writers have fun while developing their skills through writing games, writing collaborative magnet poetry, learning how to edit stories, and much more. Any student of any writing level is welcome to join.

## CHESS CLUB (YEARS 7–9)

A chess coach from Melbourne University Chess Club runs regular sessions with Chess Club members, along with another coach who leads Masterclasses to prepare members for Interschool Chess Tournaments throughout the year.

## ART CLUB (YEARS 7–12)

Students meet weekly to share their love of the visual arts. In a relaxed environment, students have fun learning about a range of art forms by engaging in a variety of stimulating art activities.

## ENVIRONMENT GROUP (YEARS 7–12)

Sometimes known as Evergreen Korowa, the environment group is an assembly of students from all year levels oriented towards an enthusiasm for our natural environment. Throughout the year, they meet to discuss and implement ways to promote environmental sustainability, sometimes they just like to leave a space open for discussion and the sharing of ideas.