



**WILLIAM RUTHVEN**  
SECONDARY COLLEGE

**Year 12**  
**Course Counselling**  
**Handbook**  
**2018**

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## PRINCIPAL'S MESSAGE

It is with great excitement and a sense of privilege that I look forward to our work together in your final year of formal secondary schooling: 2018. Our school's values are **Leadership Excellence Acceptance Respect Now @ WRSC** with the verb LEARN embedded within this vision. Learning is at the centre of our work with you. Our main goal in this work is to equip you with the resources to succeed in all aspects of your life. Statistics overwhelmingly show that young people who complete Year 12 have higher standards of living, health, social and emotional outcomes than those who leave school early. Remember, you have choices about your work ethic, study, research and you have a committed staff willing to support you.



Remember, also, to be proud of your school's values, they will help you to persist and succeed, whatever your dreams may be. I know we will be celebrating your success with you in December, 2018. Good Luck!

Judith Benney  
Principal

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## **INTRODUCTION**

The course counselling structure at William Ruthven Secondary College is an intense program bringing together all the individuals that are important in a student's life to work together to plan a program based on the students interest areas, academic ability and future career aspirations.

Students are given every opportunity to discuss their Senior School program with a trained careers counsellor. The careers counsellor will work with students during all the planning days and support them through their study selections.

Students must demonstrate the ability to undertake studies at the senior level. Progression into the senior years of the College is not automatic and is based on teacher recommendations.

## **PROMOTION INTO YEAR 12 VCE/VCAL PROGRAM**

### **Promotion policy**

Term One assessment tasks and feedback will be used to identify 'students at risk' of not being promoted. Year Level Leaders will prepare a list of 'students at risk' of non-promotion. Students and their parents/guardians will be counselled by the appropriate staff as to the action they could take to improve their performance and prospects of promotion.

During Terms 2, 3 & 4, progress will be monitored in an on-going way by the Year Level Leaders with the support of the Senior School Leader. The College will provide every assistance possible to ensure that student improvement occurs.

Assistance will be individually tailored and may include regular parent contact, interviews with careers counsellors, conduct and progress cards, lunchtime and after school classes, extra help with organisational and diary skills, contracts and peer or adult mentoring.

At the end of Term 3, during the course counselling process for Year 11 students, teachers' recommendations about the likelihood of the satisfactory completion of subjects will be sought as guidance on subject choices and promotion to Year 12.

Year 11 students need a minimum of 8 VCE Units completed to be promoted to Year 12, including at least 1 unit of English.

## **SUMMARY OF VCE REQUIREMENT**

For all VCE studies, assessment involves a mix of school-based assessment and external examinations, with the external examination contributing up to 66% of the student's final study score. In most cases, the school-based assessment is referred to as School-Assessed Coursework (SAC) but in studies in which a folder of work is accumulated throughout the year (Art, Design Technology, Media, Studio Art and Visual Communication & Design, etc.), this work is referred to as a School-Assessed Task (SAT).

For School-Assessed Coursework (SAC), tasks will generally be completed in class time and there will be no drafting of work submitted for assessment, as has been the case in

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the past. The marks achieved by the students in their SAC will be forwarded to VCAA and will contribute to the final study score. However, these will be statistically moderated against the examination results of the total school cohort in that study.

## **MINIMUM REQUIREMENTS FOR THE AWARD OF THE VCE**

The minimum requirement is the satisfactory completion of 16 units, which must include:

- 3 units from the English group, with at least one unit at Units 3 and 4 level.
- At least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

## **ASSESSMENT**

### **Satisfactory completion of a Unit**

Each VCE Unit includes two to four Learning Outcomes. An S will be awarded for satisfactory completion of a Unit when a student demonstrates achievement of all outcomes. This decision will be based on the teacher's assessment of the student's overall performance on the designated assessment tasks for the Unit. If N is awarded for any outcome this will result in a failure for the entire Unit.

In accordance with VCAA advice, achievement of an outcome means:

- The work meets the required standard
- The work was submitted on time
- The work is clearly the student's own
- There has been no substantive breach of rules.

If all outcomes are achieved, the student receives an S for the unit.

A student may not be granted satisfactory completion if:

- The work is not of the required standard
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated
- There has been a substantive breach of rules including school attendance rules.

If any of the outcomes are not achieved, the student receives an N for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded an N.

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## **ASSESSMENT OF LEVEL OF PERFORMANCE**

### **VCE**

#### **Units 1 and 2**

These Units are graded on the basis of work undertaken by students in connection with the learning outcomes, called SACs. This will be part of the regular teaching and learning program and will be completed mainly in class time. The school determines grades – VCAA does not report graded results for Units 1 and 2.

#### **Units 3 and 4**

##### **Forms of Assessment:**

##### **School-Assessed Coursework (SAC)**

Assesses each student's overall level of achievement on the assessments tasks listed in the Study Design. The Study design specifies a range of assessment tasks (e.g. assignment, essay, test, report in multimedia format) to assess the achievement of each of the Unit's outcomes.

Is part of the regular teaching and learning program

Is completed mainly in class time, within a limited time frame.

##### **School-Assessed Tasks (SATs)**

Completed only in Units 3 and 4 in Media, Studio Art, Art and Visual Communication and Design

Designed to assess specific sets of skills for products or models

Tasks that will be teacher assessed according to criteria set by the VCAA.

##### **Examinations**

End of year examinations apply to all Unit 3 and 4 studies

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

All students enrolled in a Unit 3 and 4 study will be required to sit the GAT in that year.

The GAT is administered through VCAA and is used to verify student results by comparing individual GAT, SAC and SAT results. The GAT exam is held in June each year. **VCAL students do not sit the GAT examination.**

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## **TERTIARY ENTRANCE & CAREER DEVELOPMENT**

The Career Resource Centre, together with the careers counsellor will support students to develop their career planning pathways. Each are provided to assist students to prepare for Year 12 and to understand the various terms and information that are necessary when selecting courses and training pathways for 2018.

In term 2, all year 11 students are interviewed by the career counsellor who discusses subject choices and course options with the student.

The VTAC guide lists the courses available to Year 12 students at University, TAFE and other Private Providers. To apply through the VTAC system, the minimum tertiary entrance requirements are the satisfactory completion of both the VCE and English Units 3 and 4 (or English EAL or English Literature). Units 3 and 4 English must be completed in sequence in the same calendar year.

For TAFE courses listed in the VTAC Guide, an ATAR score is not always required. Satisfactory completion of the VCE and Units 3 and 4 English (any) or equivalent Senior Secondary completion such as Senior VCAL is needed.

Once you meet the minimum tertiary entrance requirements, you will compete with other applicants applying for a course. Criteria used for selection will vary from course to course. When applying to courses, you need to ensure you meet the prerequisite studies and fulfil any extra requirements such as a folio, interview, information session or special test.

The Australian Tertiary Admission Rank (ATAR) is the primary selection mechanism for Year 12 students. The ATAR is calculated and distributed by VTAC to all current VCE students who have successfully completed VCE English Units 3 and 4, and at least three other Unit 3 and 4 VCE studies and who have made an application to VTAC. Courses that do not select on ATAR will have extra requirements that will need to be fulfilled in order to be considered for entry.

VCAL students will not be eligible for an ATAR but may be eligible to apply for TAFE studies. Students will be assisted to make the transition to the workforce or further training by the Careers Counsellor.

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## **Subjects offered in VCE Units 3 & 4 in 2018 at William Ruthven Secondary College:**

Accounting  
Biology  
Business Management  
Chemistry  
Computing  
Food Studies  
English/EAL  
Health and Human Development  
History: Revolutions  
Legal Studies  
Literature  
Mathematics: Mathematical Methods  
Mathematics: Further Mathematics  
Mathematics: Specialist Mathematics  
Media  
Physical Education  
Physics  
Psychology  
Studio Art  
Visual Communication & Design \*

(\* Fees will apply in this subject.  
Subjects will run depending on numbers.)

### **Subject descriptions**

The remainder of this booklet contains descriptions of the units, from which Year 12 students may select for 2018.

These descriptions outline the outcomes and assessments required to satisfy the Victorian Certificate of Education (VCE) as prescribed by the Victorian Curriculum and Assessment Authority (VCAA).

There is also an outline of the levels and assessments of the Victorian Certificate of Applied Learning (VCAL), which is also prescribed by the VCAA.

Please read the information carefully and ask for explanations where required.

There are no easy options in the year 12 program. At William Ruthven Secondary College, we strive to provide the best educational and vocational pathways for our students. We encourage all students to choose subjects that will help them to achieve their goals and of course we expect them to do their best.

Please contact the school if you would like any help with understanding the contents of this booklet.

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## **VCAL**

# **Victorian Certificate of Applied Learning**

**VCAL** is a “hands on” option for year 12 students giving them practical work related experience, as well as developing literacy, numeracy and personal skills important for life and work.

VCAL is a recognised qualification and is suited to students interested in going on to training at TAFE, doing apprenticeships or getting a job or traineeship after completing school.

There are 3 different certificate levels:

- Foundation
- Intermediate
- Senior.

Most students going into Year 12 will be attempting the Senior Certificate.

However, the certificate level will be determined by their progress throughout the year.

Students must select units from the following strands:

- Literacy and Numeracy
- Industry Specific skills
- Work Related Skills
- Personal Development Skills.



### **Assessment**

Students must provide evidence that learning outcomes have been met as outlined in the VCAL assessment guidelines.

VCAL gives students the opportunity to pursue a career in a “hands on” area and has the flexibility to enable them to tailor a course for their individual needs.

VCE subjects may be done in addition to VCAL subjects (timetable permitting).

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## Sample Senior VCAL Program

LITERACY	NUMERACY	WORK RELATED SKILLS	PERSONAL DEVELOPMENT	INDUSTRY SPECIFIC SKILLS
<p><b>Senior VCAL Literacy</b> Students may be operating at Foundation, Intermediate or Senior level, depending on their levels of skill and independence.</p> <p>The VCAL literacy units aim to develop in students reading, writing, speaking and organisational skills. The focus of students' learning will be a range of workplace, media and other texts. The texts will address both familiar and unfamiliar topics.</p> <p>Students will be required to read a range of text that relate to the workplace.</p> <p>Students will be required to develop the skills to work productively in teams and individually to deliver on time a project that meets the set requirements.</p> <p>See below.</p>	<p><b>VCE General Mathematics Unit 1</b> To be completed over the whole year</p>	<p><b>Senior Work Related Skills Unit 1 &amp; 2</b> Occupational Health and Safety Unit</p> <p>AND</p> <p>A work placement, which may include: Voluntary work Part time work Paid workplace arrangement</p> <p>The work placement will be arranged around individual timetables and may also be done in blocks during the school year.</p>	<p><b>Senior VCAL Personal Development Skills Unit 1</b> This has a curriculum negotiated with the students with a focus on community projects, teamwork and communication.</p> <p><b>Senior VCAL Personal Development Skills Unit 2</b></p>	<p>Please see the NMVC Handbook for a list of courses. All applications must be completed on the NMVC application form.</p>

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## **Literacy**

Where learning activities require an expedition into the community, attendance will be a mandatory requirement.

### **Literacy Learning Outcomes**

Students must show competence in all eight learning outcomes:

1. Writing for self-expression
2. Writing for practical purposes
3. Writing for knowledge
4. Writing for public debate
5. Reading for self-expression
6. Reading for practical purposes
7. Reading for public debate

### **Oracy Learning Outcomes:**

Students must show competence in all four learning outcomes:

1. Oracy for self expression
2. Oracy for knowledge
3. Oracy for practical purposes
4. Oracy for exploring issues and problem solving.

## **Effective Reading**

### **Aim**

In line with the latest educational research that demonstrates the critical link between reading skills and success at VCE level, the Effective Reading program is designed to improve literacy skills; to create a passion for reading and to engender a reading culture across the school. Students read a variety of novels at an appropriate level in order to improve their vocabulary, expression, comprehension and confidence.

### **Content**

The Effective Reading program runs for all 7-10 form groups and for the VCAL program in senior school for 35 minutes at the start of Monday, Wednesday, Thursday and Friday. In this program, students read novels silently and at the end of each lesson, they document their reading progress. Regular scheduled trips to the library assist students to borrow books and speak with librarians.

### **Learning Activities and Assessment Tasks**

Students are required to log their daily reading and in VCAL this contributes to one of their outcomes.

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# **ACCOUNTING**

## **Unit 3: Recording and reporting for a trading business**

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

### **Outcome 1**

On completion of this unit the student should be able to record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.

### **Outcome 2**

On completion of this unit the student should be able to record balance day adjustments and prepare and interpret accounting reports.

## **Unit 4: Control and analysis of business performance**

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

### **Outcome 1**

On completion of this unit the student should be able to record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system

### **Outcome 2**

On completion of this unit the student should be able to prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

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# BIOLOGY

## UNIT 3: HOW DO CELLS MAINTAIN LIFE?

In this unit, students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling 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.

**Outcome 1:** On completion of this unit the student should be able to explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.

**Outcome 2:** On completion of this unit the student should be able to apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

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

In this unit, students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, 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.

**Outcome 1:** On completion of this unit the student should be able to analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.

**Outcome 2:** On completion of this unit the student should be able to describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.

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# **BUSINESS MANAGEMENT**

## **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.

### **Outcome 1**

On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

### **Outcome 2**

On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.

### **Outcome 3**

On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

## **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.

### **Outcome 1**

On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

### **Outcome 2**

On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

*Contribution to final assessment*

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School-assessed Coursework for Unit 3 will contribute 25 per cent.

School-assessed Coursework for Unit 4 will contribute 25 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

## CHEMISTRY

### UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They 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, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. 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.

**Outcome 1:** On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.

**Outcome 2:** On completion of this unit the student should be able to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

### 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

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reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

**Outcome 1:** On completion of this unit the student should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.

**Outcome 2:** On completion of this unit the student should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.

**Outcome 3:** On the completion of this unit the student should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

## COMPUTING

### UNIT 3: INFORMATICS

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

#### Areas of Study:

Organisations and data management: students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making.

Data analytics: drawing conclusions: students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

### UNIT 4: INFORMATICS

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

#### Areas of Study:

Data analytics: presenting the findings: students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to

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monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

Information management: students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

- Unit 3 School-assessed Coursework: 10 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- School-assessed Task: 30 per cent
- End-of-year examination: 50 per cent.

## **DESIGN AND TECHNOLOGY: FOOD**

### **UNIT 3: FOOD PREPARATION, PROCESSING AND FOOD CONTROLS**

Students will study causes of food spoilage and poisoning and apply safe work practices while preparing food. Students will investigate key foods and understand their functions, and apply this knowledge during practical classes. Students will also develop a design plan of their own choice with given guidelines as part of their major portfolio works.

Area of study 1 – Maintaining food safety in Australia

Area of study 2 – Food preparation and processing

Area of study 3 – Developing a design plan

### **UNIT 4: FOOD PRODUCT DEVELOPMENT AND EMERGING TRENDS**

Students develop and complete their design plan, which was established in Unit 3, producing their selected foods as well as a portfolio of their work. Students will study food product development, exploring new and emerging foods, innovations in food as well as packaging developments.

Area of study 1 – Implementing a design plan

Area of study 2 – Food product development

#### **Assessment:**

##### **Unit 3 and 4**

- A design portfolio
- Practical tasks and written reports
- Case study
- Designing and developing solutions to a design brief
- End of year examination.

#### **Essential equipment**

- Textbook as shown on booklist.

#### **Subject material charge**

- \$60.00 per semester
- Students will need to purchase their own ingredients for the SAT portfolio.

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Percentage contributions to the study score in VCE Food Technology are as follows:

- Unit 3 School-Assessed Coursework: 18%
- Unit 4 School-Assessed Coursework: 12%
- Unit 3 and 4 School-Assessed Task: 40%
- End-of-year examination: 30%

## ENGLISH

### Unit 3:

Students focus on understanding the ways in which authors construct meaning with particular attention to the features of texts such as the structure, conventions and language. Students explore the underlying concepts of texts and develop an interpretation. Students also analyse and compare in writing the language and argument used in persuasive texts on current issues.

ASSESSMENT:

1. An analytical response to a set text 30 marks
2. A creative response to a set text 30 marks
3. An analysis and comparison of the use of argument and persuasive language in texts 40 marks

Total 100 marks (This work will contribute 25% of the final result.)

OUTCOMES:

1. Produce an analytical interpretation of a selected text and a creative response to a different text.
2. Analysis and comparison, in written form, of argument and the use of persuasive language in two or three texts that present a point of view on an issue.

### Unit 4

Students study texts comparatively with a focus on the ways that ideas, issues and themes are handled in each. Consideration of the ways that text features impact on meaning leads students to produce a written comparison of two texts. Students will also deliver a sustained and reasoned point of view on a current issue and provide a written statement of intent articulating decisions made.

ASSESSMENT:

1. A detailed comparison of two texts 60 marks
2. An oral presentation on an issue accompanied by a written statement of intention 40 marks

Total 100 marks (This work will contribute 25% of the final result.)

OUTCOMES:

1. Produce a detailed comparison of how two set texts present ideas, issues and themes

## ENGLISH AS AN ADDITIONAL LANGUAGE

### Unit 3:

This unit focuses on reading and creating a sustained interpretation of a selected text. In addition, students analyse and compare the ways in which language is used to persuade in texts that present a point of view on a current issue. Students will also develop their listening skills by completing aural tasks.

ASSESSMENT:

1. An analytical interpretation of a set text 40 marks

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2. Short answer responses and note form summaries of persuasive texts and a written analysis and comparison of argument and the use of persuasive language in texts 40 marks

3. Listening tasks 20 marks

(This work will contribute 25% of the final result.)

**OUTCOMES:**

1. Produce an analytical interpretation of a selected text.
2. Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue.
3. Comprehend a spoken text.

**Unit 4:**

Students compare ideas, issues and themes in two selected texts in order to deepen their understanding of key themes, issues and ideas. Students will craft a persuasive oral presentation with the intent of positioning an audience to share a point of view.

**ASSESSMENT:**

1. A detailed comparison of two texts 60 marks
2. An oral presentation on an issue accompanied by a written statement of intention 40 marks

Total 100 marks (This work will contribute 25% of the final result.)

**OUTCOMES:**

1. Produce a detailed comparison of two set texts.
2. Construct a sustained and reasoned point of view on a current issue.

Examination – 50% (This work will contribute 50% of the final result.)

**NOTE:** Students study one less text than mainstream English students.

## **LITERATURE**

**Unit 3: Form and Transformation**

**COURSE OUTLINE:** Focuses on the ways in which the form of a text affects meaning, and how writers construct their texts. Students investigate how meaning is affected by the way texts are adapted and transformed, and how the perspective of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

**ASSESSMENT:**

1. Adaptations and transformations essay 50 marks
  2. Creative response including reflective commentary 50 marks
- Total 100 marks (This work will contribute 25% of the final result.)

**OUTCOMES:**

1. Analyse the extent to which meaning changes when a text is adapted to a different form.
2. Respond creatively to a text and comment on the connections between the text and the response.

**Unit 4: Interpreting Texts**

**COURSE OUTLINE:** Focuses on developing analytical and critical responses to text. Students consider their own context, that of the text, the ideas presented, the style of language and points of view. Students investigate literary criticism to produce an informed and sustained interpretation supported by close textual analysis.

**ASSESSMENT:**

1. Literary Perspectives Essay 50 marks

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2. Close analysis of a nominated text 25 marks

3. Close analysis of a second nominated text 25 marks

Total 100 marks (This work will contribute 25% of the final result.)

**OUTCOMES:**

1. Produce an interpretation of a text using different literary perspectives to inform their view. 2. Analyse features of texts and develop and justify interpretations of texts.

Examination – 50% (This work will contribute 50% of the final result.)

## Geography

### 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. Students undertake fieldwork and produce a fieldwork report using the structure provided

#### Outcome 1

On completion of this unit the student should be able to analyse, describe and explain land use change and assess its impacts.

#### Outcome 2

On completion of this unit the student should be able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

### 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. The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in

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human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining. Populations change by growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

### **Outcome 1**

On completion of this unit the student should be able to analyse, describe and explain population dynamics on a global scale.

### **Outcome 2**

On completion of this unit the student should be able to analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses

## **HEALTH AND HUMAN DEVELOPMENT**

### **Unit 3: Australia's health in a globalised world**

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

#### **Area of Study 1 Understanding health and wellbeing.**

Outcome 1:

On completion of this unit the student should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.

#### **Area of Study 2 Promoting health and wellbeing**

Outcome 2:

On completion of this unit the student should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

## **Unit 4: Health and human development in a global context**

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

### **Area of Study 1**

Health and wellbeing in a global context.

#### **Outcome 1:**

On completion of this unit the student should be able to analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.

### **Area of Study 2:**

Health and the Sustainable Development Goals

#### **Outcome 2:**

On completion of this unit the student should be able to analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

## **HISTORY: REVOLUTIONS**

### **Units 3 and 4**

Revolutions mark deliberate attempts at new directions and they share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation.

As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions.

Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In

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defence of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made.

The study of a revolution in VCE will consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution.

Students will study the following revolutions: one for Unit 3 and one for Unit 4:

- The French Revolution
- The Russian Revolution

### **Assessment Units 3 and 4**

In the study of VCE History students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

Percentage contributions to the study score in VCE History are as follows:

- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

## **LEGAL STUDIES**

### **Unit 3: Rights and justice**

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

#### **Outcome 1**

On completion of this unit the student should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

#### **Outcome 2**

On completion of this unit the student should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil

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disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

### **Assessment for Unit 3**

Assessment tasks completed throughout the semester are called School Assessed Coursework.

Outcome 1: 50 marks

Outcome 2: 50 marks

This work will contribute 25% of the final result.

### **Unit 4: The people and the law**

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

#### **Outcome 1**

On completion of this unit the student should be able to discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.

#### **Outcome 2**

On completion of this unit the student should be able to discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

### **Assessment for Unit 4**

Assessment tasks completed throughout the semester are called School Assessed Coursework.

Outcome 1: 40 marks

Outcome 2: 60 marks

This work will contribute 25% of the final result.

Note: The examination will contribute 50% of the final result.

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# **MATHEMATICS: FURTHER**

## **UNITS 3 & 4**

### **Areas of study**

#### **1 CORE**

##### **Data analysis**

- Investigating data distributions
- Investigating associations between two variables
- Investigating and modelling linear associations
- Investigating and modelling time series data

##### **Recursion and financial modelling**

- Depreciation of assets
- Compound interest investment and loans
- Reducing balance loans
- Annuities and perpetuities
- Compound interest investment with periodic and equal additions to the principal

#### **Any 2 MODULES from 4 MODULES**

##### **Matrices**

- Matrices and their applications
- Transition matrices

##### **Networks and decision mathematics**

- Graphs and networks
- Exploring and travelling problems
- Trees and minimum connector problems
- Flow problems
- Shortest path problems
- Matching problems
- The scheduling problem and critical path analysis

##### **Geometry and measurement**

- Measurement and trigonometry
- Spherical geometry

##### **Graphs and relations**

- Construction and interpretation of graphs
- Linear programming

### **Assessment – Unit 3**

School assessed coursework will contribute 20% of the final assessment.

### **Assessment – Unit 4**

School assessed coursework will contribute 14% of the final assessment.

Unit 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 66%.

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# MATHEMATICAL METHODS UNITS 3 & 4

## Areas of study

### 1 FUNCTIONS AND GRAPHS

Functions and transformations

### 2 ALGEBRA

Polynomials

Properties of functions

Equations

### 3 CALCULUS

Differentiation

Applications of differentiation

Integration

### 4 STATISTICS AND PROBABILITY

Discrete random variables

Continuous random variables

Statistical inference

Throughout the course, students will be expected to use graphical calculators, spreadsheets or statistical software.

## Outcomes

Students must demonstrate that they have fulfilled the requirements leading to achievement of three specified learning outcomes by satisfactorily attempting the school-assessed application task and the two tests.

The application task will involve a problem-solving investigation involving functions and calculus.

The two tests will consist of a combination of multiple-choice, short answer and extended responses.

Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.

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# **SPECIALIST MATHEMATICS UNITS 3 AND 4**

## **1 FUNCTIONS AND GRAPHS**

### **2 ALGEBRA**

Rational functions

Complex numbers

### **3 CALCULUS**

Differential and integral calculus

Differential equations

Kinematics: rectilinear motion

### **4 VECTORS**

Vectors

Vector calculus

### **5 MECHANICS**

### **6 PROBABILITY AND STATISTICS**

Linear combinations of random variables

Sample means

Confidence intervals for means

Hypothesis testing for a population mean with a sample drawn from a normal distribution of known variance or for a large sample

### **Outcomes**

Students must demonstrate that they have fulfilled the requirements leading to achievement of three specified learning outcomes by satisfactorily attempting the school-assessed application task and the two tests.

The application task will involve a problem-solving investigation involving functions and calculus.

The two tests will consist of a combination of multiple-choice, short answer and extended responses.

Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics

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# **MEDIA**

The media has significant impact on people's lives. They influence the way people spend their time, help shape the way they perceive themselves and others, and play a crucial role in the creation of personal, social, cultural and national identity.

The study of media includes:

- Media forms including – audiovisual media (film, television, radio, video, photography)
- Print-based media (newspapers, magazines and related publications)
- Digital media technologies (the Internet, computer games and interactive multimedia)
- Media and cross media processes and developments such as advertising, news and current affairs production, popular music, popular culture, cyberculture and virtual worlds, convergence and hybridization, information dissemination and retrieval technologies
- The media and its inter-relationship with society and culture.

## **Structure**

**Unit 3:** Media narratives and pre-production

**Unit 4:** Media production and issues in the media

### **UNIT 3**

In this unit students explore stories that circulate in society through media narratives. Students examine fictional and non-fictional narratives in the form of film and/or television and/or radio and/or audio product (that may be broadcast or streamed) and/or photographic and/or print products. Students conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions and aspects of the works of media practitioners relevant to their proposed production. Students develop production skills that inform the production, design and development of a media product. They record their learning in documented research, annotated production activities, experiments, exercises and reflections

### **UNIT 4**

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

#### **Entry**

There are no pre-requisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

## **PHYSICAL EDUCATION**

### **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.

#### **Area of Study 1: How are movement skills improved?**

##### **Outcome 1:**

On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

#### **Area of Study 2: How does the body produce energy?**

##### **Outcome 2:**

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

### **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.

#### **Area of Study 1: What are the foundations of an effective training program?**

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### **Outcome 1:**

On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.

## **Area of Study 2: How is training implemented effectively to improve fitness?**

### **Outcome 2:**

On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

## **PHYSICS**

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

In this unit students explore the importance of energy in explaining and describing the physical world. They 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.

**Outcome 1:** On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.

**Outcome 2:** On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.

**Outcome 3:** On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

### **UNIT 4: HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?**

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties. 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

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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.

**Outcome 1:** On completion of this unit the student should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.

**Outcome 2:** On completion of this unit the student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.

**Outcome 3:** On completion of this unit the student should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

## PSYCHOLOGY

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

The nervous system influences behaviour and the way people experience the world. 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.

**Outcome 1:** On completion of this unit the student should be able to explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.

**Outcome 2:** On completion of this unit the student should be able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

### UNIT 4: HOW IS WELLBEING DEVELOPED AND MAINTAINED?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in 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

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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.

**Outcome 1:** On completion of this unit the student should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.

**Outcome 2:** On completion of this unit the student should be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.

**Outcome 3:** On completion of this unit the student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

## STUDIO ARTS

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making.

### Unit Three, Studio practices and processes

In this unit students focus on the implementation of developmental folio work, leading to the production of a range of potential directions for finished artwork. Students develop and write an exploration proposal to define an area of creative exploration.

**Area of Study 1-** Exploration proposal

**Area of Study 2-**Studio process

**Area of Study 3-**Artists and studio practices

### Unit Four

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

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**Area of Study 1-** Production and presentation of artworks

**Area of Study 2-** Evaluation

**Area of Study 2-** Production and presentation of artworks

There is an end of year examination on the theory covered in class

## **VISUAL COMMUNICATION**

### **UNIT 3**

#### **DESIGN THINKING AND PRACTICE**

In this study students gain an understanding of the processes designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists.

They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own ideas and concepts

Students use their research and analysis of visual communication designers to support the development of their own work

**Area of Study 1** Analysis and practice in context

**Area of Study 2** Design industry practice

**Area of Study 3** Developing a brief and generating ideas

### **UNIT 4**

#### **Visual communication design development, evaluation and presentation**

The focus of this unit is the development of two final design concepts and two final presentations of visual communications to meet the requirements of the brief. 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.

**Area of Study 1** Development, refinement and evaluation

**Area of Study 2** Final presentations

[Type here]

***Please note there is an end of year examination***

## **Initial Expression of Interest: Year 12**

Students are to read over the subject descriptions and following discussions with their parents/ carers are to outline which subjects they wish to study in year 12.

**Please be reminded that you may have already chosen your course. The purpose of this process is to confirm your choices.**

In week four of Term III, Students will confirm your subject choices using WebChoice on the internet. Students will be given a unique password by their coordinator to allow access.

The WebChoice selection process will be conducted in an interview,(Times to be advised). After which students are required to print their initial selections, parents are required to sign the form. Students must bring the form to school and hand in to VCE Office by Monday 14<sup>th</sup> August.

You must choose English. You can only pick one (1) Unit 3 & 4 sequence. You may only pick a Unit 3 & 4 sequence if you have successfully completed Units 1 & 2 in that subject.

**Please Note: Since there is likely to be competition for some subjects and low preferences in others you should express interest in at least six subjects with two reserve choices.**

The final confirmation of subjects will occur following the VCE information Evening on Wednesday 2<sup>nd</sup> August during an interview with your Course Counsellor on Friday the 11<sup>th</sup> August.

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William Ruthven Secondary College

Peter Pan (Test student) Yr11

Initial expression of interest

English  2

Priority 2  2

Priority 3  2

Priority 4  2

Priority 5  2

Priority 6  2

Total Units 12

Reserve 1  2

Reserve 2  2

Your subjects will be confirmed on the counselling day in term 3  
Initial selection only. Some subjects may not run because of numbers

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