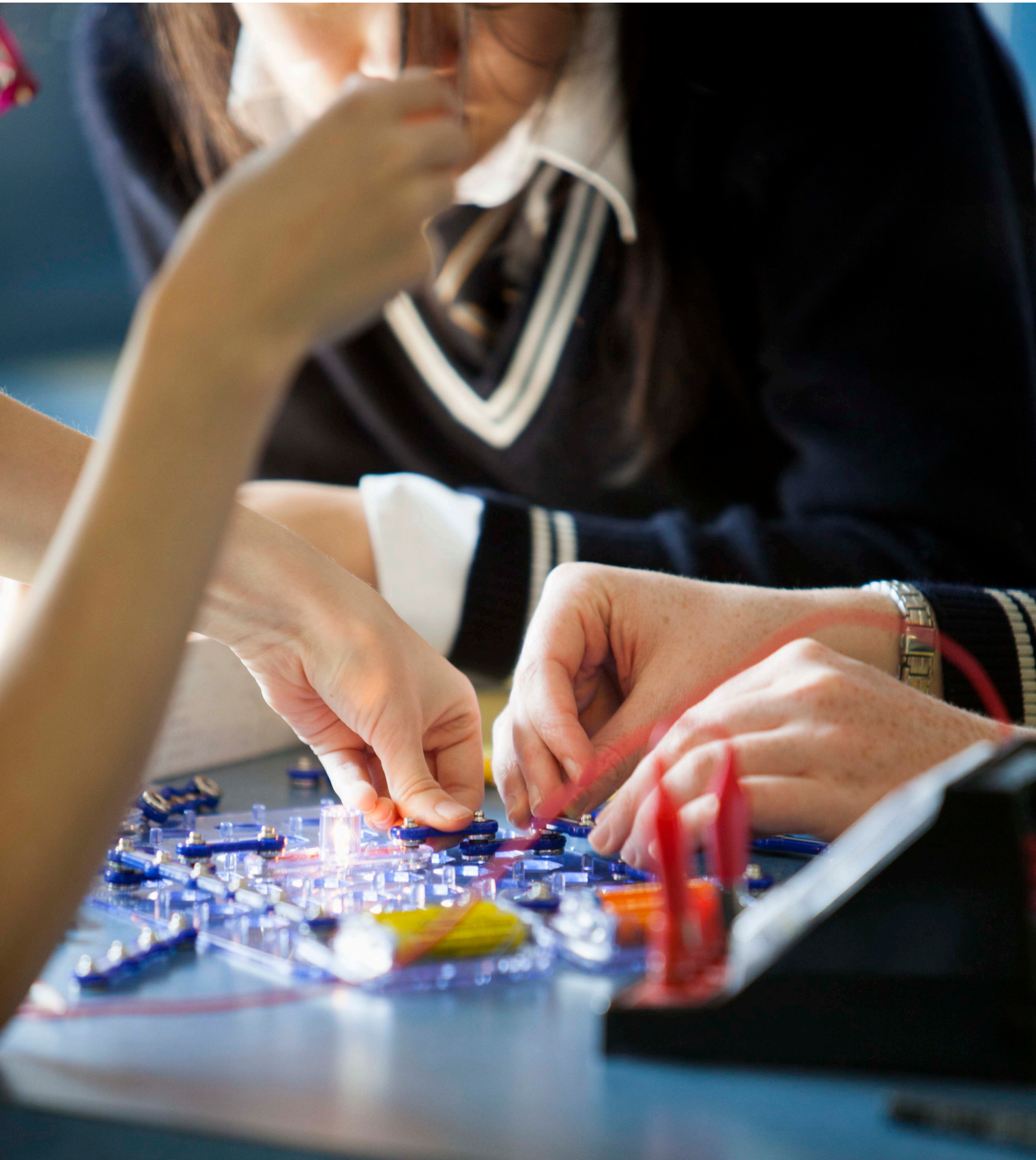


YEARS 11 – 12 SUBJECT SELECTION GUIDE



MELBOURNE
GIRLS GRAMMAR
AN ANGLICAN SCHOOL



VCE Course Selection Guide

The purpose of the VCE Course Selection Guide is to provide a resource for students and parents/guardians to assist with the selection of courses for Years 11 and 12. The Guide provides a brief outline of VCE course options to assist students to strategically select subjects and begin creating a suitable pathway through VCE. Students and parents are encouraged to talk to Heads of Department, teachers and other students before determining their selections.

For comprehensive details on each individual VCE study, parents and students are encouraged to access the VCAA website: <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

Course preference process

Students are asked to submit their course preferences for the following year by the date indicated in the timeline below. This information is then used to create a timetable with set course blocking designed to accommodate as many selections as possible.

Student selections are preferences only, and following the timetabling process, students may find that all their subject preferences have not been able to be accommodated. This may be due to scheduling issues or because a course is not running due to lack of numbers. Students who find themselves in this situation will meet with a member of the VCE team to assist them in selecting alternate courses that still support their desired pathway.

Students in this situation will be given a second opportunity to make selections based on the established course blocking.

Course selection timeline

Friday 2 June VCE Course Selection Guide available for students

Monday 26 June Online preference form activated

Friday 4 August Closing date for VCE 2018 course preferences

Course selection advice

- Talk to others (students, parents, teachers, HWTs, Heads of Department, Careers Advisor)
- Follow your interests and passions
- Have a close look at your semester exam and academic results
- Some accelerated studies may be taken by arrangement (dependent upon your grades and approval from the HOD and Director of Senior Years)
- Check university pre-requisite requirements to make certain you have the right subject combination for entry to the course you wish to apply for
- Don't just do what your friends are doing
- Make an appointment with the School Careers Advisor – Lauren.Sach@mggs.vic.edu.au

Accelerated VCE Studies

YEAR 11

Melbourne Girls Grammar is committed to supporting the academic pathways of its students, and where possible, offers flexible learning opportunities to achieve this. In 2018, students in Year 11 at MGGS will have the opportunity to undertake an accelerated study (VCE Units 3&4 Studies) as a component of their academic program. The accelerated study opportunities offered are reviewed on an annual basis and determined according to School priorities.

The School sets strict qualification standards for entry into these accelerated studies. As a general policy, students will be expected to have achieved the award of Academic Honours or Academic commendation in Year 10; however, every application for accelerated studies will be assessed on its individual merits.

The School expects that any student nominating for an accelerated study will be achieving at an A/B average in Year 10 English.

Approval for any student wishing to study Units 3 & 4 during Year 11 will be given through the Director of Senior Years. Her decision will be made in conjunction with the Heads of Department.

Where there is insufficient evidence to grant approval to the request, the student will be made aware of this and she will be asked to re consider her program of work for the following year. Provisional approval may be granted and in such cases a student's work habits and academic results will be closely monitored throughout the remainder of their Year 10.

Protocols for altering course selections

Once the first round of course preferences has been used to construct the blocking for Years 11 and 12, students will only be able to alter their selections within the set blocking structure.

At the end of 2017 and the beginning of 2018 there is a 2 week window during which students may alter subject selections. At the beginning of 2018, this change window will be between weeks 3-4 of Term 1. Students will only be able to select a new study based on the blocking determined for the timetable.

Class placements are carefully considered by the VCE team in order to meet the academic and emotional needs of the girls. The School will not support student requests to switch classes based on teachers.

Heads of Department Contact Details

DEPARTMENT	NAME	CONTACT
Drama	Victoria Page	Victoria.Page@mggs.vic.edu.au
English	Christophe Taylor	Christophe.Taylor@mggs.vic.edu.au
Global Connections	Paul McNamara	Paul.McNamara@mggs.vic.edu.au
History and Classical Studies	Lucy Jongebloed	Lucy.Jongebloed@mggs.vic.edu.au
Modern Languages (LOTE)	Florence Melinand	Florence.Melinand@mggs.vic.edu.au
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Visual Arts	Nicole Harbison	Nicole.Harbison@mggs.vic.edu.au

VCE Course selection structure

The tables below show the two year overview of possible course structures.

Year 11	SEM 1	Unit 1 Elect 1 Any English	Unit 1 Elect 2	Unit 1 Elect 3	Unit 1 Elect 4	Unit 1 Elect 5	Elect 6*
	SEM 2	Unit 2 Elect 1 Any English	Unit 2 Elect 2	Unit 2 Elect 3	Unit 2 Elect 4	Unit 2 Elect 5	Elect 6*

***Students entering Year 11 have the option to create one of the following course structures:**

1. 5 VCE Unit 1 & 2 courses only
2. 6 VCE Unit 1 & 2 courses
3. 5 VCE Unit 1 & 2 courses and 1 VCE Unit 3 & 4 Course

Year 12	SEM 1	Unit 3 Elect 1 Any English	Unit 1 Elect 2	Unit 1 Elect 3	Unit 1 Elect 4	Unit 1 Elect 5	Study Block
	SEM 2	Unit 4 Elect 1 Any English	Unit 2 Elect 2	Unit 2 Elect 3	Unit 2 Elect 4	Unit 2 Elect 5	Study Block

Students **must complete a minimum of five** Units 3 & 4 studies in Year 12.

The completion of an English course is the only mandatory course pathway through VCE

Entry into University requires a minimum raw score of 25 for English in Units 3 & 4 (30 for EAL).

Students can take English as any of the courses offered:

- English
- English Language
- Literature
- English as an Additional Language (EAL)

Students may select a combination of two English courses if they desire.

VCE Studies – Offered in 2018

All studies are offered as Units 1 – 4 unless otherwise indicated.

Year 11 students selecting advanced VCE Units 3 & 4 options should ensure they have read and understood the prerequisites and protocols.

Art

Studio Arts

Visual Communication Design

Drama

Music

Biology

Chemistry

Physics

Psychology

Physical Education

Geography

Global Politics

Accounting

Business Management

Economics

Extended Investigation (Units 3 & 4)

History- Global Empires (Units 1 & 2)

History – Revolutions (Units 3 & 4)

History – Classical Studies

Philosophy (**Units 1 & 2 in 2018, Units 3 & 4 offered in 2019**)

English

English Language

English Literature

English as an Additional Language (EAL)

Chinese First Language

Chinese Second Language

Chinese Second Language Advanced (Units 3 & 4 only)

French

Italian

Spanish

Latin

Further Mathematics

Specialist Mathematics

Mathematical Methods

Algorithmics (Units 3 & 4)

VCE: Art Units 1 and 2

The VCE Art course is a general, non-art form specific and theoretical course. Students study the works of a range of artists and art forms through art research and theory. At the completion of each Unit, the students present a folio of artworks and responses to artworks. The folio incorporates a range of both written and visual responses to artworks and the exploration and development of student ideas. The course can cover the following art forms: painting, drawing, sculpture, mixed media work and printmaking.

Unit 1: This Unit focuses on artworks, how they communicate ideas and how different materials and techniques are used by artists. Students examine artists in different societies, cultures and historical periods, and develop their own points of view about the meanings and messages of the studied artworks.

Unit 2: In this Unit students will investigate the ways in which art expresses and reflects culture. They will study a range of artworks from different periods of time and different cultures. In practical work students continue to explore techniques and develop personal and creative responses in their art making.

Resources

- Online gallery and educational resources
- Students are supplied with an Art Kit which has an A3 Folio and a range of art supplies

Prerequisites

There are no prerequisites for Art Units 1 & 2.

Pathways

VCE Art Units 3 & 4

VCE: Art Units 3 & 4

The VCE Art course is a general, non-art form specific and theoretical course. Students study the works of a range of artists and art forms through art research and theory. At the completion of each Unit, the students present a folio of art works, responses to artworks as well as a resolved artwork. The course can cover the following art forms: painting, drawing, sculpture, mixed media work and printmaking.

Unit 3: Interpreting Art – In Unit 3 students study the works of other artists and respond to these through extensive research. They develop, examine and analyse their own and others' opinions and use evidence to support different points of view. Students undertake wide research in this area and present their findings through written essays, assignments and in a Visual Diary. Investigation and Interpretation through Artmaking – The development of art responses and ideas in a range of media including Printmaking, Painting, Drawing, Sculpture, Mixed Media, Video Art and Photography, in which the student ideas are presented. There is an exploration of ideas through trialling and experimentation of materials and techniques and the refinement of concepts, ideas, directions and technical skill. Students document thinking and working practices.

Unit 4: Discussing and Debating Art – Students discuss and debate art issues. They research, analyse and interpret artworks related to their discussion.

Assessments

Units 3 and 4 School-assessed Coursework (SAC): 20%

Units 3 and 4 School-assessed Task (SAT): 50%

End-of-year examination: 30%

Prerequisites

It is advised that students complete at least ONE Unit of either Unit 1 and 2 Art. Students can enter the course after completing Units 1 & 2 Studio Arts but they may struggle with the written requirements of the course.

Resources

- Online gallery and educational resources
- Students are supplied with an Art Kit which has an A3 Folio and a range of art supplies

Enrichment Opportunities

- Art Camp
- AG Ideas
- Life Drawing
- Artists in Residence Program

VCE: Studio Arts Units 1 & 2

The VCE Studio Arts course focuses on practical art and the acquisition of technical skill. Students develop skills in a selected art form and produce final artworks based on their exploration and development of ideas and techniques. The building of a contemporary practice is developed throughout the course, by offering the development of skill sets in two studio areas with the option to combine them using an interdisciplinary approach in the final production of finished artworks.

There are two studio areas offered within Studio Arts at VCE level.

- Photography
- Textiles 2D/3D

The two strands are offered within one class structure.

Unit 1: Artistic Inspiration and Techniques – This Unit focuses on using sources of inspiration and individual ideas as the basis for artworks whilst exploring a range of materials and techniques in Photography and Textiles 2D/3D. The students will also explore a range of artists from different periods of time and cultures focusing on the source of ideas and the use of materials and techniques in the production of artworks. The exploration of materials and techniques is focused on the production of a series of art works and a supporting Visual Diary. The art study is centered on research and writing skills.

Unit 2: Design Exploration and Concepts – This Unit introduces the design process to develop a body of work. The students explore the design process presenting a range of visual solutions. Visual analysis skills are taught through the study of a range of art works. At the end of the Unit, the students will present a body of work with a supporting folio. They will also complete a range of written assignments.

Resources

- SLR digital camera – Photography (Essential)
- Fabric Construction: Sewing machine
- Students are supplied with a Studio Arts kit at the start of the Unit

Enrichment Opportunities

- Guest lecturers
- Life Drawing – Melbourne Grammar School Collaboration
- Artist in Residence program

Prerequisites

There are no prerequisites for completion of Studio Arts Units 1 & 2.

Pathways

The VCE Studio Arts Units 1 & 2 are recommended for completion before Units 3 & 4. Students who have completed Studio Arts Units 1 & 2 who wish to complete VCE Art Units 3 & 4 should speak with the Head of Visual Arts to ensure they understand the demands of the course.

VCE: Studio Arts Units 3 & 4

The VCE Studio Arts course focuses on practical art and the acquisition of technical skill. Students develop skills in a selected art form and produce final artworks based on their exploration and development of ideas and techniques. Throughout Units 3 & 4 students explore ideas and subject matter surrounding one overarching theme. The building of a contemporary practice is developed throughout the course, by offering the development of skill sets in two studio areas with the option to combine them in the final production of finished artworks.

There are two strands of Studio Arts offered at VCE level. Students choose one of the following:

- Photography
- 2D /3D

The two strands are offered within one class structure, with two teachers developing the following strands in the hybrid art studio space.

Unit 3: Studio Production and Professional Art Practices – This unit focuses on the implementation of an individual design process leading to the production range of potential directions and solutions. Students investigate and analyse the response of artists to a wide range of stimuli and examine their use of materials and techniques.

Unit 4: Studio Production and Art Industry Contexts – This unit focuses on the production of a cohesive folio of finished artworks. Students investigate aspects of artists' involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conversation of artworks.

Assessments

Units 3 and 4 School-assessed Coursework (SAC): 10%

Units 3 and 4 School-assessed Task (SAT): 60%

End-of-year Examination: 30%

Enrichment Opportunities

- Top Arts Exhibition
- Guest lecturers
- Art Camp
- AG Ideas
- Life Drawing in collaboration with Melbourne Grammar School
- Artist in Residence program: Contemporary theory and studio production.

VCE: Visual Communication Design Units 1 & 2

Students will learn drawing systems and produce paraline, orthographic & perspective drawings and will render objects drawn from direct observation using a variety of media. Students will use digital programs to produce design pieces derived from a given design brief for a folio. Exploration of typography in design will also be explored.

Unit 1: Introduction to Visual Communication Design– This unit focuses on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students will also learn instrumental drawings from observational drawings. Students review the contextual background of visual communication through an investigation of design styles. The use of ICT including Adobe Photoshop and Adobe Illustrator will be introduced and used in final presentations.

Unit 2: Applications of Visual Communication Design – In this unit the student will focus on the presentation of drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, intended audience and development of concepts to create visual communications.

Prerequisites

Completion of Visual Communication Design in at least one semester at Year 9 or 10 is recommended.

Enrichment opportunities

- Design talks and workshops
- Top Design exhibition
- Guest lecturers in design

Pathways

This course will provide students with skills and knowledge for VCE Visual Communication Design Units 3&4.

VCE: Visual Communication Design Units 3 & 4

In Unit 3 and 4 students will focus on communication, environmental and industrial design. Within these areas students will undertake small visual tasks for each area. A written analysis will also accompany the design work. Students will also produce a written design brief for two separate visual communication pieces within this folio development work is required.

Unit 3: Design Thinking and Practice – In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief for two different pieces and apply a design process. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: Design Development and Presentation – The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief (from Unit 3). This involves applying the design process twice to meet each of the stated needs. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Assessments

Unit 3: School assessed coursework (SAC): 20%

Unit 4: School assessed coursework (SAC): 5%

Units 3 & 4: School Assessed task (SAT): 40%

End of Year Examination: 35%

Prerequisites

Visual Communication and Design Units 1 & 2 are strongly recommended.

Enrichment opportunities

- Design talks
- Top Design exhibition
- Guest lecturers in design

VCE: Drama Units 1 & 2

Unit 1: Dramatic Storytelling – This Unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance/s and manipulate expressive skills in the creation and presentation of characters. This Unit involves the analysis of student performances and of professional performance work.

Unit 2: Non-naturalistic Australian Drama – This Unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or icon from a contemporary or historical Australian context. This Unit involves the analysis of student performances and of professional performance of an Australian work.

Prior Studies

Students are encouraged to have completed one semester of Drama in Year 9 or 10 prior to undertaking VCE Drama Units 1 & 2.

VCE: Drama Units 3 & 4

Unit 3: Devised non-naturalistic ensemble performance – This Unit focuses on non-naturalistic devised drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and/or cultural performance traditions. Students use and manipulate dramatic elements, conventions, performance and expressive skills performance styles and stagecraft in non-naturalistic ways to shape and enhance performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4: Non-naturalistic solo performance – This Unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and Expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

Assessments

Unit 3: School assessed coursework (SAC): 30%

Unit 4: School assessed coursework (SAC): 10%
End of Year Performance
Examination: 35%
End of Year Examination: 25%

Prerequisites

Units 1 & 2 Drama are not a prerequisite for Units 3 & 4; however, girls wishing to study Drama Units 3 & 4 are strongly encouraged to complete Units 1 & 2. Students who have not completed Drama Units 1 & 2 must meet with the Head of Drama prior to selecting Units 3 & 4. Theatre Studies Units 3 & 4 may be studied in conjunction with Drama Units 3 & 4.

Enrichment opportunities

- Theatre visits / viewing of professional theatre

VCE: Music Performance Units 1 & 2

Students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis, and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study

Unit 1: Performance
Preparing for Performance
Music Language

Unit 2: Performance
Preparing for Performance
Music Language
Organisation of Sound

Prerequisites

Students are required to have participated in regular private tuition on the instrument (including voice) selected for study.

Students should also have attained a minimum of grade 3 AMEB standard in theory.

Pathways

Units 3 & 4: VCE Music Performance / Music Investigation / Music Style and Composition.

VCE: Music Performance Units 3 & 4

Students refine their performance and musicianship skills. They focus on their solo performance program to be presented at the end- of-year examination. They present performances of both group and solo music works using one or more instruments and perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They address challenges relevant to works they are preparing for performance and strengthen their listening, aural, theoretical and analytical musicianship skills.

Areas of Study

Unit 3: Performance
 Preparation for Performance
 Music Language

Unit 4: Performance
 Preparation for Performance
 Music Language

Assessment

Unit 3: School assessed coursework (SAC): 20%

Unit 4: School assessed coursework (SAC): 10%
 End of year Performance Examination: 50%
 End of year Aural and Written Examination: 20%

Prerequisites

Students wishing to undertake Music Performance Units 3 & 4 should have successfully completed Music Performance Units 1 & 2 or the equivalent.

VCE: Biology Units 1 & 2

Unit 1: How do living things stay alive? – In this unit students examine the cell as the structural and functional unit of life, and the requirements for sustaining cellular processes. They analyse different types of adaptations that enhance the ability of an organism to survive, and consider the role homeostatic mechanisms play in maintaining an organism's internal environment.

Students investigate how a diverse group of organisms form a living interconnected community, and the role of a keystone species in maintaining the structure of an ecosystem. They consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Students conduct a practical investigation related to the survival of an organism or species.

Unit 2: How is continuity of life maintained? – In this unit students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in organisms. Students explore asexual and sexual reproductive strategies, and the advantages and disadvantages of these processes. The role of stem cells in humans is examined, and their potential use in medical therapies.

Students use genetics to explain the inheritance of characteristics and explore the relationship between genes, the environment and the regulation of genes. They consider the role of genetic knowledge in understanding the inheritance of genetic conditions, the uses of genetic screening and its social and ethical issues.

Students conduct a research investigation into, and communication of, an issue related to genetics and/or reproductive scientific methods.

Prerequisites

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

Pathways

Students wishing to take Biology Units 3 & 4 are encouraged to complete Biology Units 1 & 2.

VCE: Biology Units 3 & 4

Unit 3: How do cells maintain life? – In this unit students investigate the workings of the cell from several perspectives. They examine the chemical nature of the plasma membrane to compare how hydrophilic and hydrophobic substances move across it. Students consider the importance of molecular interactions based on the complementary nature of specific molecules. They study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signaling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level, students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Unit 4: How does life change and respond to challenges over time? – In this unit students investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from paleontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Assessments

Unit 3: School assessed coursework (SAC): 16%

Unit 4: School assessed coursework (SAC): 24%

Units 3 & 4: End of year Examination: 60%

Prerequisites

Students wishing to take Biology Units 3 & 4 are encouraged to complete Biology Units 1 & 2. There are no prerequisites for entry to Unit 3 but students must undertake Unit 3 prior to undertaking Unit 4.

VCE: Chemistry Units 1 & 2

Unit 1: How can the diversity of materials be explained? – In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. A research investigation is undertaken in Area of Study 3 related to the content from Unit 1.

Unit 2: What makes water such a unique chemical? – In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water. A practical investigation into an aspect of water quality is carried out as Area of Study 3.

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

Prerequisites

There are no prerequisites for entry to Chemistry Units 1 & 2.

Pathways

Students wishing to take Chemistry 3 & 4 are strongly encouraged to complete Chemistry Units 1 & 2.

VCE: Chemistry Units 3 & 4

Unit 3: How can chemical processes be designed to optimize efficiency? – In this unit students explore energy options and the chemical production of materials. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Unit 4: How are organic compounds categorised, analysed and used? In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

A student practical investigation related to energy and/or food is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Assessments

Unit 3: School assessed coursework (SAC): 16%

Unit 4: School assessed coursework (SAC): 24%

Units 3 & 4: End of year Examination: 60%

Prerequisites

Students wishing to take Chemistry Units 3 & 4 are strongly encouraged to complete Chemistry Units 1 & 2. There are no prerequisites for entry to Unit 3 but students must undertake Unit 3 prior to undertaking Unit 4.

VCE: Physics Units 1 & 2

Unit 1: What ideas explain the physical world? In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

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

Unit 2: What do experiments reveal about the physical world? In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question. Students design and undertake investigations involving at least one independent, continuous variable.

A student designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

Prerequisites

There are no prerequisites for entry to Physics Units 1 & 2.

Pathways

Students wishing to take Physics 3 & 4 are strongly encouraged to complete Physics Units 1 & 2.

VCE: Physics Units 3 & 4

Unit 3: How do fields explain motion and electricity? In this unit students examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4: How can two contradictory models explain both light and matter? In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Assessments

Unit 3: School assessed coursework (SAC): 21%

Unit 4: School assessed coursework (SAC): 19%

Units 3 & 4: End of year Examination: 60%

Prerequisites

Students wishing to take Physics Units 3 & 4 are strongly encouraged to complete Physics Units 1 & 2. There are no prerequisites for entry to Unit 3 but students must undertake Unit 3 prior to undertaking Unit 4.

VCE: Psychology Units 1 & 2

Unit 1: How are behaviour and mental processes shaped? Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2: How do external factors influence behaviour and mental processes? In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development.

Prerequisites

There are no prerequisites for entry to Psychology Units 1 & 2.

Pathways

Students wishing to take Psychology Units 3 & 4 are encouraged to complete Psychology Units 1 & 2.

VCE: Psychology Units 3 & 4

Unit 3: How does experience affect behaviour and mental processes? – In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is wellbeing developed and maintained? – In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Assessments

Unit 3: School assessed coursework (SAC): 16%

Unit 4: School assessed coursework (SAC): 24%

Units 3 & 4: End of year Examination: 60%

Prerequisites

Students wishing to take Psychology Units 3 & 4 are encouraged to complete Psychology Units 1 & 2. There are no prerequisites for entry to Unit 3 but students must undertake Unit 3 prior to undertaking Unit 4.

VCE: Physical Education Units 1 & 2

Unit 1: The human body in motion - In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

Unit 2: Physical activity, sport and society - In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity. Students investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings. They develop an understanding of the use of subjective and objective methods for assessing physical activity and sedentary behaviour at the individual and population level and compare these to physical activity and sedentary behaviour guidelines. Students identify and describe the components of a social-ecological model and/or the Youth Physical Activity Promotion Model to assist in the critique and creation of strategies aimed at increasing physical activity and/or reducing sedentary behaviour within a given population. Students create and implement an individual activity plan that meets the physical activity and sedentary behaviour guidelines.

Prerequisites

The Scientific nature of the Physical Education course means that students would benefit from a B average in Year 10 Science.

Pathways

Physical Education Units 3 & 4.

VCE: Physical Education Units 3&4

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. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: 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 within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year examination: 50%

Prerequisites

Whilst there are no prerequisites for the Physical Education Units 3 & 4 course, it is beneficial to have completed Physical Education Units 1 & 2.

VCE: Geography Units 1 & 2

Unit 1: Hazards and Disasters - In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. These may include geological, hydro-meteorological, biological or technological hazards.

Unit 2: Tourism - In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Assessments

Unit 1: Data Analysis Task

- Fieldwork
- Research Task
- Examination

Unit 2: Structured questions

- Data Presentation and Analysis Task
- Fieldwork
- Examination

Pathways

VCE Geography Units 3 & 4.

VCE: Geography Units 3 & 4

Unit 3: Changing the Land - This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

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

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

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

Unit 4: Human Population - trends and issues – In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50%

Prerequisites

It would be beneficial for those studying Geography Units 3 & 4 to have undertaken Geography Units 1 & 2 or Year 10 Geography.

VCE: Australian and Global Politics Units 1 & 2

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 and 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.

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 have been affected by the 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.

Pathways

VCE Global Politics Units 3 & 4

VCE: Global Politics Units 3 & 4

Unit 3: Global Actors – In this unit students investigate the key global actors of contemporary global politics. They use 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 to achieve its objectives. VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

Unit 4: Global Challenges – In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. 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 resolving them. VCE Global Politics is a contemporary study and focus must be on examples and case studies from within the last 10 years. However, contemporary issues and events may need to be contextualised for students and this may require some investigation prior to this timeframe.

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50%

Prerequisites

It is expected that students have completed VCE Global Politics Units 1 & 2 or have an excellent understanding of current global issues.

Resources

Students will resources as developed and completed by the Global Connections teaching staff. Students are expected to read the newspapers such as The Australian and The Age and access up-to-date information via a variety of websites.

VCE: Accounting Units 1 & 2

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, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis. Students examine the role of accounting in the decision making process using single entry recording of financial data and information for the owner of a service business.

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

Pathways

This Unit builds knowledge and skills which will support further study in VCE Accounting Units 3 & 4.

Prerequisites

There are no prerequisites for this course.

VCE: Accounting Units 3 & 4

Unit 3: This Unit focuses on financial accounting of a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In First Out (FIFO) method is used. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Unit 4: 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 covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this Unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50%

Prerequisites

It is expected that students would have successfully completed Units 1 & 2 Accounting.

VCE: Business Management Units 1 & 2

Unit 1: Planning a business - Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a business - This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Pathways

Some aspects of the course relate to VCE Business Management Units 3 & 4 concepts and may assist students who plan to undertake this pathway.

VCE: Business Management Units 3 & 4

Unit 3: Managing a business - In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

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 leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50%

Prerequisites

There are no prerequisites for the completion of Business Management Units 3 & 4.

VCE: Economics Units 1 & 2

Unit 1: The behaviour of consumers and businesses - Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

Unit 2: Contemporary economic issues - As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles.

Prerequisites

There are no prerequisites for completion of Economics Units 1 & 2.

Pathways

This course builds knowledge and skills which will support further study in VCE Economics Units 3 & 4.

Resources

Textbook: Economics from the ground up 2nd Ed.

VCE: Economics Units 3 & 4

Unit 3: Australia's economic prosperity - The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources, develop an understanding of the macroeconomy and investigate the importance of international economic relationships in terms of their influence on Australia's living standards.

Unit 4: Managing the economy - The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can manipulate the level of aggregate demand and aggregate supply in the economy to help the achievement of domestic macroeconomic goals and improve living standards.

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50%

Prerequisites

Economics Units 1 & 2 are NOT prerequisites, but are highly recommended for students wishing to undertake Economics Units 3 & 4.

VCE: Extended Investigation Units 3 & 4

Unit 3: Designing an Extended Investigation – In this unit students develop skills in question construction and design, explore the nature and purpose of research, and identify a specific research question. Students use their Extended Investigation Journal to record the progressive refinement of a selected area of interest distilled into an individual research question. The research question is formally lodged with the Victorian Curriculum and Assessment Authority during Term 1. Underpinning the student's preparatory work for their investigation is the development and application of critical thinking skills.

Unit 4: Presenting an Extended Investigation – This unit is comprised of two parts that together constitute the student's completion of their Extended Investigation. The results of the Extended Investigation are presented in a final written report and in an oral presentation to a non-specialist panel. The final written report is submitted and includes the student's evaluation of the research methods and findings, and provides their response to the research question. Students also present their investigation as an oral presentation to a non-specialist panel and defend their findings, responding to questions and challenges from the panel. While undertaking Unit 4, students are supported and monitored to maintain the dimensions and scope of their investigation and to meet the milestones established in Unit 3.

Assessments

Unit 3: School assessed coursework (SAC): 30%
Critical Thinking Test: 10%

Unit 4: Externally-assessed task: 60%

Prerequisites

None.

Students who have undertaken Year 10 Research and Writing are recommended to consider this course.

VCE: Classical Studies Units 1 & 2

Unit 1: Mythical Worlds – Myths are traditional narratives which examine ideas that were of central importance to their societies. Mythic narratives were used to explain the physical world, the foundation of institutions and aspects of daily life. They examine the nature of the individual and key aspects of society. This Unit explores the myths of ancient Greece and/or ancient Rome.

Unit 2: Classical Imaginations – This Unit examines classical works across time. Classical Greek and/or Roman society is studied through the exploration of its intellectual and material culture. Then, the reception of classical works in the present will be examined as reference points for subsequent generations to emulate, transform or react against.

Prerequisites

There are no prerequisites for completion of Classical Studies Units 1 & 2.

Pathways

Classical Studies Units 1 & 2 supports further studies in Classical Studies Units 3 & 4 and English Literature Units 3 & 4.

VCE: Classical Studies Units 3 & 4

Classical Worlds

What is a hero? What is beauty? What makes a leader? What is the nature of war? Ancient Greece and ancient Rome confronted many of the questions that we still grapple with today. VCE Classical Studies explores questions such as these through the literature, history, philosophy, art and architecture of ancient Greece and/ or Rome.

Units 3 & 4: Individual study

Classical works represent the cultural legacy of ancient Greece and Rome. Such works frequently embody a spirit of inquiry about society. Many classical writers and artists examine their world in searching ways. Interpreting such material helps the classicist to understand better the past and the present. Students analyse the ways in which classical artists and writers use techniques to express ideas, and evaluate the importance of sections of a classical work to the work as a whole, or, in the case of art/architecture, of the artwork to its form. Classical works were produced within a socio-historical context, and any classical work reflects the concerns, beliefs and values of the socio-historical context in which it was produced.

Units 3 & 4: Comparative study

Comparative analysis enables classicists to explore ways in which the same concept is presented by different works. Comparison of classical works enables students to understand the socio-historical contexts in which they were produced. Exploring classical works from different periods highlights the ways in which ideas and societies change over the course of time. The form of a classical work shapes its meaning. Classical writers and artists use a wide range of techniques to convey ideas. Analysis of these techniques leads to a deeper understanding of the choices that the classical writer or artist has made to present ideas.

Assessments

School assessed coursework (SAC): 25%

Analytical exercise

Comparative essay

School assessed coursework (SAC): 25%

Analytical exercise

Comparative essay

End of year Examination: 50%

Prerequisites

The study of Classical Societies Units 1 & 2 is highly desirable in order to give the student a broader general knowledge base and to develop the skills of analysis and writing which are particular to Classical Studies.

VCE: History Units 1 & 2 Global Empires

Unit 1: The Early Modern era, 1400–1775, was a time of transition between medieval feudalism and the modern, secular nation-state. At the dawn of the era, international trade was dominated by three powerful empires – the Venetian Empire, China under the Ming dynasty and the Ottoman Empire – who between them controlled key industries, commodities and trade hubs including the Silk Road. Emerging powers Portugal, Spain, France, Britain and the Netherlands sought to circumvent the power of these established empires by gaining access to goods through alternative means and routes. Around the same time, new ideas were emerging to disrupt traditional beliefs and institutions. The Ptolemaic model, which placed Earth at the centre of the universe, was challenged by Copernicus and taken up by Galileo and other scholars of the Scientific Revolution (c. 1550–c. 1700). The Catholic Church was threatened by both new scientific knowledge and the Protestant Reformation (1517–c. 1648) which questioned Rome’s divine authority. This unit examines how the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to usurp the power of the established empires of Venice, China and the Ottoman Empire, thus entrenching their ideas and influence across the globe.

Unit 2: In this unit students explore the operation of European colonies and the challenges they faced from within and without. In the Early Modern period, 1400–1775, new empires began to establish colonies and to trade on a global scale. Britain, France, the Netherlands, Spain, Portugal, Russia and the Ottoman Empire gained colonial possessions in a number of continents. Through the ‘Columbian exchange’ that followed Christopher Columbus’ arrival in the New World, technologies, plants, animals, culture and diseases began to travel between continents. Gradually, humans began to be traded as commodities too, as the triangular slave trade across the Atlantic drew in nearly all of the major empires. This trafficking in human misery was not ended until the abolition movements of the Modern era. Despite their profitability, colonies brought a number of difficulties. Indigenous peoples resisted colonisation, settler societies were complex and unpredictable and colonies were a drain on resources. Rival powers jostled for advantage, alliances and resources. In each area of study, students should study in depth at least one European colony in the Americas, Africa or the Caribbean.

Prerequisites

There are no formal pre requisites for this course, however it is recommended that students have undertaken one or both history electives in year 10

Pathways

The study of Global Empires provides an ideal pathway into Units 3 and 4 Revolutions. It is highly complementary to studies of Literature, Classical Studies, Science, Global Politics and Studio Art.

VCE: History – Revolutions Units 3 & 4 (France and Russia)

Students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society.

Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology.

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

Assessment

Each of the following four assessment tasks must be completed over Units 3 & 4:

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

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50%

Prerequisites

A sequence of history through VCE Units 1 & 2 or Classics 1 & 2 would be an advantage to ensure skills are well developed.

VCE: Philosophy Units 1 & 2

Philosophy is the oldest academic discipline. It is broadly concerned with ethics, epistemology and metaphysics. It is the founding discipline of logic and continues to refine the tools of critical reasoning, influencing approaches in Mathematics, Science and Humanities.

Unit 1: What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

Unit 2: What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

Assessments

Argument Analysis
Argument Construction
Text Construction

VCE: Philosophy Units 3 & 4 (2018)

Philosophy is the oldest academic discipline. It is broadly concerned with ethics, epistemology and metaphysics. It is the founding discipline of logic and continues to refine the tools of critical reasoning, influencing approaches in Mathematics, Science and Humanities.

Unit 3: This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates. It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

Unit 4: This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates. It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50%

Prerequisites

The completion of Philosophy Units 1 & 2 are strongly recommended but not required.

VCE: English and English as an Additional Language

Units 1 & 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.

Unit 1: In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Areas of study:

Area of Study 1: Reading and creating texts

Area of Study 2: Analysing and presenting argument

Unit 2: In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Areas of study:

Area of Study 1: Reading and comparing texts

Area of Study 2: Analysing and presenting argument

Prerequisites

There are no prerequisites for English Units 1 & 2. EAL students must meet the qualification criteria set by VCAA in order to study English as an Additional Language. Please contact the International Students Co-ordinator for more information.

Pathways

Students wishing to study English Unit 3 & 4 are strongly encouraged to complete Units 1 & 2.

It is expected that EAL students will progress to English as an Additional Language Units 3 & 4.

VCE: English and English as an Additional Language

Units 3 & 4

Unit 3: In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Areas of Study:

Area of Study 1: Reading and creating texts

Area of Study 2: Analysing argument

Area of Study 3 – EAL students only: Listening to texts

Unit 4: In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Areas of Study:

Area of Study 1: Reading and comparing texts

Area of Study 2: Presenting argument

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50%

Prerequisites

EAL Students must meet the qualification criteria set by VCAA in order to study English as an Additional Language. Contact the International Students Co-ordinator for more information. Students wishing to study English Units 3 & 4 are strongly encouraged to complete Units 1 & 2.

VCE: English Language Units 1 & 2

In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of written and spoken texts.

Unit 1: Language and Communication - In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Areas of study:

Area of Study 1: The nature and functions of language

Area of Study 2: Language acquisition

Unit 2: Language Change - In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered.

Areas of study:

Area of Study 1: English across time

Area of Study 2: Englishes in contact

Prerequisites

There are no prerequisites for the study of English Language Units 1 & 2.

Pathways

It is recommended, yet not essential, that students who wish to study English Language Units 3 & 4 complete this course.

VCE: English Language Units 3 & 4

Unit 3: Language variation and social purpose - In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Areas of study:

AOS1: Informal Language

AOS2: Formal Language

Unit 4: Language variation and identity - Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Areas of study:

AOS1: Language variation in Australian society

AOS2: Individual and group identities

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50%

Prerequisites

There are no prerequisites for the study of English Language Units 3 & 4, although the study of English Language Units 1 & 2 will provide useful preparation.

VCE: Literature Units 1 & 2

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

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

Areas of study:

Area of Study 1: Reading practices

Area of Study 2: Ideas and concerns in texts

Unit 2: Contexts and connections - In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them.

Areas of study:

Area of Study 1: The text, the reader and their contexts

Area of Study 2: Exploring connections between texts

Prerequisites

There are no prerequisites for the study of Literature Units 1 & 2.

Pathways

It is recommended, yet not essential, that students who wish to study Literature Units 3 & 4 complete this course.

VCE: Literature Units 3 & 4

Unit 3: Form and Transformation - This Unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and the ways texts represent views and values and comment on human experience. They are encouraged to compare the interpretations of a text made by others with their own interpretation.

Areas of study:

Area of Study 1: Adaptations and transformations

Area of Study 2: Creative responses to texts

Unit 4: Interpreting texts - This Unit focuses on students' creative and critical responses to texts. Students focus on the techniques used for creating and re-creating a literary work. They examine in detail the style, concerns and construction of a text and the ways specific features contribute to an overall interpretation.

Areas of study:

Area of Study 1: Literary perspectives

Area of Study 2: Close analysis

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%

End of year Examination: 50%

Prerequisites

There are no prerequisites for the study of English Literature Units 3 & 4, although the study of English Literature Units 1 & 2 will prove of benefit.

VCE: Chinese First Language Units 1 & 2

The Year 11 Chinese First Language course follows the model for VCE Units 1 & 2 outlined in the Chinese First Language Study Design. Students consolidate the knowledge and skills previously acquired and advance to the point where they are able to undertake Units 3 & 4.

Unit 1: Students progress from obtaining and reorganising information from written and spoken texts, and develop their skills in producing a personal text focusing on real experiences. Knowledge of grammar and vocabulary is extended primarily through the practice of listening, speaking, reading and writing in Chinese.

Unit 2: Students develop their ability in understanding and analysing Chinese by participating in a written or spoken exchange focusing on the resolution of an issue, and develop their skills in producing an imaginative text.

Prerequisites

There are no formal prerequisites for Units 1 & 2 Chinese First Language, but knowledge and skill levels of Year 10 native Chinese students' standard are assumed for entry to Unit 1. 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.

Pathways

Successful completion of Units 1 & 2 Chinese First Language enables students to undertake Units 3 & 4 with confidence.

VCE: Chinese First Language Units 3 & 4

The Year 12 Chinese First Language course follows the model for VCE Units 3 & 4 outlined in the Chinese First Language Study Design. Students apply the knowledge and skills acquired in previous years to the study of authentic Chinese texts.

Unit 3: This Unit is designed to extend students' knowledge and skills in listening, reading, speaking and writing. Students study the content, context, grammar, literature and culture. Students practise creating personal and imaginative texts, identifying main points and supporting details in spoken texts, and maintaining and advancing an exchange of opinions appropriately and effectively.

Unit 4: This Unit is designed to extend students' knowledge and skills in listening, reading, speaking and writing. Students study the content, context, grammar, literature and culture. Students will develop their skills in identifying main points in written texts and responding critically to spoken and written texts, and maintaining and advancing an exchange of opinions appropriately and effectively.

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50%

Prerequisites

There are no formal prerequisites for Unit 3 Chinese First Language, but knowledge and skill levels of Year 11 Chinese First Language standard are assumed. The completion of Unit 3 Chinese First Language is a prerequisite for Unit 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.

VCE: Chinese Second Language and Second Language Advanced Units 1 & 2

The Year 11 Chinese Second Language and Second Language Advanced course follows the model for VCE Units 1 & 2 outlined in the Chinese Second Language and Second Language Advanced Study Design. Students consolidate the knowledge and skills previously acquired and advance to the point where they are able to undertake VCE Units 3 & 4.

Unit 1: Students progress from obtaining information from written and spoken texts, and develop their skills in producing a written or oral personal text focusing on real experiences. Knowledge of grammar and vocabulary is extended primarily through the practice of listening, reading, speaking and writing in Chinese.

Unit 2: Students develop their ability to understand and analyse texts in Chinese by participating in a written or spoken exchange focusing on the resolution of an issue. They develop their skills in producing a personal text, and further hone their ability to translate unprepared Chinese texts into English.

Prerequisites

There are no formal prerequisites for Units 1 & 2 Chinese Second Language, but knowledge and skill levels of Year 10 standard are assumed for entry to Unit 1. Chinese Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also meet the requirements successfully. Chinese Second Language Advanced is designed for students who will, typically, have had more experience of Chinese.

Pathways

Successful completion of VCE Units 1 & 2 Chinese Second Language enables students to undertake Units 3 & 4 with confidence.

VCE: Chinese Second Language and Second Language Advanced Units 3 & 4

Unit 3: This Unit is designed to extend students' knowledge and skills in listening, reading, speaking and writing the language. Students are required to create a personal or imaginative text, focusing on an event or experience; convey gist, identify main point and supporting details in spoken texts; and maintain and advance an exchange of opinions appropriately and effectively, giving particular attention to pronunciation, the accuracy of vocabulary and grammar and the clarity of expression.

Unit 4: This Unit is designed to extend students' knowledge and skills in listening, reading, speaking and writing the language. Students are required to understand and convey gist, identify main points and extract and use information, infer point of view, attitudes, emotions from context and /or choice of language; summarise, interpret and evaluate information from texts; compare and contrast aspects; show knowledge of and use a range of text types; show knowledge of and use stylistic features such as repetition and contrast.

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50%

Prerequisites

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

VCE: French Units 1 & 2

The study of French provides linguistic experience which will allow students to move between cultures and thereby participate in the contemporary world through both the global society and the cultural diversity which both the world and Australia have to offer.

The study of French avails the student of a working linguistic knowledge of one of the world's major languages. The study of this language presents the student with the possibility of developing intellectual, social and cultural skills and of applying these skills to:

- Understand how French works as a linguistic system and, through comparison, how English and other languages are structured and how they work
- Gain direct insights, through all aspects of the language, into the rich French culture which gives it its meaning and *raison d'être*
- Consider her own mother tongue and its inestimable worth and to compare it with that of French and eventually that of other languages
- Add to the student's general knowledge and therefore enhance both her personal life and her prospects for future directions

Enrichment opportunities

Cultural exchange to France
Alliance Française Poetry and Written Competitions
French film Festival

Resources

Required textbook and workbook (TBA)
Schaum's French Grammar
Bilingual French-English Dictionary
Online listening activities
Selected multimedia resources
French magazines

Prerequisites

The prerequisite for this course is completion of Year 10 French or its equivalent.

All Languages Other Than English are cumulative, and it is necessary to complete this year's course before commencing French at the next level.

Pathways

This Unit leads into Year 12 VCE French Units 3 & 4.

VCE: French Units 3 & 4

These Units are designed to further extend students' knowledge and skills in comprehending, speaking and writing the language. Students are required to: convey orally in French the meaning and subtleties of the language in exchanges; justify opinions and ideas; convey gist, identify main points, supporting points and detailed items of specific information; and produce personal, informative and imaginative writing.

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50% (written and oral examinations)

Enrichment opportunities

Alliance Française Poetry and Written Competitions
Assessment of Language Competence (ALC)

Resources

Required textbook and workbook (TBA)
Schaum's French Grammar
Bilingual French-English Dictionary
Online listening activities
Selected multimedia resources
French magazines

Prerequisites and Pathways

The prerequisite for this course is a successful completion of Units 1 & 2 French or its equivalent. Units 3 & 4 of VCE French must be taken as a pair. The study of this course is both valuable in its own right and a proper preparation for the study of French at a tertiary institution.

VCE: Italian Units 1 & 2

These Units are designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to: converse in Italian on a range of topics; produce personal or imaginative writing in Italian; understand aural, visual and written Italian information; and select from and use this information in writing in Italian for a given purpose.

Resources

Selected multimedia resources prepared by the teacher
Gramm. it, Bonacci editore, retained from Year 10
Listening and grammar activities prepared by the teachers
Italian – English Dictionary retained from Year 10

Enrichment opportunities

Cultural exchange to Italy
Dante Alighieri Poetry Competition

Prerequisites

The Year 11 Italian Program constitutes the fifth year of the Senior Years Italian Program. Students taking Italian at this level will already have completed at least 4 years of Italian language study. The Year 11 Italian Program is not an entry point to the study of Italian.

Pathways

Italian Units 1 & 2, lead to the study of Italian Units 3 & 4.

VCE: Italian Units 3 & 4

These Units are designed to further extend students' knowledge and skills in comprehending, speaking and writing the language. Students are required to: convey orally in Italian the meaning and subtleties of the language in exchanges; justify opinions and ideas; convey gist, identify main points, supporting points and detailed items of specific information; and produce personal, imaginative and informative writing.

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50%

Resources

Selected multimedia resources prepared by teacher
Gramm. It, Bonacci editore, to be retained from Year 10 and 11
Italian – English Dictionary retained from Year 10 and 11

Enrichment opportunities

Dante Alighieri Poetry Competition

Prerequisites

Successful completion of Units 1 & 2 Italian

VCE: Spanish Units 1 & 2

The study of Spanish at MGG contributes to students becoming global citizens, particularly in the areas of communication and cross-cultural understandings. It provides access to the cultures of communities which use Spanish, the second most spoken language in the world, and promotes understanding of different attitudes and values both within the wider Australia community and beyond.

These units are designed to enable students to:

- use Spanish to communicate with others;
- understand and appreciate the cultural contexts in which Spanish is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connection between Spanish and English, and/or other language(s);
- apply Spanish to work, further study, training or leisure.

Enrichment opportunities

Cultural and language immersion experience to Spain

Resources

Metodo 3, Textbook and Workbook
Collins Spanish Dictionary, retained from Y10
Student's Basic Grammar of Spanish, retained from Y10
Selected multimedia resources

Prerequisites

The prerequisite for this course is to have completed Y10 Spanish or equivalent. All Languages Other than English are cumulative, and it is necessary to complete this year's course before commencing Spanish at the next level.

Pathways

Completion of Units 1 and 2 lead to Year 12 VCE Spanish Units 3 and 4.

VCE: Spanish Units 3 & 4

The study of Spanish at MGGS contributes to students becoming global citizens, particularly in the areas of communication and cross-cultural understandings. It provides access to the cultures of communities which use Spanish, the second most spoken language in the world, and promotes understanding of different attitudes and values both within the wider Australia community and beyond. VCE Units 3 and 4 focus on the analysis of language and culture through texts, enabling the students to explore and compare aspects of the language of the Spanish speaking community through a range of oral and written texts.

These units are designed to enable students to:

- use Spanish to communicate with others;
- understand and appreciate the cultural contexts in which Spanish is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connection between Spanish and English, and/or other language(s);
- apply Spanish to work, further study, training or leisure.

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
Final Examination – Oral and Written: 50%

Enrichment opportunities

Cultural and language immersion experience to Spain

Resources

Metodo 3, Textbook and Workbook, retained from Y11
Collins Spanish Dictionary, retained from Y10 and 11
Student's Basic Grammar of Spanish, retained from Y10 and Y11
Selected multimedia resources

Prerequisites

The prerequisite for this course is to have completed Units 1 and 2 Spanish.

VCE: Latin Units 1 & 2

The Year 11 Latin course follows the model for VCE Units 1 & 2 outlined in the Latin Study Design. Students consolidate the knowledge and skills previously acquired and advance to the point where they are ready to undertake Units 3 & 4.

Unit 1: This Unit is based on Stages 37-40 of the Cambridge Latin Course Book V and extracts from the *Annales* of Tacitus and the *Metamorphoses* of Ovid. Students progress from reading synthetic Latin text to the study of passages of authentic Latin. Knowledge of grammar is extended primarily through the practice of translation from English into Latin.

Unit 2: Students develop their ability to comprehend authentic Latin text by an in-depth study of extracts from the *Epistulae* of Pliny and the *Aeneid* of Vergil; they also gain understanding and appreciation of the literary qualities of the passages studied. Grammatical proficiency is deepened by analysis of accident and syntax.

Prerequisites

There are no formal prerequisites for Units 1 & 2 Latin, but knowledge and skill levels of Year 10 standard are assumed for entry to Unit 1.

Pathways

Successful completion of Units 1 & 2 Latin enables students to undertake Units 3 & 4 with confidence.

VCE: Latin Units 3 & 4

The Year 12 Latin course is the culmination of the process commenced at Year 9. It follows the model for VCE Units 3 & 4 outlined in the Latin Study Design. Students apply the knowledge and skills acquired in previous years to the study of authentic Latin texts.

Unit 3: Students study the content, context, grammar and literary qualities of extended extracts from the works of Tacitus, Pliny and Horace, and practise translating unprepared Latin text into English.

Unit 4: Students study the content, context and literary qualities of approximately 320 lines of the Aeneid of Vergil prescribed by the VCAA, and further hone their ability to translate unprepared Latin text into English.

Assessments

Unit 3: School assessed coursework (SAC): 25%

Unit 4: School assessed coursework (SAC): 25%
End of year Examination: 50%

Prerequisites

There are no formal prerequisites for Unit 3 Latin, but knowledge and skill levels of Year 11 standard are assumed. The completion of Unit 3 Latin is a prerequisite for Unit 4.

VCE: Further Mathematics Units 1 & 2

General Mathematics (Course F) Units 1 & 2 provide the foundation for students intending to take Further Mathematics. Units 3 & 4. CAS Calculators and computer software will be used extensively in this course.

Areas of Study

Statistics

Students cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables including an introduction to correlation.

Geometry, Measurement and Trigonometry

Students cover shape, measurement and trigonometry and their application to formulating to solving two and three dimensional problems involving length, angle, area and surface area, volume and capacity and similarity and the application of linear scale factors to measurement.

Discrete Mathematics – Matrices

Students cover the concept of a matrix and its use to store, display and manipulate information; types of matrices (row, column, square, zero, identity) and the order of a matrix; matrix arithmetic: the definition of addition, subtraction, multiplication by a scalar, multiplication, the power of a square matrix, and the conditions for their use; determinant and inverse of a matrix.

Arithmetic and Number – Number Patterns and Financial Arithmetic

Students investigate arithmetic and geometric number sequences and use recurrence relations to model growth and decay.

Graphs of Linear and Non-linear Relations

In this area study students cover continuous models involving linear and non-linear relations and their graphs, linear inequalities and programming, and variation.

Prerequisites

Any Year 10 Mathematics course.

VCE: Further Mathematics Units 3 & 4

Further Mathematics Units 3 & 4 are designed for students who wish to take Mathematics in Year 12 but who desire a more general Mathematics study. The emphasis on Data Analysis in Unit 3 makes this study useful for students wishing to proceed with tertiary courses such as Psychology, provided those courses do not have Mathematical Methods Units 3 & 4 as a prerequisite. CAS calculators and computer software will be used extensively in this course.

Areas of Study

Core: Data analysis

Module 2: Geometry and trigonometry Module 3: Graphs and relations Module 6: Matrices

Assessments

Unit 3: School assessed coursework (SAC): 20%

Unit 4: School assessed coursework (SAC): 14%
End of year Examination: 66%

Prerequisites

Any Units 1 & 2 Maths in Year 11. Students working at a high level may choose to study Further Mathematics Units 3 & 4 in Year 11.

VCE: Specialist Mathematics Units 1 & 2

Specialist Mathematics Units 1 and 2 provide the foundation for students intending to take Specialist Mathematics Units 3 and 4. CAS Calculators will be used extensively in this course.

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

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of Study: Unit 1

Topic 1: Arithmetic and number – Number systems and recursion

Topic 2: Geometry, measurement and trigonometry – Geometry in the plane and proof

Topic 3: Transformations, trigonometry and matrices – Linear transformations of the plane; Identities

Topic 4: Arithmetic and number – Principles of counting

Areas of Study: Unit 2

Topic 1: Geometry, measurement and trigonometry – Vectors in the plane

Topic 2: Graphs of linear and non-linear relations – Graphs of non-linear relations; Kinematics

Topic 3: Statistics: Simulation, sampling and sampling distributions – Simulation; Sampling distributions

Prerequisites

Students need to be studying Mathematical Methods CAS Units 1 & 2 or Mathematical Methods CAS Units 3 & 4 concurrently with Specialist Mathematics.

VCE: Specialist Mathematics Units 3 & 4

These Units are designed to extend and develop material from Mathematical Methods Units 3 & 4. The development of course content highlights mathematical structure and proof. Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulations, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology. The appropriate use of technology, including CAS calculator, to support and develop the teaching and learning of mathematics is to be incorporated throughout the Units.

Areas of Study

Functions, relations and graphs

Algebra, including Complex Numbers

Calculus Vectors Mechanics Statistics

Assessments

Unit 3: School assessed coursework (SAC): 14%

Unit 4: School assessed coursework (SAC): 20%
End of year Examination: 66%

Prerequisites

Successful completion of Units 1 & 2 Mathematical Methods (CAS) is required. General Mathematics (Course S) Units 1 & 2 are strongly recommended. Students are required to take Mathematical Methods Units 3 & 4 in conjunction with Specialist Mathematics or to have studied Mathematical Methods Units 3 & 4 in Year 11. Specialist Mathematics is intended for students who have a strong interest in Mathematics and who may wish to undertake further study in Mathematics or related disciplines.

VCE: Mathematical Methods Units 1 & 2

Mathematical Methods Units 1 & 2 are intended as a preparation for Mathematical Methods Units 3 & 4. Students intending to proceed to Specialist Mathematics Units 3 & 4 must take both Mathematical Methods Units 1 & 2 and Specialist Mathematics Unit 1 & 2. Students in the Year 10 acceleration class study Mathematical Methods in Year 10 and Specialist Mathematics in Year 11. (Some accelerated students may also take Mathematical Methods Units 3 & 4 in Year 11.)

Areas of Study

- Functions and graphs
- Algebra
- Rates of Change and Calculus
- Probability
- Assessments
- Tests, problem-solving and modelling tasks and application tasks

Prerequisites

In entering Mathematical Methods Units 1 & 2 students should be familiar with determining the equation of a straight line from combinations of sufficient information about points on the line or the gradient of the line. In addition, familiarity with Pythagoras theorem and its application, quadratic and exponential functions, algebra and graphs, and basic concepts of probability is required. To ensure a student has the skills and background knowledge required for this course, a B average is recommended for students progressing from the Year 10 Core Plus course.

Pathways

Successful completion of Units 1 & 2 Mathematical Methods is a pre-requisite for Units 3 & 4 Mathematical Methods and Specialist Mathematics Units 3 & 4 and is a pre-requisite/co-requisite for Algorithmics Units 3 & 4.

VCE: Mathematical Methods Units 3 & 4

Mathematical Methods Unit 3&4 may be taken alone or in conjunction with Specialist Mathematics or Further Mathematics. It is intended to provide an appropriate background for tertiary study in science, economics or medicine and is a prerequisite for many tertiary courses.

Areas of Study

Functions and Graphs

- Graphs and identification of key features of polynomial functions, power functions, exponential, logarithmic, circular function and modulus function and combinations of these functions.
- Transformations, inverse, sum, difference, product and composite functions

Algebra

- Factorisation of polynomials for curve sketching and determination of stationary points; logarithm laws, solution of simple exponential and logarithmic equations; one to one and many to one functions, inverse functions; binomial theorem; matrices for transformation

Calculus

- Derivatives of rational functions, exponential, logarithmic, circular functions and combinations of these functions; product, quotient and chain rules; curve sketching, stationary points, tangents and normals, rates of change, approximations, definite and indefinite integrals, area between curves; graphs of derivative and anti-derivative functions

Probability & Statistics

- Discrete and continuous random variables; binomial distribution; normal distribution; the calculation and interpretation of central measures and measures of spread
- Statistical inference, including definition and distribution of sample proportions, simulations and confidence intervals

Assessments

Unit 3: School assessed coursework (SAC): 17%

Unit 4: School assessed coursework (SAC): 17%
End of year Examination: 66%

Prerequisites

Successful completion of Units 1 & 2 Mathematical Methods.

VCE: Algorithmics Units 3 & 4 (HESS)

Algorithmics investigates a structured framework for solving real world practical problems with computational methods. Algorithmics is fundamental to computer science and software engineering and is essential for understanding the technical underpinnings of the information society. Beyond its use in computing, Algorithmics provides a general discipline of rational thought through the methodical way it approaches problem solving across many different fields.

Algorithmics Units 3 & 4 is a Higher Education Scored Study (HESS) meaning that the course is fully scored in the calculation of a student's ATAR and students will obtain university academic credit for its completion.

Unit 3: This unit focuses on how algorithms are used for solving complex problems. Algorithms are systematic problem solving procedures that exist independently of computers. The study of algorithms lies at the heart of computer science and provides the formal foundation for computer programming. However, algorithmic problem solving is also a technique that can be applied very broadly in addressing a wide range of complex practical problems. In Area of Study 1 students acquire and apply a range of knowledge and skills to model real-world information. This includes the design of data structures for a problem that will be further considered in Area of Study 2. In Area of Study 2 students learn how to design algorithms following a variety of simple algorithm design patterns. They apply this knowledge to design and implement the algorithm that works on the data structures determined in Area of Study 1. In Area of Study 3 students acquire and apply knowledge and skills for testing, evaluating the adequacy of, and documenting solutions.

Unit 4: This unit focuses on the algorithm design process. Students develop the knowledge and skills to identify the resources that an algorithm needs to function effectively. In Area of Study 1 students investigate the correctness and efficiency of algorithms and apply these to the formal analysis of a naïve algorithm for a given problem. In Area of Study 2 students encounter a variety of more sophisticated algorithm design patterns, and apply their knowledge of these to construct an improved solution for the problem posed in Area of Study 1. In Area of Study 3 students learn about the hard limits to computability, and that there are computational problems which cannot be solved using any kind of computational machinery.

Assessments

Unit 3: School assessed coursework (SAC): 7.5%
School assessed task: 12.5%

Unit 4: School assessed coursework (SAC): 7.5%
School assessed task: 12.5%
End of year Examination: 60%

Prerequisites

Mathematical Methods Units 3 & 4 is a pre-requisite/co-requisite.