



# ZENITH



# PATHWAYS

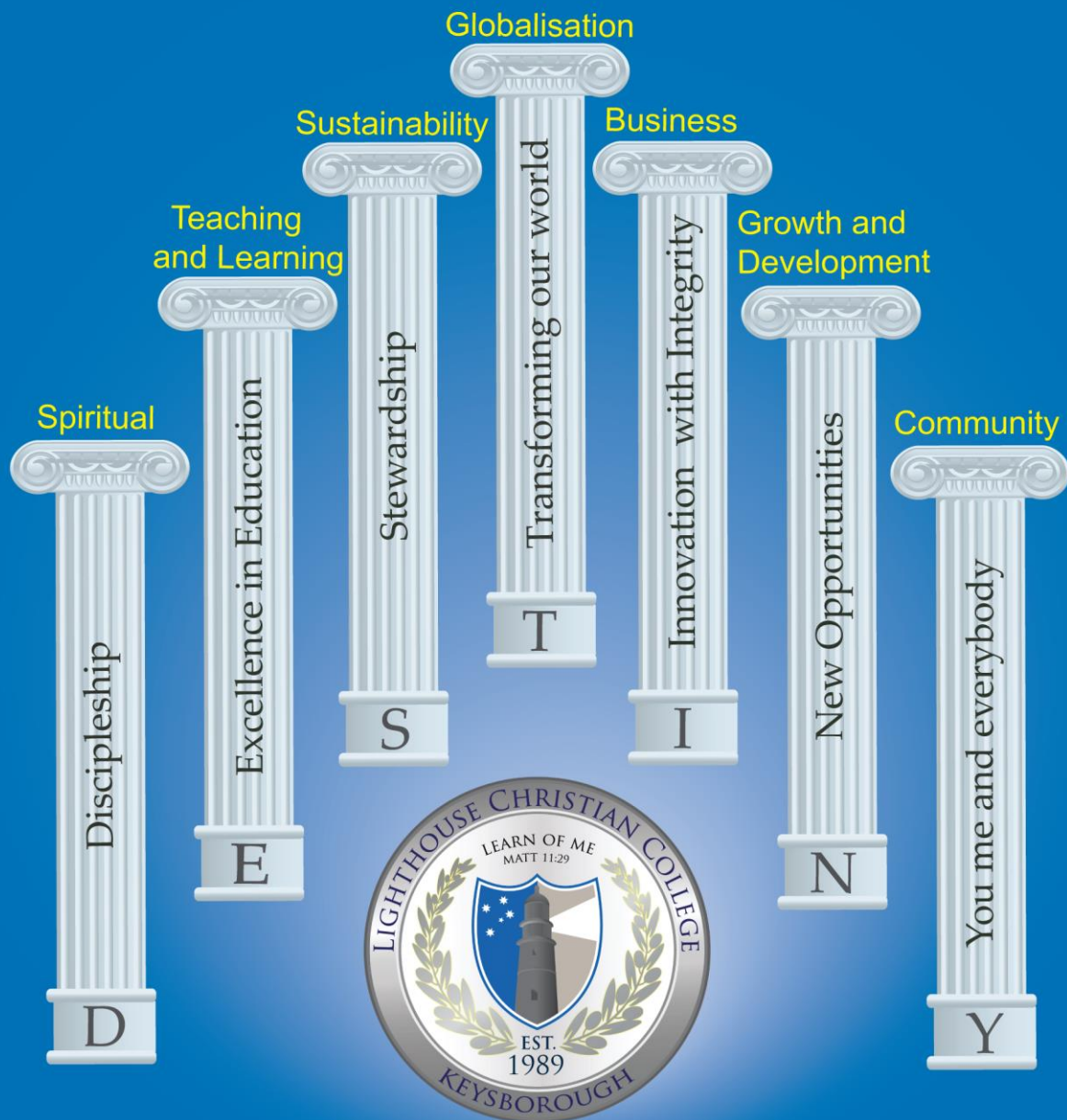
# 2020

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# Raising Students with Purpose



## The Seven Pillars

Proverbs 9:1 Wisdom has built her house; she has set out her seven pillars.



## **8 PEDAGOGICAL STANDARDS**

1. We know our students and how they learn.
2. We know the content and how to teach it.
3. We plan for and implement effective Teaching and Learning.
4. We create and maintain effective learning environments.
5. We assess and report on student learning.
6. We engage in professional learning.
7. We engage professionally with colleagues, parents and carers.
8. Implementation of a Christian perspective throughout programs and assessment.

# MISSION OF LIGHTHOUSE CHRISTIAN COLLEGE



*The Christian Choice for Excellence in Education*

## **Our Mission and Values**

To assist Christian parents to teach and train their children in a Christian environment, so that they will fulfill God's purposes in their lives and bring an uncompromising Christian influence to our society.

### **Our Values:**

- Integrity
- Community
- Love
- Excellence
- Responsibility
- Respect
- Friendship
- Compassion
- Courage
- Humility

## ZENITH (YEARS 11-12) LEADERSHIP TEAM

- |   |                     |
|---|---------------------|
| • College Principal                     | Mrs Avril Howard    |
| • Deputy Principal (Academic)           | Mr David Lepileo    |
| • Deputy Principal (Operations)         | Mr Vernon Clark     |
| • Zenith Sub School Leader (Year 11&12) | Mrs Reena Thomas    |
| • Chaplaincy, Health and Wellbeing      | Mr Joshua Rodriguez |



# WELCOME TO ZENITH (VCE) AT LIGHTHOUSE CHRISTIAN COLLEGE

## A Message from the Principal

I wish to extend a very warm welcome to you and your child as they enter their senior schooling years at Lighthouse Christian College where they will be part of the Zenith sub-school section (VCE). Students you are on the way to shaping your vocational pathway and moving towards your God given destiny. Parents we are privileged to partner with you in the Christian educational journey of your child as they complete their senior secondary schooling.



Since the establishment of the VCE at LCC in 1999 God has given us success in all our endeavors. The scripture the Lord impressed on the founders and which remains a promise for the future is a verse from Zechariah 4:6:

'Not by might nor by power, but by my Spirit,' says the Lord.

From commencement we have had a 100% academic success rate and *Lightkeepers* alumni are employed in a range of professions and trades. All Lightkeepers alumni comment on how quickly the VCE years pass by and how much they enjoyed the Christian community atmosphere at LCC.

Year 12 is essentially only three terms of classes, so we encourage students to invest their time well. We strongly advise students to focus on their academic goals and not over commit to co-curricular activities outside of school. Their goal must be to use this unique school opportunity to its maximum.

The VCE staff stand with VCE students to enable them to reach their dreams and to move confidently in the direction of their God ordained destiny. We trust that the journey will be enjoyable and characterised by excellence. Please refer to the attributes of a Lighthouse Graduate on page 7.

Students are encouraged to pray and seek God's help in their academic studies as they start and end each day. Success is built on dedication, determination, decisiveness and discipline.

The Zenith staff team and I look forward to working with the VCE students to help them attain their goals.

Please do not hesitate to contact us on any educational needs you may have. We are here to help, serve and bless.

Yours in Christ's Service

**Avril Howard**  
**Principal**



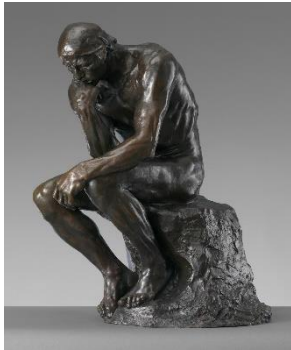
# A LIGHTHOUSE GRADUATE

- Is a confident dedicated and passionate disciple of Jesus Christ, empowered by the Holy Spirit, who knows who they are, what they are about and how God has called them to serve Him in His Kingdom.
- Is a uniquely gifted young adult with a strong work ethic and a pathway and a purpose equipped to influence the next generation.
- Is well prepared in the academic disciplines and committed to life-long learning.
- Is an effective written and verbal communicator applying such skills in a confident, persuasive and respectful manner.
- Is self motivated about their future and keen to apply their knowledge and skills to make a tangible difference in the world.
- Is entrepreneurial, flexible, motivated and innovative.
- Is an autonomous learner, resilient, persistent and reflective with their faith grounded both in their experience of God and in the Word of God.
- Is an analytical problem solver who effectively synthesises, initiates, and self manages.
- Is a creative thinker prepared to take risks when learning.
- Is an ethical digital citizen and a confident and competent user of digital technologies.
- Is empathetic with highly developed interpersonal and intrapersonal skills, demonstrating Christ-like love for everyone.
- Is able to articulate the Christian worldview and has apologetic skills to defend their faith.



# MESSAGE FROM THE DEPUTY PRINCIPAL - ACADEMIC

What is the Thinker, thinking? One of the most well-known statues ever crafted was the bronze 19th century man, The Thinker (originally known as the Poet). The statue represents a person 'lost in thought' and is often used as an image of great intellectual ability and creativity. Yet, I don't think that this was the intention behind its creation. One interpretation is that Auguste Rodin was hoping to express was the energy and commitment that is involved in thinking.



More than that, the one thing I love about this statue is the fact that it portrays the image of a human, using everything he has, to this one task, Rodin himself described his statue: "What makes my Thinker, think, is that he thinks not only with his brain, with his knitted brow, his distended nostrils and compressed lips, but with every muscle of his arms, back, and legs, with his clenched fist and gripping toes."

For you and as well as 120,000 other senior school students, this stage of schooling is one that isn't simply an intellectual exercise. It involves everything you have and will push you into the next stage of your life.

This guide provides information about different career pathways in the senior school: VCAL, VCE and VET. Each pathway is designed to help you achieve the goals and give you a head start into your chosen career.

When choosing your pathway, can I suggest that you ask yourself the following questions:

How has God gifted you?

What needs are of interest to you that you can respond to?

What opportunities and feedback have you had to date?

What openings, leadings, stirrings has God given you?

I wonder what The Thinker was thinking? Whatever it was, I would have loved to have seen what he accomplished next. Likewise, we look forward to seeing the fruit of your life in the years ahead.

**David Lepileo**

***Deputy Principal- Academic***



# MESSAGE FROM THE ZENITH SUB SCHOOL LEADER

Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight. (Proverbs 3:5-6 (NIV))

Lighthouse Christian College offers broad and flexible academic and vocational programs for our Zenith (VCE) year 11-12 students providing high level support both spiritually as well as academically.

Our VCE/VCAL program enables our students to strive for excellence in all areas; prepares and challenges students to think globally and be responsible citizens. Small class sizes ensure that students receive personalised attention and the guidance they deserve, in a safe, secure and supportive teaching and learning environment.



Students are provided with opportunities to develop their leadership skills which enables them to grow in the fruits of the Spirit (Galatians 5:22-23) with resilience and integrity.

This Zenith (VCE) Handbook is a starting point to help parents and students make the right subject choices for Years 11 and 12. The Victorian Certificate of Education (VCE) is a two-year program that is usually completed over the final years of secondary education. Guided by our professional practitioners, students are encouraged to carefully choose their subjects based on their abilities and strengths, their interests, possible career options and prerequisites for tertiary studies. Whilst it is possible to make some subject changes along the way, getting it right from the start, is always the best option.

It is a journey that continues throughout life and prepares the students for eternity.

From a pastoral care perspective, students are supported through a range of activities and programs, which enable them to develop holistically. A strong pastoral care approach supports our students, complementing their academic and career objectives. Caring and professional relationships between staff and students are key focus at Lighthouse, where we listen to the student voice and enable them to participate in their learning. Students are assigned leadership roles and responsibilities and given training in team management, strategic and event management and effective communication.

This focus on leadership, challenge and initiative is extended to their time on the Zenith camp, which fosters excellent rapport and student morale.

Students receive study skills training and advice as part of a comprehensive program, which allows them to reflect on their personal strengths and weaknesses and gain insight into effective, proven strategies. Our camps program gives students an educational and social experience, broadening their horizons. The camps are centered on a Humanities program, exploring key aspects of topography, culture and history of these capital cities.

**Mrs Reena Thomas**  
***Zenith Coordinator***





## PROGRESSION IN VCE YEAR LEVELS

Promotion from one level to the next depends on the student achieving a satisfactory result in each subject at the current year level, and having an attendance rate of above 95%. The Zenith (VCE) Co-ordinator and relevant Faculty Co-ordinators will work together in regular discussions with the parents, to decide on the progression of students who are in danger of falling below the required benchmarks. In CORE subjects (apart from ENGLISH, which is compulsory), a student who scores an unsatisfactory result in a specific subject may not be allowed to progress to the next Unit of work in the subject.

The number of accelerated VCE subjects that a student can attempt above their level is still governed by the eligibility criteria of the College, as outlined by the VCAA policies and the degree of difficulty of the desired subject.

### **Progression**

With regard to a specific VCE subject the following applies: To progress into a VCE Unit 1, 2 or 3, the student is required to achieve a minimum average of 65% on all assessments, and an overall minimum score of 65% over the semester as seen on their report in order to progress to the next Unit of work in the subject.

In some subjects such as the harder levels of Mathematics, or Physics or Chemistry, the relevant Faculty Co-ordinator may increase the minimum requirement to enter or continue with the subject.

The Zenith (VCE) Co-ordinator and subject teachers will liaise with parents after each Unit to determine whether their child is in jeopardy of not meeting the required criteria to progress to the next Unit/Level of work in the subject.

### **Eligibility for accelerated subjects**

Year 10 or 11 students may accelerate into a VCE subject according to the eligibility criteria set below: An overall grade will be calculated for each student based on the overall result achieved over both semesters in Year 9 or 10. Using these grades the following policy holds:

- A minimum grade of B+ in English, a minimum grade of A in Science or Humanities based on the study chosen and a minimum of B+ in their all other studies. To achieve this, current students in each year level who are averaging a minimum of 80% over the year is a must.

These students can apply in writing to the Launch Sub School Leader and the Zenith (VCE) Co-ordinator for consideration to be eligible to enter a Unit 1 or Unit 3 level of the subject while studying in Year 10 for Unit 1 and Year 11 for Unit 3.

This application must include a covering letter requesting consideration to be eligible, copies of the student's reports from the previous two years, and the results achieved by the student in Year 7 and 9 NAPLAN results. The applicant must also state their intention to complete five Year 12 subjects in their final year of school.

# VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF).

The VCAL can include components of accredited Vocational Education and Training (VET) and Further Education (FE) qualifications from within the AQF, and VCE studies.

VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level.

VCAL is a pathway to Technical and Further Education (TAFE), university, apprenticeships/ traineeships or employment.

## **Award levels**

The VCAL is accredited and issued at three award levels:

1. Victorian Certificate of Applied Learning (Foundation)
2. Victorian Certificate of Applied Learning (Intermediate)
3. Victorian Certificate of Applied Learning (Senior).

The three qualification levels cater for a range of students with different abilities and interests. They also provide a progression in the development of skills, knowledge and attributes.

**\* *Lighthouse Christian College offers VCAL at the Intermediate and Senior Levels.***

Upon successful completion of the requirements for a VCAL, students will receive a VCAL certificate and a Statement of Results. Successful completion will be certified in July or December in each enrolment year. Additional Statements of Attainment or certificates will be provided by the registered training organisation (RTO) for successful completion of VET or FE curriculum. Students who commence a VCAL program but do not complete it will receive a Statement of Results at the completion of each year of study.

## **Aims of the VCAL**

The qualification aims to provide the skills, knowledge and attributes to enable students to make informed choices about employment and education pathways. Personal development, students' interests and pathways for senior secondary students, in the context of applied learning, underpin the design of VCAL.

The VCAL certificate at Intermediate and Senior level recognises completion of a senior secondary qualification and primarily prepares students for further studies at the next VCAL level, in the Victorian Certificate of Education (VCE), in Vocational Education and Training (VET), in Further Vocational Education and Training (FE) and/or employment.

## **Pathways**

The VCAL is designed to develop and extend pathways for young people. On completion of the VCAL, students will be able to make informed choices about employment or education pathways. Meaningful pathways are created by linking student aspirations and future employment goals to the choice of accredited curriculum, as well as connecting VCAL learning programs to work and industry experiences and active participation in the community. Including curriculum from VET and FE in VCAL learning programs helps connect students with broader options for work, further education and active community participation.

This is a possible pathway at Intermediate level:

- Senior level VCAL
- completion of VCE
- apprenticeships and traineeships
- Certificate II (or above) VET courses
- Certificate II (or above) FE courses
- employment.

This is a possible pathway at Senior level:

- completion of VCE
- apprenticeships and traineeships
- Certificate II (or above) VET courses
- Certificate III (or above) FE courses
- Industry Pathways
- employment.

## **Entry Requirements**

The VCAL qualification levels provide flexible entry and exit points for a range of student abilities and interests and offer a clear progression for knowledge, skills and attributes.

Lighthouse Christian College offers the VCAL to Year 11 students at the Intermediate level and to Year 12 students at the Senior level.

The VCAL has been designed to accommodate flexible entry and exit. Students in Year 11 and 12 can enter at the appropriate level of the VCAL to suit their learning needs, abilities and interests. Parameters for entry and exit will be determined by the College, based on the student's ability and interests.

## **Duration**

Each of the VCAL award levels has a nominal duration of 1000 hours, which typically is a mix of class time and independent learning. However, the nominal hours (including both scheduled and unscheduled contact hours) may vary when considering the specific needs of each student.

## **VCAL Program Components**

The LCC's VCAL program is designed to meet the VCAL course requirements, ensuring that the curriculum selected is consistent with the purpose statement of the curriculum strand at the award level. A chosen program must contain a minimum of two VCAL units and may also contain curriculum components from:

- additional VCAL units
- VCE studies
- VET-accredited curriculum or training packages or FE-accredited curriculum.

## **VCAL Strands**

The VCAL curriculum consists of four compulsory strands:

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

### VCAL Units

A VCAL unit contains accredited learning outcomes that are generic by nature and enable content to be developed and/or planned to suit the individual needs of students. College developed non-accredited curriculum and activities or structured workplace learning programs can contribute to the achievement of learning outcomes in a VCAL unit.

Each VCAL unit is 100 nominal hours in length, and each unit that is successfully completed contributes one credit towards the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time.

VCAL units are available at the VCAL award levels (Intermediate and Senior) to cater for the different needs, abilities and experiences of students.

The following is an example of the VCAL units that are available in 2019.

Strand	Units
<b>Work Related Skills</b>	WRS021 Work Related Skills Intermediate Unit 1 WRS022 Work Related Skills Intermediate Unit 2 WRS031 Work Related Skills Senior Unit 1 WRS032 Work Related Skills Senior Unit 2
<b>Personal Development Skills</b>	PDS021 Personal Development Skills Intermediate Unit 1 PDS022 Personal Development Skills Intermediate Unit 2 PDS031 Personal Development Skills Senior Unit 1 PDS032 Personal Development Skills Senior Unit 2
<b>Literacy Skills</b>	LIT021 Literacy Skills Intermediate Reading and Writing LIT022 Literacy Skills Intermediate Oral Communication LIT031 Literacy Skills Senior Reading and Writing LIT032 Literacy Skills Senior Oral Communication
<b>Numeracy Skills</b>	NUM021 Numeracy Skills Intermediate – Unit 1 NUM022 Numeracy Skills Intermediate – Unit 2 NUM031 Numeracy Skills Senior – Unit 1 NUM033 Numeracy Skills Senior – Unit 2 NUM032 Advanced Numeracy Skills Senior <i>*Please note that Numeracy 2 units do not contribute to the Numeracy strand.</i>

VCAL unit learning outcomes may be assessed in the context of programs that include community, school work and sports-based projects or activities.

### Qualification Requirements

To be awarded any VCAL qualification, students must successfully complete a program that contains a minimum of 10 credits. A credit is gained for successful completion of a unit of study. A unit of study can be:

1. one VCAL unit



2. one VCE unit
3. 90 hours of completed VET modules or units of competence and/or FE modules.

A student's VCAL program must include:

- a minimum of two VCAL units
- at least one Literacy unit\*
- at least one Numeracy unit\*
- at least one unit from the Industry Specific Skills strand. (At the VCAL Intermediate and Senior levels, the learning program must also include accredited VET curriculum components to the value of a minimum of one credit in the Industry Specific Skills strand.)
- at least one unit from the Work Related Skills strand
- at least one unit from the Personal Development Skills strand
- six credits at the VCAL level attempted (Intermediate or Senior) or above. One of these credits must be for Literacy and one must be for Personal Development Skills.

*\*If using VCAL units to meet the eligibility requirements of the literacy component of the VCAL Literacy and Numeracy Skills Strand, the Reading and Writing unit must be completed at the award level or above. If using VCAL units to meet the eligibility requirements of the numeracy component of the VCAL Literacy and Numeracy Skills Strand, a Unit 1 numeracy unit must be completed.*

Students may carry credit forward from the previous award level into the level in which they are currently enrolled (e.g. from the Intermediate to the Senior level).

One credit is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

The VCAL program may also contain curriculum components drawn from VCE studies and FE accredited curriculum. One credit is awarded on successful completion of 90 nominal hours of accredited FE/VET curriculum, or on successful completion of a VCE unit.

Further information about the VCAL qualification and the requirements of a VCAL program please refer to the Victorian Curriculum And Assessment Authority's **VCE and VCAL Administrative Handbook**.

## **A Typical VCAL Weekly Program**

### **ON CAMPUS (LCC)**

#### **3 days: Monday, Tuesday and Thursday**

- Literacy and Numeracy Skills
- Personal Development Skills

### **Industry Specific Skills 1 day: Wednesday (or 1/2 day)**

- VET Course/Certificate offered by TAFE, or
- May choose units from a range of VET certificates

### **Work Related Skills**

#### **1 day: Friday**

- A structured work placement, or
- part time apprenticeship/traineeship, or
- part-time work

### The Lighthouse Personal Development Skills 'PDS' Projects

The Personal Development Skills (PDS) offered at Lighthouse Christian College, is a Project-Based strand that aims to develop teamwork skills, self-confidence, resilience and life and work skills.

The 2020 PDS Projects consist of the following components which will all count toward the VCAL Award.

- individual and team-based projects
- projects and activities conducted at the College or in the community

### LCC's VCAL PDS Projects 2020

<b>Term 1</b>	<b>Team Projects - Hospitality</b> <ul style="list-style-type: none"><li>➤ Barista Training: Nationally Accredited Barista Certificate</li><li>➤ Taking ownership and charge of the College 'VCAL' industrial coffee machine</li><li>➤ Food Handling Certificate</li><li>➤ Occupational Health and Safety (OH&amp;S) Training</li><li>➤ Planning, Budgeting and Catering for College Events (e.g. Athletics day; Open Day; Staff Dinner)</li><li>➤ Industrial Kitchen Experience through Community Connections</li></ul> Proceeds go toward the VCAL Mission Trip to Weipa
<b>Term 2</b>	<b>Team Project</b> <ul style="list-style-type: none"><li>➤ Planning the VCAL Mission Trip to Kluthuthu (Dove) Christian College in Weipa</li><li>➤ First Aid &amp; CPR Training - Accredited Course</li><li>➤ Continuing to practise Hospitality skills at LCC</li></ul> <b>Individual Project</b> <ul style="list-style-type: none"><li>➤ Student Choice</li><li>➤ May be Industry Specific, related to their VET course</li><li>➤ In the community, church or the College</li></ul>
<b>Term 3</b>	<b>Mission Trip to Weipa –Team Project</b> <ul style="list-style-type: none"><li>➤ Visit Kluthuthu Christian College. Execute plans established as part of the Term 2 team project and Serve the Kluthuthu College community by:<ul style="list-style-type: none"><li>❖ Ministering to &amp; Running activities for students</li><li>❖ Engaging in activities with students</li><li>❖ Exercising hospitality</li></ul></li><li>➤ Fire Safety Course at LCC</li><li>➤ Continue to practise Hospitality skills at LCC and charity in the local community</li></ul>
<b>Term 4</b>	<b>Individual Outreach Project</b> <ul style="list-style-type: none"><li>➤ Student Choice</li><li>➤ May be linked to their Industry Specific VET course</li><li>➤ In church, community or the College</li></ul> <b>VCAL Team</b> <ul style="list-style-type: none"><li>➤ Continue to practise Hospitality skills at LCC</li><li>➤ Celebrate completion of a VCAL Award</li></ul>

### **Lighthouse Christian College VCAL Application Form and Process**

Entry into the VCAL program is subject to the satisfactory

- Completion and return of this form,
- Course counselling interviews,
- Required qualities and commitment being demonstrated, and
- A signed contract upon being accepted into VCAL Program.

Applications can be collected from the Parent and Student Reception at the Administration Building. The above information about the LCC's VCAL pathway and the VCAA's VCE and VCAL Administrative Handbook 2019 will assist you in choosing the right pathway and successfully completing the VCAL Application Form.

To be considered for enrolment, students who choose to enroll in the LCC's VCAL Program will be required to complete an application form, sit an interview with their parent/guardian and sign the College VCAL related student contracts. After consultation with the applicant's parents and teachers, students with a VCAL suited pathway will be accepted into the program.

Completed and signed applications are to be submitted to the Student Reception by Friday, Week 1 of Term 3 in order to be considered for enrolment in the VCAL Program in the subsequent year.

For further information or assistance in completing the VCAL Application form, students are encouraged to discuss their application with the Pathways Coordinator or any of their teachers.

# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

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

- An approved combination of three units from the group of English studies which will include English Units One and Two and English Units 3 and 4.
- 3 sequences of Units 3 and 4 studies other than English

Each study consists of four semester length units:

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

## **Lighthouse VCE Program**

The VCE program at Lighthouse is designed to provide breadth of study through Units 1 and 2 and depth of study through Units 3 and 4. This will enable students to pursue entry into their preferred tertiary courses. The usual program is for students to undertake 22 units over two years consisting of:

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

Some students undertake extra Unit 1 and 2 studies in Year 10, but it is not necessary to stretch VCE studies over three years or to accumulate extra VCE units.

## **Planning your studies**

A VCE program should contain studies you enjoy and will do well in. It should also contain pre requisite subjects; that is subjects you will need in order to satisfy tertiary entrance requirements in particular courses. To gain entry into tertiary courses, students must have an S (satisfactory completion) in both Units 3 and 4 of their English study. Please refer to page 30 for further information about tertiary entrance.

# STUDIES ON OFFER TO VCE STUDENTS AT LIGHTHOUSE CHRISTIAN COLLEGE

Unit 1 and 2	Unit 3 and 4
Accounting	Accounting
Art	Art
Biology	Biology
Business Management	Business Management
Chemistry	Chemistry
English: <ul style="list-style-type: none"> <li>English as an Additional Language</li> </ul>	English: <ul style="list-style-type: none"> <li>English as an Additional Language</li> </ul>
Food Studies	Food Studies
Geography	Geography
Health and Human Development	Health and Human Development
History	History
Language Other Than English: <ul style="list-style-type: none"> <li>Chinese First Language</li> <li>Chinese Second Language</li> </ul>	Language Other Than English: <ul style="list-style-type: none"> <li>Chinese First Language</li> <li>Chinese Second Language</li> </ul>
Legal Studies	Legal Studies
Literature	Literature
Mathematics Studies: <ul style="list-style-type: none"> <li>Foundation Mathematics</li> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>	Mathematics Studies: <ul style="list-style-type: none"> <li>Further Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>
Media	N/A
Physical Education	Physical Education
Physics	Physics
Psychology	Psychology
Religion and Society	Religion and Society
Theatre Studies	Theatre Studies
Visual Communication and Design	Visual Communication and Design
VCAL Victorian Certificate of Applied Learning	N/A
VET in the VCE: *A range of options through VET cluster	VET in the VCE: *A range of options through VET cluster

***VCE units will only run subject to a minimum number of students***

# OTHER EDUCATIONAL OPPORTUNITIES WITHIN THE VCE PROGRAM

## VET STUDIES

**VET Studies.** All VET in the VCE programs have full VCE study status and contribute as units towards the satisfactory completion of the VCE. The qualifications are composed of units of competence. There is a wide variety of VET studies ranging from Arts Media and Automotive to Community Services, Engineering, Retail and Animal Studies. Please speak to the Careers Advisor or Director of Teaching and Learning for further information. Up to 8 of the units of study may be VET units obtained over two programs.

## LANGUAGES OTHER THAN ENGLISH

**Languages Other Than English: External Studies** through the Victorian School of Languages. Students will attend classes at another location but it is the responsibility of Lighthouse to enrol the student on the VCAA VASS database. Should a student wish to study an external LOTE they should indicate this on the VCE Subject Planning sheet.

## DISTANCE EDUCATION

**Distance Education.** Where there are insufficient numbers for a subject to be taught at the College, or if there is a clash of subjects in the VCE blocks, it may be possible to undertake a subject through Distance Education. Eg History of Revolutions, Economics

Choosing to study through Distance Education does incur additional costs to parents. However, if Distance Education is the best way to resolve a clash on the timetable, then Lighthouse will meet half the cost and the parents meet the other half.

## UNIVERSITY ENHANCEMENT STUDIES

**University Enhancement Studies.** High achieving Year 12 students who have completed a Unit 3 and 4 study in Year 11 may be eligible for enrolment in a University Enhancement study. This enables a student to undertake a first year university subject whilst completing VCE. A university enhancement study counts both as university credit and as a sixth subject in the calculation of the ATAR. Possible enhancement studies include:

- Psychology

# THE LANGUAGE OF THE VCE

The language of the VCE may sound confusing at first. This glossary will help you until the language becomes familiar to you.

**Australian Tertiary Admissions Rank:** Represents an Australia-wide tertiary admissions rank. The ATAR is an overall percentile ranking calculated in steps of 0.05, reflecting the comparative performance of each successful VCE candidate amongst the relevant age group in that given year.

**Authentication:** This refers to the process of satisfying the teacher that the work is the work of the student. The student signs a declaration stating that the work is her/his own, works under the supervision of the teacher and confers with the teacher at various stages of completion of the work. He/she acknowledges all sources and types of help received. The Victorian Curriculum and Assessment Authority stipulates authentication procedures and Lighthouse sets policy and procedures accordingly.

**CourseLink:** A software program available on the VTAC site which allows students to enter their proposed VCE program and to check all the prerequisite subjects for courses in their career interest areas. Year 10 and 11 students should use this program before finalising their subject choices. This is accessed at [www.vtac.edu.au](http://www.vtac.edu.au)

**Examination:** All Unit 3 and 4 VCE studies offered by Lighthouse include one examination. Examinations are set and marked by the Victorian Curriculum and Assessment Authority

**General Achievement Test (GAT)** All students undertaking one or more Unit 3 and 4 studies are required to sit the General Achievement Test (GAT). This test is designed to help ensure that schools across the state fairly and correctly assess school-assessed tasks and school-assessed coursework, that is, according to certain criteria for various grade levels. It is also used to assess the accuracy of external marking of individual students' examinations. Students should do the best they can on the GAT and familiarise themselves with the instructions and types of questions that may appear. The Victorian Curriculum and Assessment Authority supplies students with their GAT scores at the end of the year.

**Graded Assessment.** All VCE studies have three graded assessments for each Unit 3 and 4 study.

**Level of Performance.** For each Unit 1 and 2, students will receive a letter grade indicating the level of performance in various Lighthouse designed assessment tasks. For Units 1 and 2 studies the level of performance is decided by the School. For Units 3 and 4, levels of performance for School Assessed Course work are provided as feedback via letter grades or scores out of a total. **These levels of performance can only be used as a guideline as the Victorian Curriculum and Assessment Authority has responsibility for adjusting the levels of performance in accordance with examination and in some cases GAT scores.**

**Prerequisite Studies.** These are the studies nominated by Universities and TAFEs as studies which must be satisfactorily completed by ALL applicants seeking admission to their courses. Entry requirements change. Refer ONLY to the relevant VICTER/Tertiary Entrance Guide and Director of Teaching and Learning and Careers Advisor.



**‘S’ or ‘N’** These letters stand for satisfactorily completed (S) or not satisfactorily completed. (N). Students will receive S or N for each unit of study and for each outcome within each unit. Students satisfactorily complete a unit if they satisfactorily demonstrate achievement of all outcomes as per the Victorian Curriculum and Assessment Authority study design and if they meet School stipulated attendance requirements.

### **School Assessed Coursework**

During Units 3 and 4 staff will provide graded, descriptive and verbal feedback to students about their on-going performance.

However the College wishes to draw your attention to the fact that the total scores for coursework assessment tasks may change as a result of Statistical Moderation carried out by the Victorian Curriculum and Assessment Authority.

During Units 3 and 4 in each study staff will give assessment tasks for students to carry out, generally during a timetabled class. If a student is absent for any reason (illness, sport, excursion, holidays, or other personal business) they will be required to carry out another similar coursework assessment task of comparable difficulty at a time specified by the College.

**Sequence.** A sequence is a Unit 3 followed by Unit 4. Award of the VCE requires that a student successfully completes three Unit 3 and 4 sequences apart from Unit 3 and 4 of English. Students must complete Units 3 and 4 in the one year and obtain an ‘S’ for both units in order to be given a study score.

**Statistical Moderation.** Moderation is a process ensuring that the same assessment standards are applied to students from every school doing a particular study. Statistical moderation is a process for adjusting schools’ assessments to the same standard, while maintaining the students’ rank order given by the school. The Victorian Curriculum and Assessment Authority uses statistical moderation to ensure the coursework assessments given by different schools are comparable throughout the state. Students and parents are provided with details of statistical moderation via briefings and handbooks. Further information is available from the Victorian Curriculum and Assessment Authority (VCAA) website [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

**Unit** A unit consists of a semester's work and involves 100 hours of study of which 50-60 hours will be class time and the remainder as individual student homework, research and study time. Units 1 and 2 are designed to be "self-contained".

**VASS** This is the name of the internet based VCE administrative software system used by schools to enter VCE enrolments and results directly onto the VCAA central database.

**Victorian Tertiary Admissions Centre.** This is the organisation that administers Victoria’s joint selection system on behalf of universities, TAFE institutes and some private providers. VTAC’s job includes organising the application procedure, receiving and processing applications, forwarding the application to the relevant tertiary institutions, making offers to students on behalf of tertiary institutions and publishing information students will use in planning VCE programs. VTAC is not a selection authority and it does not determine selection criteria.

### **Vocational Education and Training (VET)**

Nationally recognised vocational certificate integrated within the VCE.

# THE VCE STUDENT AND HOMEWORK

Homework is intrinsically linked to, and grows out of work done in the classroom. At the VCE level, homework is essential to a student's progress and success.

**Homework** tends to be task orientated, teacher directed and has a set completion date.

**Study** tends to be student centred, self-initiated and on-going in nature.

Suggested homework times are:

<b>Year 11</b>	2.5 hours per night on weekdays 5 hours on weekends
<b>Year 12</b>	3-4 hours per night on weekdays 6 hours on weekends

Students should complete homework and study each night. Whilst the amount of homework each night may vary, each student should allocate time to complete set tasks as well as study.

Students learn in Year 10 to plan their own homework timetable and use their school diary in a more independent manner. This gives them flexibility and helps them learn self-discipline which is essential for success at the VCE level.

## Our Advice for students:

- Set learning and achievement goals for each subject. Write them down
- Use your diary to record and prioritise tasks
- Establish a suitable study environment at home, a quiet, well-lit room. There is no hope of serious study in front of the television or with one eye on *Facebook*.
- Draw up a home-study timetable. Factor in church, work, family commitments and leisure time into the timetable.
- Read, annotate and re read your English texts throughout the year so that they become a part of you.
- Read the opinion section of a newspaper (either online or paper version) EVERY day.
- Identify key passages and quotations-try to avoid using examples in study guides everyone across the state will use these. Make your work rise above.
- Before each study session, set yourself certain simple attainable goals. During that session keep checking that you are really concentrating and that you have grasped the new material studied. When you are confronted with a problem make a note of it and ask your teacher for help the following day.
- Keep refining your notes and arrange your summaries into clear and concise learning guides. The process of summarisation enables the material covered to be consolidated.
- Practice past exam papers.

- Prepare and use Mnemonics to help you remember information
- Prepare revision charts and blu-tack to walls or outside of the shower
- Attend revision lectures-NEAP, School of Excellence and VATE provide excellent ones.
- Practice writing essays gradually building up speed and quality. VCE success is a marathon, not a sprint.
- Drink plenty of water
- Remove electrical devices from your bedroom-they interfere with sleep.

### **Our Advice for parents**

- Encourage and support
- Take an active interest in your child's homework and study
- Ask questions and discuss topics
- Read and discuss English texts
- Assist in the location and understanding of information
- Ensuring your son/daughter's wellbeing- nutrition, hydration, sleep rest and relaxation time
- Notifying the School if the student is suffering problems which could affect study plans

### **Following Up on Overdue Work**

Students are expected to meet due dates set by teachers for the submission of work. Failure to do so affects the on-going learning of the individual and may adversely affect the learning of other students as teachers often feel they need to delay the return and explanation of work to accommodate students who submit work past the due date. Students who submit work past the due date without a note will be issued with a detention.

### **VCE students**

Students undertaking VCE studies are expected to meet VCE attendance and work submission requirements. Students are informed of dates of in-class assessments and due dates for assessment tasks. **If a student is sick on the day of an assessment task, a doctor's certificate is required in order for the assessment task to be re-scheduled. The subject teacher will inform parents in writing if assessment tasks have not been submitted or if an in-class assessment activity has not been undertaken.**

**Students must demonstrate satisfactory completion of every learning outcome in order to satisfactorily complete a unit of study. An 'N' (not satisfactory) on any one or more outcome(s) means an 'N' for the assessment in entire unit.**

# REPORTING

**The form of reporting for the VCE is both detailed and informative.** Students will receive school based reports for Units 1 and 2, outlining satisfactory completion of learning outcomes and detailing levels of performance in the school assessment tasks. At Units 3 and 4 levels the school will issue a report at the completion of the first semester outlining satisfactory completion of learning outcomes and providing comments regarding the student's overall progress.

The VCAA will provide:

1. A statement of results indicating satisfactory completion (S) or unsatisfactory completion (N) for each unit attempted.
2. A statement of results in the School Assessed Tasks. It is anticipated that they will be graded on a ten-point scale A+ to E, UG (Ungraded) or NA (Not Assessed).
3. A statement of results for the General Achievement Test (GAT).

## ATTENDANCE REQUIREMENTS AND THE VCE

The Victorian Curriculum and Assessment Authority is serious about class and School attendance. Work completed during class time is necessary to enhance student understanding and for the teacher to be able to authenticate the student work.

Students are expected to attend 95% of all timetabled classes, devotions, excursions and assemblies and be punctual at all times. This includes events such as Christian Studies (CST) Day and VCE Rally Day. In circumstances where students have completed the work but have significantly breached attendance rules, an 'N' (Not Satisfactory) may be issued. Decisions in relation to school rules are not subject to appeal to VCAA.

If the absence is explained and a SAC has been missed on the day of absence, then for the SAC to be re-scheduled documentary evidence such as a Medical Certificate or a letter from a Psychologist, School Chaplain or other professional must be provided.

## VCE STUDY PERIODS

Students in Year 11 and 12 may have several unallocated or study periods per weekly cycle. During these periods students are expected to study or complete class based tasks. If students are in year 11, they must remain on campus for these study periods. Year 12 students may study at home provided they have parental permission and have signed out. Parents must sign the application to study offsite prior to this being permitted.

Year 12 students have been provided access to a common room, which includes a fridge, microwave, a comfortable space for lunch and recess. They may use this area to study in during their study periods, provided they uphold the requirements of the Common Room Agreement.

## EXTRA CLASSES AND HOLIDAY CLASSES

Year 11-12 students undertaking a Unit 3 or 4 class may be required to attend after school classes and additional tuition offered in mid term and mid year breaks. Teachers will provide additional tuition during the first week of each term break. In the term 3 break, practice examinations will be conducted as per VCAA specifications. These are also compulsory and important events for Year 11 and 12 students.

Extra classes for Unit 3/4 will run during Terms 2 & 3. These classes take place before school, during lunchtime and after school.

## ACADEMIC REVIEW PROCEDURES

To quickly identify learning difficulties that VCE students may experience, to support these students in their learning and to ensure information on academic progress is effectively communicated with parents, a small committee has been established. This Academic Review Committee consists of the following people:

Zenith Coordinator

Mrs R Thomas

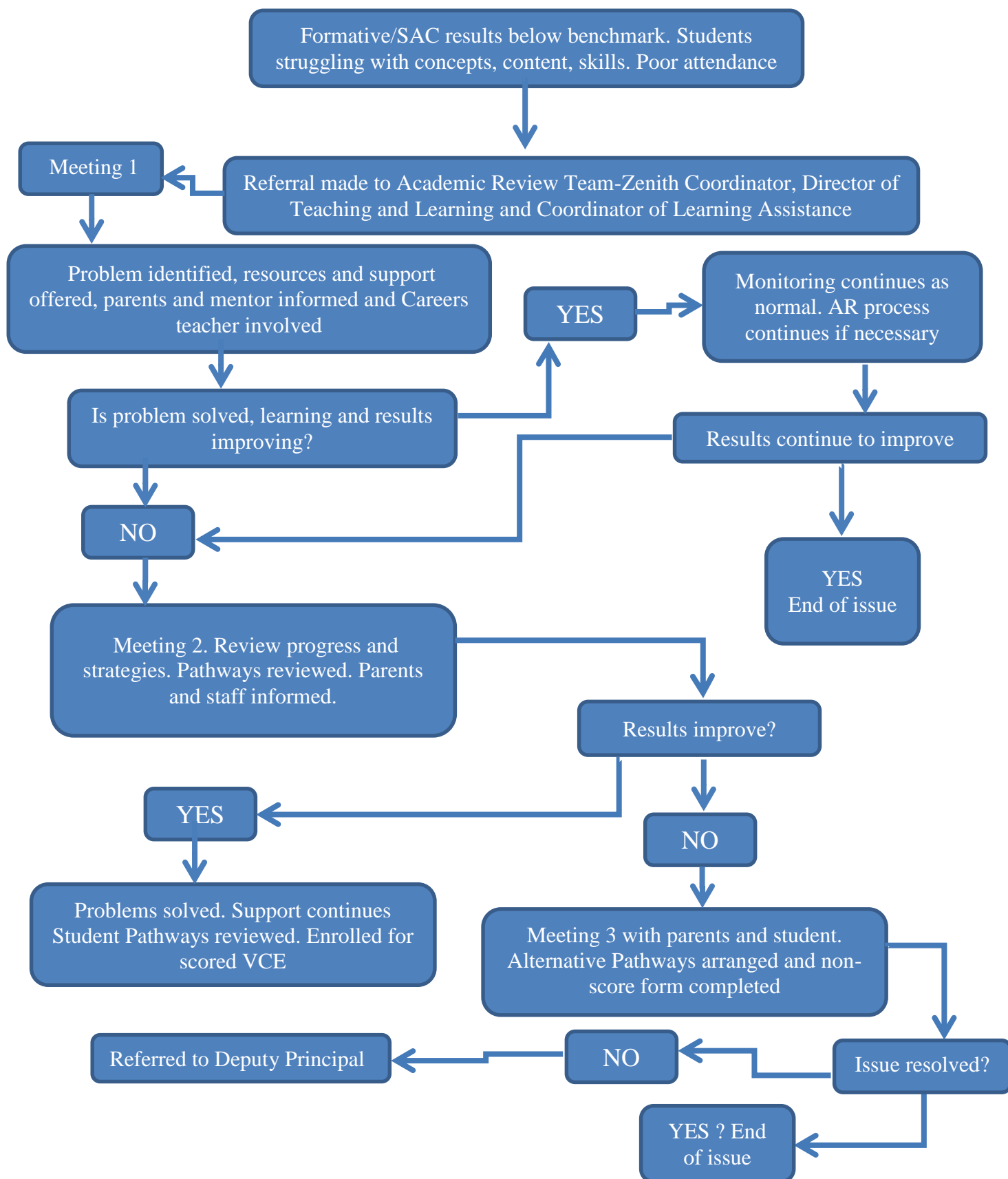
The Learning Education Support Coordinator

The Careers' Teacher

The relevant class teacher

This committee meets monthly to monitor student progress.

# VCE ACADEMIC SUPPORT AND REVIEW FLOWCHART – A PROCESS TO ADDRESS LEARNING DIFFICULTIES AND POOR RESULTS AT THE VCE LEVEL



# TERTIARY ENTRANCE

The minimum entrance requirement for all tertiary institutions is the satisfactory completion of the VCE. The Victorian Tertiary Admissions Centre (VTAC) calculates the ATAR and distributes the offers on behalf of tertiary institutions.

## Selection into tertiary courses is based on:

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

This information is provided in the current year's VTAC guide and relevant VICTER publication or from the Director of Teaching and Learning, Zenith Coordinator and Careers Advisor.

*VICTER Guides* is a publication which summarises entrance requirements for universities, TAFE institutions and private providers that participate in the VTAC selection system. For students in Year 10, 2018 their Tertiary Entrance Guide is labelled **VICTER 2021** which is published in *The Age* and *The Herald Sun*.

## The ATAR is calculated using this formula:

- The Victorian Curriculum and Assessment Authority provides VTAC with each student's study scores (relative position) which indicates that student's position in the cohort of students taking that study.
- VTAC adjusts these scores to reflect differences in the cohort of students taking each study compared to the difficulty of other studies. This process is called scaling.
- The scaled study scores are used to calculate the ATAR:
  - The primary four studies- English plus the next best three scaled scores **plus**
  - 10% of the fifth and sixth scaled study scores

**University enhancement** studies count as the sixth study and students receive a possible bonus of 4.5, 5 or 5.5 points towards the ATAR

## **Vocational Education & Training in Schools (VETis) in the VCE**

Students may obtain study scores in approved **VET** in the VCE programs. Students enrolled in a Unit 3 and 4 study of these certificates may include the VCE VET Unit 3 and 4 sequence with a study score in the primary four of the ATAR.

Students who complete Vetamorphus will not receive a study score for the subject and it cannot be counted in the primary four of the ATAR. However, 10% of the primary four will be included in the ATAR against Vetamorphus as a fifth or sixth study.

Students completing Units 3 and 4 studies will receive a criteria-based letter grade from the Victorian Curriculum and Assessment Authority and a study score out of 50 for each study attempted.

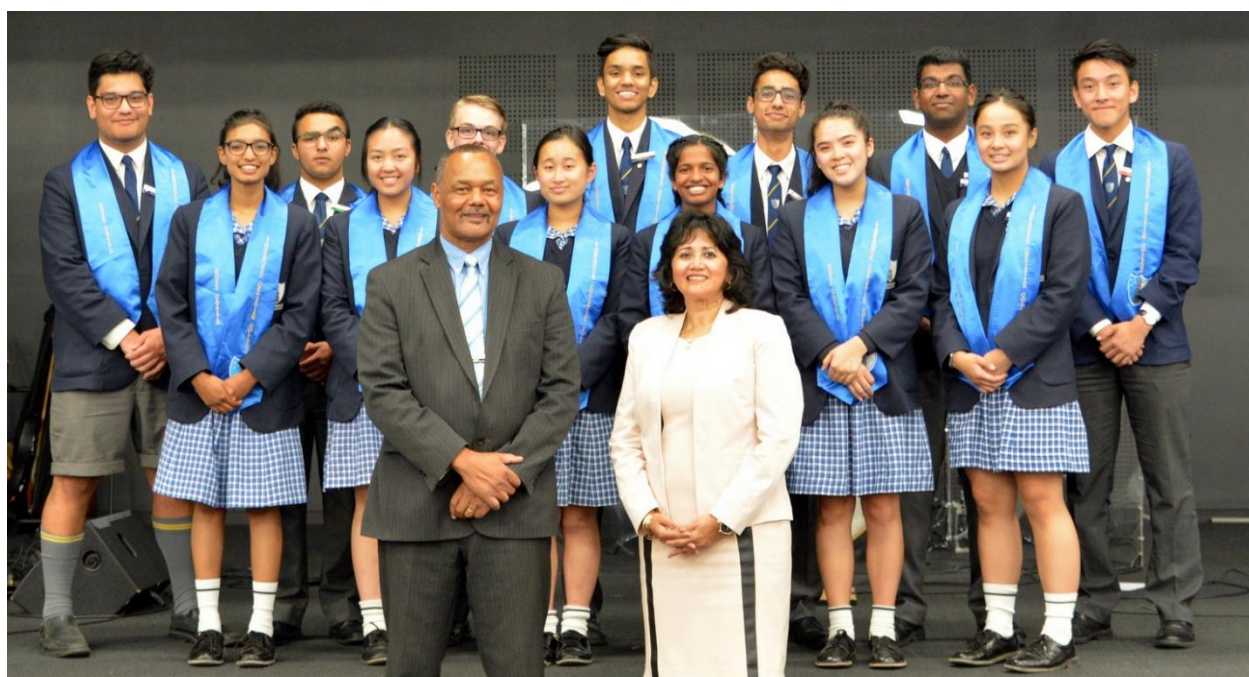
### **Additional Requirements for entry to Health, Medical and Dentistry courses.**

- For entry into medical, dentistry and health science courses, students must sit the Undergraduate Medicine and Health Science Admissions Test (**UMAT**). Registrations for the test open in April 2019. More information can be found at: [www.umat.acer.edu.au](http://www.umat.acer.edu.au)



# LEADERSHIP OPPORTUNITIES

Students have a number of leadership opportunities while at Lighthouse Christian College. Students are selected for the roles of: Captain, Vice Captain, Creative Arts Captain and House Captains. We provide students opportunities to try out their leadership skills not only during College events but we expect them to problem solve and advocate on behalf of the student body. Student selected for leadership roles have the opportunity to attend leadership conferences where they mingle with other student leaders across the state and refine their ideas about what young leadership involves in our current society. We are proud of the tradition of leadership established at the College and many of our past leaders have gone on to significant roles in their career journey.



## CO-CURRICULAR

Students in the VCE have the opportunity to participate in a myriad of activities above and beyond their studies. From the SRC to Chapel band the leadership aspirations and musical talents are well catered for. Students at senior levels have taken part in activities such as our International Food Festival, missions trips, business stalls and running a café. We also have an extensive sporting program beginning with our athletics carnival, which is full of colour and fanfare and culminating in our participation in the Christian Schools Network Sporting events. At these events students get to pit their skills of their contemporaries in badminton, football, soccer and tennis among other sports.

# COSTS ASSOCIATED WITH THE VCE

Students are required to purchase the following items:

- VCE Study guides
- School Electronic Device – Lenovo Thinkpad
- Stationery
- Textbooks

## **ADDITIONAL UNIFORM ITEMS**

- VCE college jumper (subject to size)
- VCE tie
- White shirt (boys only)
- VCE skirt (subject to size)
- VCE socks
- Sports uniform – Polo Shirt and Shorts

## **VOCATIONAL EDUCATION AND TRAINING COURSES**

**Parents are responsible for the fees associated with their child undertaking a VET course.**



# VCE

## UNIT DESCRIPTIONS FOR STUDIES ON OFFER TO STUDENTS

# ACCOUNTING

## ACCOUNTING UNITS 1 & 2

### Unit 1 – Role of Accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

#### Areas of Study

1. The role of accounting
2. Recording financial data and reporting accounting information for a service business.

### Unit 2 – Accounting and Decision-making for a Trading Business

In this area of study students investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions.

Students use both manual methods and ICT to record financial data and report accounting information. They apply accounting assumptions and qualitative characteristics, and use business documents and indicators to measure business performance in order to consider the success or failure of the business.

There are many indicators to measure the performance of a business. Some are financial, such as the amount of profit earned compared with investment or total sales made in a given period, while others are based on non-financial information, such as the speed with which invoices are paid, number of customers visiting a store in a given period, or trends in consumer preferences.

#### Areas of Study

1. Accounting for inventory
2. Accounting for and managing accounts receivable and accounts payable
3. Accounting for and managing non-current assets

#### Thematic Statement

We have to account to God for everything, including the gifts that He is continually blessing us with. Proverbs 3: 9, 10 says, "Honour the Lord with your possessions and with the first fruits of all your increase so your barns will be filled with plenty and your vat will overflow with new wine." The Bible has many verses that deals with how we should handle money and how we have to account to God what is due to God.

#### Grade Boundaries:

##### Accounting Units 3 & 4:

Must be achieving 70% in Accounting Units 1 & 2

## ACCOUNTING UNITS 3 & 4

### Unit 3 – Recording and Reporting for a Trading Business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights 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 and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

#### Areas of Study

1. Recording and analyzing financial data
2. Preparing and interpreting accounting reports

### Unit 4 – Recording, Reporting, Budgeting and Decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and 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 and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

#### Areas of Study

1. Extension of recording and reporting.
2. Budgeting and decision-making

### Levels of Achievement

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Accounting students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

# ART

## UNITS 1 & 2

### Unit 1 – Artworks, Experience and Meaning

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists.

Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. They learn how to formulate and substantiate personal opinions about the artworks. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary

### Areas of Study

1. Artworks and meaning
2. Art making and meaning



### Rationale

VCE Art introduces the role of art, in all forms of media, in contemporary and historical cultures and societies. Students build an understanding of how artists, through their practice and the artworks they produce, communicate their experiences, ideas, values, belief and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time.

VCE Art challenges students to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Students develop skills in research, analysis, art history and criticism to interpret and debate the ideas and issues that are raised in artworks and, in response, they form and support personal points of view. Through exploration and experimentation, students develop skills in creative, critical, reflective and analytical thinking to explore, develop and refine visual artworks in a range of art forms, and to develop an awareness of appropriate health and safety practices.

VCE Art equips students with practical and theoretical skills that enable them to follow pathways into tertiary art education or further training in a broad spectrum of art related careers. VCE Art also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art making

## Unit 2

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks.

In students' own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influence their artwork.

Students investigate how artworks can be created as forms of expression for specific cultural and contemporary contexts. Students may research contemporary artworks, public art, community and collaborative artworks, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions, performance art, ephemeral and environmental art and street art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions, social movements and events. They can reinforce a social group's sense of power and authority or they can challenge social attitudes and assumptions. Students begin to see the importance of the cultural context of artworks and analyse the varying social functions that art can serve.

Students use the Contemporary Framework to examine artworks from different periods of time and cultures. In current contemporary artistic practice, many artists have reinterpreted traditional art forms and familiar representation, re-examining the traditions of realism and abstraction in conceptual artworks that challenge ideas about art. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. These practices may also include practices of appropriation, collaboration, participation and questioning of the notion of authorship of artworks.

### Areas of Study

1. Contemporary artworks and culture
2. Art making and contemporary culture





## **ART UNITS 3 & 4**

### **Unit 3 – Artworks, Ideas and Values**

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks for analyzing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain aspects and layers of meaning and to acknowledge the validity of diverse interpretations.

Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in the reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks.

In this unit, contemporary art is considered to be that which has been produced since 1990 and reflects the current way some artists create artworks with a new approach to media, techniques, purpose and presentation. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. Diverse ideas and approaches are explored in relation to societal changes, including postmodernism, post colonialism, globalization and environmental issues.

#### **Areas of Study**

1. Interpreting art
2. Investigation and interpretation through art making

### **Unit 4 – Artworks, Ideas and Viewpoints**

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think. Attributed commentaries and viewpoints may include information from online programs, printed and online material in newspapers, periodicals, journals, catalogues or texts by art critics, curators and historians. Sources should be reliable, recognized and relevant and reflect viewpoints that enrich the discussion about the artworks in relation to an art idea and related issues.

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

In relation to their developing artwork, students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice. They focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution of ideas and the realization of appropriate concepts, knowledge and skills. At the end of this unit, student present a body of work and at least one finished artwork accompanied by documentation of artistic practice. Students select appropriate aspects of the Analytical Frameworks as a structure for the reflection and documentation of their artworks.

#### **Areas of Study**

1. Discussing art
2. Realisation and resolution

### **Levels of Achievement**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Art students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

# BIOLOGY

## BIOLOGY UNITS 1 & 2

### Unit 1 – How Do Living Things Stay Alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

#### Areas of Study

1. How do organisms function?
2. How do living systems sustain life?
3. Practical Investigation

### Unit 2 – How is Continuity of Life Maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. 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 both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

#### Areas of Study

1. How does reproduction maintain the continuity of life?
2. How is inheritance explained?
3. Investigation of an issue

#### Thematic Statement

God shows special care for all his creatures not just man alone and His care is exercised towards them (Psalm 104:10-23) He has fitted them into His created world in a loving and benevolent way yet they exist in a fallen and sin cursed world as a result of man's transgression. In the study of Biology we begin to gain an understanding of the common origins of man and other created creatures (formed out of the ground) and the disunity that occurs between them due to the fall.

In a Christian study of Biology we must recognize man's position under God as ruler of creation and the animal's direct relationship to God, both of which must be considered in unison. Thus, Biology becomes an important source of information about the natural world and the place of people within it. As Christians, we must develop increasing awareness within our community of the need to understand and sustain the complex interaction of life on earth.

In particular, we have a need to study the human body, its workings, development and changes and how these interact with the rest of the created order. This should prepare students to evaluate then contribute to discussion on important issues such as medical research, genetics, conservation, etc from a Biblical world view.

## **BIOLOGY UNITS 3 & 4**

### **Unit 3 – How do Cells Maintain Life?**

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms of whether animal, plant, fungus or microorganism. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology. 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 signaling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. 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.

#### **Areas of Study**

1. How do cellular processes work?
2. How do cells communicate?

### **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 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.

A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

#### **Areas of Study**

1. How are species related?
2. How do humans impact on biological processes?

#### **Levels of Achievement**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Biology students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

# BUSINESS MANAGEMENT

## 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.



#### Areas of Study

1. The business idea
2. External environment
3. Internal environment

### Unit 2 – Establishing a Business

This unit focuses on the establishment phase of a business' 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 year.

#### Areas of Study

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

#### Thematic Statement

The Bible has numerous verses that discuss the importance of the good management of business or money. In Luke 14, verse 28, Jesus asks the crowd *"would any of you think of building a tower without first sitting down and calculating the cost."* Jesus also told the parable of a man of noble birth, who called 10 of his servants to account for his money. He then rewarded the servants according to how well they managed the money that was given to them. Jesus also told a similar story about three servants and the talents (a denomination of money) they were asked to manage.

## **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 relations between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

#### **Areas of Study**

1. Business foundations
2. Managing employees
3. Operations management

### **Unit 4 – Transforming a Business**

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

#### **Areas of Study**

1. Reviewing performance – the need for change
2. Implementing change

#### **Levels of Achievement**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Business Management students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

# CHEMISTRY

## CHEMISTRY UNITS 1 & 2

### Unit 1 – How Can the Diversity of Materials be Explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

#### Areas of Study

1. How can knowledge of elements explain the properties of matter?
2. How can the versatility of non-metals be explained?
3. Research Investigation



#### Thematic Statement

Chemistry is a key science in explaining the workings of God's creation through an understanding of the properties and interaction of substances that make up matter. "Through faith we understand that the worlds were framed by the word of God, so that things which are seen were not made of things which do appear" (Hebrews 11:3). Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Although there are no sharp boundaries between sciences such as chemistry, physics and biology, chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers. The development of modern society has been intimately linked with the successful integration of chemical knowledge into new technologies. This continues with emerging fields such as biotechnology and nanotechnology.

To successfully understand Chemistry you will need very good Mathematics skills. It is therefore expected that you will study Mathematical Methods to compliment your study of this subject.

#### Grade Boundaries:

##### Chemistry Units 3 & 4:

Must be achieving 70% in Chemistry Units 1 & 2



## Unit 2 – What Makes Water Such a Unique Chemical?

Water is the most widely used solvent on Earth. 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 reaction 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. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

### Areas of Study

1. How do substances interact with water?
2. How are substances in water measured and analysed?
3. Practical investigation



## CHEMISTRY UNITS 3 & 4

### Unit 3 – How Can Chemical Processes be Designed to Optimise Efficiency?

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

Students compare and evaluate different chemical energy resources, 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 principals 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 Chateller'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.

#### Areas of Study

1. What are the options for energy production?
2. How can the yield of a chemical product be optimised?

### Unit 4 – How are Organic Compounds Categorised, Analysed and Used?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. 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.

#### Areas of Study

1. How can the diversity of carbon compounds be explained and categorised?
2. What is the chemistry of food?
3. Practical investigation

#### Levels of Achievement

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Chemistry students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.



# ENGLISH

## ENGLISH UNITS 1 & 2

### 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

1. Reading and creating texts
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

1. Reading and comparing texts
2. Analysing and presenting argument

#### Thematic Statement

Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes.

Lighthouse Christian College seeks to develop the language skills of students to enable them to become responsible, creative and positive members of society, who are able to coherently articulate their faith in Jesus Christ.

The study of English aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations, ranging from the personal and informal to more public occasions, and to develop a level of competence adequate for the demands of post-school employment, further education, and participation in a democratic society.

Students have different social and cultural backgrounds. This study is designed to recognise and value this diversity and to foster self-esteem in all students by enabling them to use the English language confidently.

To emphasise the importance of treating language development as an integrated process, the study promotes classroom activities which integrate the skills of reading, writing, speaking, listening and thinking. It supports a focus on learning situations in which students take increasing responsibility for their language development.

## ENGLISH 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

1. Reading and creating texts
2. Analysing argument

### 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

1. Reading and comparing texts
2. Presenting argument

## ENGLISH (ENGLISH AS AN ADDITIONAL LANGUAGE) UNITS 3 & 4

A student may be eligible for EAL status if they meet both of the following criteria.

1. On the first day of the academic year, the student must not have been a resident in Australia or New Zealand or other predominantly English-speaking country for more than seven years. The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. This calculation of time should not include time spent out of Australia during school vacations.  
-or-  
The student is an Aboriginal or Torres Strait Islander person whose first language is not English.
2. English has been the student's major language of instruction for a total period of not more than seven years over the period of their education. Schools must sight the student's overseas school reports to confirm that the language of instruction was not English during this period.

Units 3 and 4 English (EAL) is the same as English Units 3 and 4 with the addition of an area of study in Unit 3.

#### Areas of Study

1. Reading and creating texts
2. Analysing argument
3. Listening to texts

Students wishing to study English (EAL) will need to apply through completion of a VCAA form so their eligibility can be checked before access is given.

#### Levels of Achievement

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of English students' level of achievement will be determined by school-assessed coursework and an end-of-year examination.

# FOOD STUDIES

## FOOD STUDIES UNITS 1 & 2

### Unit 1 – Food Around the World

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

#### Areas of Study

1. Food around the world
2. Food in Australia

### Unit 2 – Food Makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

#### Areas of Study

1. Food industries
2. Food in the home

#### Rationale

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study compliments and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

## **FOOD STUDIES UNITS 3 & 4**

### **Unit 3 – Food in Daily Life**

This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

#### **Areas of Study**

1. The science of food
2. Food choice, health and well-being

### **Unit 4 – Food Issues, Challenges and Futures**

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Health Eating.

#### **Areas of Study**

1. Environment and ethics
2. Navigating food information

#### **Levels of Achievement**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Food Studies students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

# GEOGRAPHY

## 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.

Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

#### Areas of Study

1. Characteristics of hazards
2. Response to hazards and disasters

### Unit 2 – Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

#### Areas of Study

1. Characteristics of tourism
2. Impact of tourism

#### Thematic Statement

Geography explores the wonder of God's creation. Students develop awe as they consider the vastness and interconnectedness of the Creation and God's continuing delight in sustaining it. Students learn to identify the repercussions of sin on Earth. Selfishness and greed have environmental, social, political and economic consequences.

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should it, change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economics and cultures, and the processes that helped form and transform them.

Ten key geographic concepts underpin the study – place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability. These concepts are used in the exploration of each area of study to assist in the observation, description, interpretation and analysis and explanation of geographic phenomena.

## **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.

#### **Areas of Study**

1. Land use change
2. Land cover 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.

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scaled without parallel in 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 environment conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

#### **Areas of Study**

1. Population dynamics
2. Population issues and challenges

#### **Levels of Achievement**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Geography students' level of achievement will be determined by School-assessed Coursework and an external examination.

# HEALTH & HUMAN DEVELOPMENT

## HEALTH AND HUMAN DEVELOPMENT UNITS 1 & 2

### Unit 1 – Understanding Health & Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

#### Areas of Study

1. Health perspectives and influences
2. Health and nutrition
3. Youth health and wellbeing

### Unit 2 – Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

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

#### Areas of Study

1. Developmental transitions
2. Health care in Australia

#### Thematic Statement

The study of Health & Human Development provides students with an opportunity to establish a sound Christian foundation in understanding God's plan and purpose for the individual, as well as a corporate responsibility for the well-being of others.

The health and development of the individual are of immense importance to God. We are intricately and wonderfully made. We are made by God in His image. Every human life has inherent value and is of great worth to God. Each life has been ordained by God according to His ultimate plan.

Development is about lifelong change. It is genetically determined, but shaped by environmental factors. God purposed us to follow a specific pattern of development over the course of our lives. He intentionally designed each aspect of the lifespan for a specific purpose. For each stage of the lifespan God provides us with directions and encouragement about how to live. Each stage of the lifespan is laden with its challenges. However, each challenge that presents itself is an opportunity to learn, grow and demonstrate godly living. Therefore, heeding godly wisdom in decision making is extremely important for optimal health & development.

## HEALTH AND HUMAN DEVELOPMENT UNITS 3 & 4

### 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 Organisation (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of study two 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.

#### Areas of Study

1. Understanding health and wellbeing
2. Promoting health and wellbeing

### Unit 4 – Health & 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 two 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 Organisation (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.

#### Areas of Study

1. Health and wellbeing in a global context
2. Health and the sustainable development goals

#### Levels of Achievement

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Health & Human Development students’ level of achievement will be determined by School-assessed Coursework and an end-of-year examination.



# HISTORY

## HISTORY UNITS 1 & 2 TWENTIETH CENTURY HISTORY

### Unit 1 – Twentieth Century History 1918-1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars.

World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The period after World War One was characterized by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarized and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

#### Areas of Study

1. Ideology and conflict
2. Social and cultural change

#### Thematic Statement

Time is an element of God's creation. God is sovereign and has a grand narrative which he is bringing to fulfilment. His purpose will be achieved through nations and individuals.

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Furthermore, judgements of historical significance made by historians are central to the discipline. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

## **Unit 2 – Twentieth Century History 1945-2000**

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonization led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continue and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

### **Areas of Study**

1. Competing Ideologies
2. Challenge and Change

## **HISTORY UNITS 3 & 4**

### **HISTORY REVOLUTIONS**

#### **Unit 3 & Unit 4 – Revolutions**

In Units 3 and 4 Revolutions student 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.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

#### **Areas of Study**

1. Causes of revolution
2. Consequences of revolution

#### **Levels of Achievement**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of History: Revolutions students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination

# LANGUAGES OTHER THAN ENGLISH

## CHINESE FIRST LANGUAGE

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.

### CHINESE FIRST LANGUAGE UNITS 1 TO 4

#### COMMON AREAS OF STUDY

The areas of study for Chinese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

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

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer or definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in a new and more challenging areas.

#### Unit 1 Outcomes

1. On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern.
2. On completion of this unit the student should be able to listen to, read and reorganise information and ideas from spoken and written texts.
3. On completion of this unit the student should be able to produce a personal response to a fictional text.

#### Unit 2 Outcomes

1. On completion of this unit the student should be able to participate in a spoken or written exchange focusing on the resolution of an issue.
2. On completion of this unit the student should be able to listen to, read, and extract and compare information and ideas from spoken and written texts.
3. On completion of this unit the student should be able to produce an imaginative piece in spoken or written form.

#### Rationale

Language has always been a tool in the purposes of God. God spoke the world into existence. Language is both the means by which we communicate with each other and can be a barrier to communication. Communication via a common language opens up the door to sharing God's love.

The study of a Language Other Than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values with the wider Australian community and beyond.

The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. A knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

## CHINESE FIRST LANGUAGE UNITS 3 & 4

### Unit 3 and 4

In Units 3 and 4 students are required to undertake a detailed study. The detailed study should be based on a sub-topic.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in Sections 1 and 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

### Unit 3 Outcomes

1. On completion of this unit the student should be able to express ideas through the production of original texts.
2. On completion of this unit the student should be able to analyse and use information from spoken texts.
3. On completion of this unit the student should be able to exchange information, opinions and experiences.

### Unit 4 Outcomes

1. On completion of this unit the student should be able to analyse and use information from written texts.
2. On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of language and culture.

### Oral Examination

At the conclusion of Unit 4 there will be an oral examination as well as a written examination. The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Chinese.

### Levels of Achievement

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Chinese First Language students' level of achievement will be determined by School-assessed Coursework and two end-of-year examinations – one oral and one written.

# **LANGUAGES OTHER THAN ENGLISH**

## **CHINESE SECOND LANGUAGE**

Chinese Second Language is designed for students who will have typically studied the language for at least 200 hours prior to the commencement of Unit 1. A student is not eligible for Chinese Second Language if they have done either of the following:

- Had 12 months or more of education in a school where Chinese is the medium of instruction.
- Had three years (36 months) or more of residences in any of the VCAA nominate countries or regions (China, Taiwan, Hong Kong and Macau).

A Student is eligible for Chinese Second Language Advanced if:

- They have had no more than seven years of education in a school where Chinese is the medium of instruction.
- The highest level of education attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian School.
- As the formal education commencement age for a Victorian student is 5 years of age, all applicants will be deemed to have commenced formal education by the end of their fifth year of age, regardless of their setting.

## **CHINESE SECOND LANGUAGE UNITS 1 & 2**

### **Unit 1 – Area of Study 1 – Interpersonal Communication**

In this area of study students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in Chinese on a selected subtopic.

Students consider language as a tool for communication and focus on language important for effective participation in spoken interaction. They develop their understanding that the content and the direction of an exchange are influenced by the participants and the purpose of the interaction, and consider the influence of cultural perspectives on meaning and mutual understanding.

### **Unit 1 – Area of Study 2 – Interpretive Communication**

In this area of study students locate and use information from two texts in Chinese, chosen from a written, spoken or audio-visual format. They develop skills and knowledge to read, listen to or view texts in Chinese effectively, to summarise content and to combine information from the texts in written responses in Chinese and English. The subtopic selected for the texts will be drawn from the prescribed themes and topics and should provide an opportunity for students to learn about the culture/s of the Chinese-speaking communities.

In preparation for understanding and interpreting information on the selected subtopic, students consider relevant content, language and cultural information. They focus on language important for presenting information in written form, such as answering questions or writing for a specific purpose and audience. Students identify and clarify aspects of language and culture in the texts.

### **Unit 1 – Area of Study 3 – Presentational Communication**

Students present content related to the selected subtopic in Chinese in written form, which may include supporting visual elements. Students develop a presentation that recounts, narrates, entertains, retells or interprets information, concepts and ideas for a specific audience.

The presentation will feature cultural products or practices from Chinese speaking communities which can be drawn from a diverse range of texts, activities and creations.

### **Unit 2– Area of Study 1 – Interpersonal Communication**

In this area of study students participate in a written exchange in Chinese. They develop skills and knowledge that enable them to read, listen to and view texts in Chinese and to develop a suitable response in Chinese. The stimulus material may be in spoken or written form, such as a letter, telephone message, video call or email, and may be accompanied by visual information, such as maps, advertisements, menus, photographs, film clips or diagrams.

In preparation for engaging with the subtopic, students consider relevant content, language and cultural information. They focus on language that is important for writing for a specific purpose and audience. Students identify and clarify aspects of language in the exchange and account for the influence of cultural perspectives on meaning and mutual understanding.

### **Unit 2 – Area of Study 2 – Interpretive Communication**

In this area of study students extract information from texts provided in Chinese and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in Chinese and to use information in a new context. The topic selected for the texts will be drawn from the prescribed themes, with students developing their understanding of the culture/s of Chinese speaking communities.

In preparation for understanding and interpreting information on the topic, students consider relevant content, language and cultural information. They focus on language that is important for identifying and synthesising information presented in Chinese and for recounting information in Chinese. They recognise and account for other perspectives in their interpretation of information, ideas and opinions.

### **Unit 2 – Area of Study 3 – Presentational Communication**

In this area of study students research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in Chinese on an aspect of the selected subtopic of interest to them.

Students consider relevant content, language and cultural information that can be used in the development of their oral presentation. They focus on skills and knowledge that enables them to read, listen to and view texts in Chinese and to speak about cultural connections and comparisons.

## CHINESE SECOND LANGUAGE UNITS 3 & 4

### **Unit 3– Area of Study 1 – Interpersonal Communication**

In this area of study students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in Chinese on a selected subtopic. Students research relevant content, language and cultural information, in particular that associated with acknowledging other speakers' points of view, and negotiating and persuading in culturally appropriate ways. They consider the interplay between cultural perspectives and mutual understanding, and focus on language important for effective participation in spoken interactions in Chinese. Students develop their understanding that language choices influence outcomes and impressions created in the exchange.

### **Unit 3 – Area of Study 2 – Interpretive Communication**

In this area of study students extract information from three or more texts relating to the selected subtopic, and create written responses to specific questions or instructions in Chinese. Students synthesise information from written, spoken and visual texts.

Students consider relevant content, language and cultural information from three or more texts to identify and interpret key ideas and detail on the selected subtopic. Texts could include extracts, articles, blogs, webpages, postcards, stories, podcasts, songs, plays, news items, films, photographs, maps and other written, spoken or viewed texts. Students connect and compare ideas and identify different points of view or perspective in each of the texts.

Students respond to the texts in writing in Chinese. They consider the influence of language, culture, social norms and ways of thinking in shaping meaning and the sequencing of ideas in the response.

### **Unit 3 – Area of Study 3 – Presentational Communication**

In this area of study students create an extended original piece of personal, informative or imaginative writing in Chinese to express ideas, thoughts or responses on an aspect of the selected subtopic.

Students analyse and reflect on content related to the selected subtopic to assist in identifying aspects suited to reflection, informing or storytelling. They may use cultural products or practices as stimulus material for their writing. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students consider the language and features of the types of text they encounter to ensure that their writing includes culturally appropriate content.



#### **Unit 4– Area of Study 1 – Interpersonal Communication**

In this area of study students research and present information on a cultural product or practice from a Chinese speaking community. Students develop knowledge and skills to share observations and consider how the product or practice may reflect a specific cultural perspective or behaviour.

Through the investigation of a cultural product or practice, students research specialised content, language and cultural information related to the selected subtopic. The subtopic for Area of Study 1 may be the same as the subtopic for Area of Study 2. Students use knowledge of the subtopic to explain difference and similarities between cultural contexts, such as the present and the past or between Chinese speaking communities in different locations around the world. They develop language important for effective participation in spoken interaction in Chinese, including deep knowledge of the subtopic, to present information, ideas and opinions about the cultural product or practice and to participate in an extended discussion.

#### **Unit 4 – Area of Study 2 – Interpretive Communication**

In this area of study students analyse and present in writing information extracted from written, spoken and viewed texts in Chinese on a selected subtopic. The subtopic for Area of Study 2 may be the same as the subtopic for Area of Study 1. The texts should provide insights into an aspect of life in Chinese speaking communities and opportunities for students to make comparisons between cultures, places or times. Viewed texts may include photographs, drawings, maps, films or posters.

Students respond to the texts in an extended piece of writing in Chinese that requires a different text type to the stimulus material. Students identify and analyse key ideas and make comparisons between the details, ideas and points of view expressed in each of the texts.

#### **Unit 4 – Area of Study 3 – Presentational Communication**

In this area of study students present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected subtopic. The selected subtopic must be different from the subtopic/s used in Areas of Study 1 and 2.

Students investigate relevant content, language and cultural information to assist in persuading others of a particular position or evaluating existing positions and opinions on an issue related to the subtopic. They develop knowledge and understanding of the issue, such as the benefits of learning Chinese, the ongoing effects of an historical event, environmental concerns, youth issues in contemporary society or an aspect of the literary or artistic heritage of the Chinese speaking communities.

Students create an original written text in Chinese on an aspect of the subtopic for a specified audience and text type. The written text is for a persuasive or evaluative purpose. Students consider acceptable ways of persuading others or evaluating arguments, and carefully select and sequence language for the audience and purpose of the writing.

#### **Levels of Achievement**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Chinese Second Language students' level of achievement will be determined by School-assessed Coursework and two end-of-year examinations – one oral and one written.

# LEGAL STUDIES

## LEGAL STUDIES UNITS 1 & 2

### Unit 1 – Guilt and Liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

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

#### Areas of Study

1. Legal foundations
2. The presumption of innocence
3. Civil liability

### Unit 2 – Sanctions, Remedies and Rights

Criminal law and civil law aim to protect the rights of individuals. When the rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

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

#### Areas of Study

1. Sanctions
2. Remedies
3. Rights

#### Thematic Statement

Our Creator, God, is sovereign over all things. As Australians, we have a responsibility to be good stewards of our country. God has put others in authority over us, i.e. The Queen, Prime Minister, The Law, and other heads of government. The Bible teaches us to respect those in authority and to pray for them. Romans 13:1-7

Let every soul be subject to the governing authorities. For there is no authority except from God, and the authorities that exist are appointed by God. Therefore whoever resists the authority resists the ordinance of God, and those who resist will bring judgment on themselves. For rulers are not a terror to good works, but to evil. Do you want to be unafraid of the authority? Do what is good, and you will have praise from the same. For he is God's minister to you for good. But if you do evil, be afraid; for he does not bear the sword in vain; for he is God's minister, an avenger to execute wrath on him who practices evil. Therefore, you must be subject, not only because of wrath but also for conscience' sake. For because of this you also pay taxes, for they are God's ministers attending continually to this very thing. Render therefore to all their due: taxes to whom taxes are due, customs to whom customs, fear to whom fear, honor to whom honor.

1 Timothy 2:1-4

Therefore I exhort first of all that supplications, prayers, intercessions, and giving of thanks be made for all men, for kings and all who are in authority, that we may lead a quiet and peaceable life in all godliness and reverence. For this is good and acceptable in the sight of God our Savior, who desires all men to be saved and to come to the knowledge of the truth.

Titus 3:1.

Remind them to be subject to rulers and authorities, to obey, to be ready for every good work.

## **LEGAL STUDIES UNITS 3 & 4**

### **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.

#### **Areas of Study**

1. The Victorian criminal justice system
2. The Victorian civil justice system

### **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.

#### **Areas of Study**

1. The people and the Australian Constitution
2. The people, the parliament and the courts

#### **Levels of Achievement**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Legal Studies students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

# MATHEMATICS

## Entry

There are no prerequisites for entry to Foundation Mathematics or General Mathematics Units 1 and 2. Students undertaking Mathematical Methods Units 1 and 2 or Specialist Mathematics Units 1 and 2 are assumed to have a sound background in Number, Algebra, Function, Geometry, Probability and Statistics. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4. There are no restrictions on the number of units students may obtain credit towards satisfactory completion of the VCE.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Students are allowed to take Units 3 & 4 of all three branches of Mathematics, namely Further Mathematics, Mathematical Methods and Specialist Mathematics but only the best two marks will count towards their best 4 subjects for their ATAR with 10% of the third mathematics subject being included.

## Grade Boundaries:

### Foundation Mathematics Units 1 & 2:

None.

### General Mathematics Units 1 & 2:

None.

### Mathematical Methods Units 1 & 2:

Achieving 75% in Year 10 Advanced Maths.

### Specialist Mathematics Units 1 & 2:

Achieving 75% in Year 10 Advanced Maths and must also concurrently study Mathematical Methods Units 1 & 2.

### Further Mathematics Units 3 & 4:

None.

### Mathematical Methods Units 3 & 4:

Achieving 75% in Mathematical Methods 1 & 2.

### Specialist Mathematics Units 3 & 4:

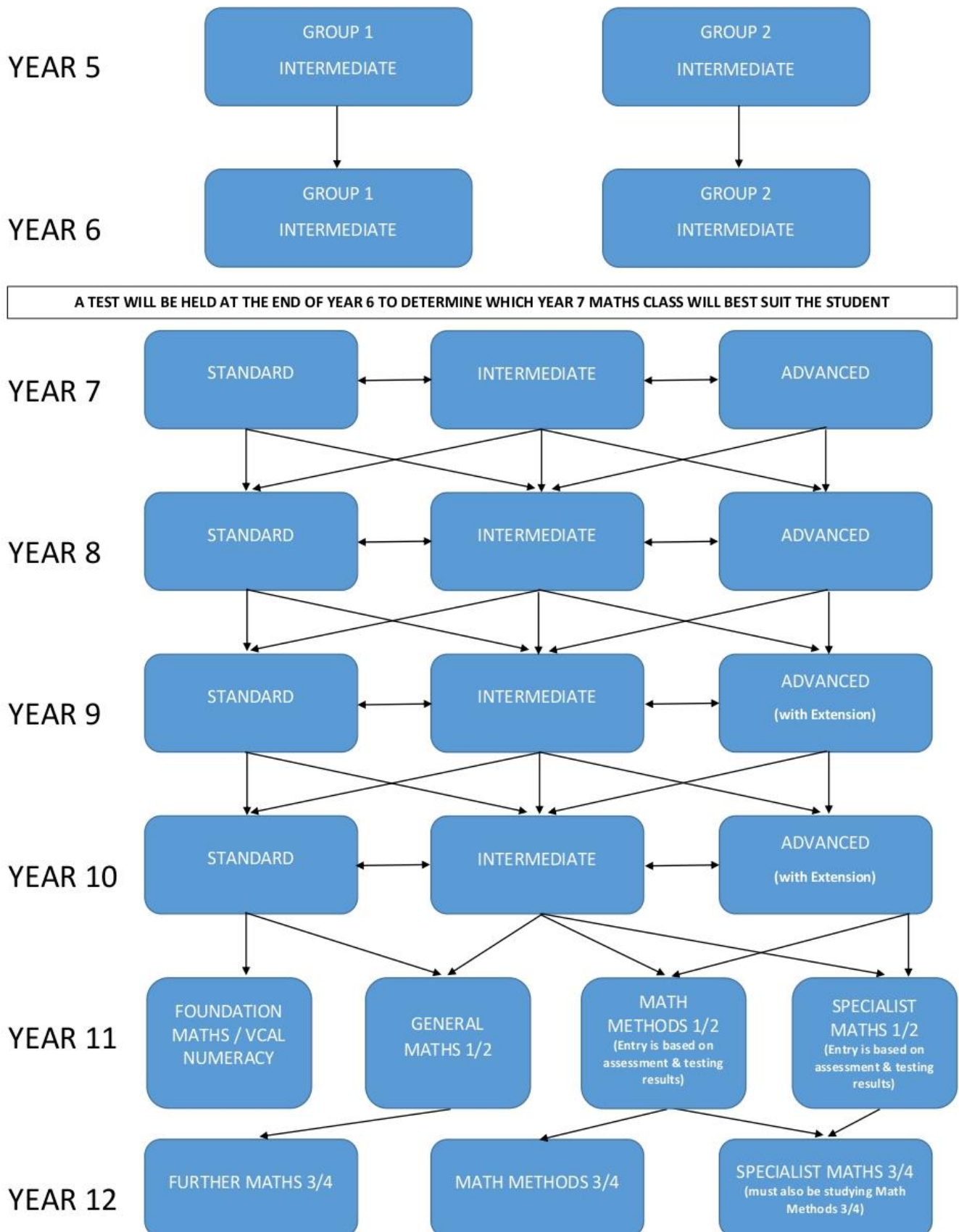
Achieving 75% in Mathematical Methods 1 & 2 and 75% in Specialist Mathematics 1 & Students must also concurrently study Mathematical Methods Units 3 & 4.

## Thematic Statement

God created man in His image and likeness and put him in charge of the earth to manage it (Gen 1: 27-28; Psalm 8: 6-8). This responsibility has been the genesis of mankind's orientation to mathematical knowledge, its discovery and application. Evidences of mathematical relationships are to be found everywhere: in number, form, design and symmetry, and in the constancy, which God has created, and which we describe in terms of laws governing existence and the harmonious working of all things. Thus Mathematics is the study of functions and patterns in number, logic, space, and structure. Note that every decision, design and construction we make has an element of mathematics in it. We therefore cannot escape mathematics in life. Students are therefore encouraged to study Mathematics at the highest level they are capable of for as long as they can.

# MATHEMATICS PATHWAYS

Entrance to **ALL** maths classes including VCE maths, will be based on assessment and testing results.



## FOUNDATION MATHEMATICS UNITS 1 & 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, Shape and Design', 'Patterns and Number', 'Data' and 'Measurement'.

All four areas of study are to be completed over the two units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, 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

1. Space, Shape and Design
2. Patterns and Number
3. Data
4. Measurement

## GENERAL MATHEMATICS UNITS 1 & 2

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and Structure', 'Arithmetic and Number', 'Discrete Mathematics', 'Geometry, Measurement and Trigonometry', 'Graphs of Linear and Non-Linear Relations' and 'Statistics'.

For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study using the following rules:

- For each unit, content covers four or more topics in their entirety, selected from at least three different areas of study.
- Courses intended as preparation for study at the Units 3 and 4 level should include a selection of topics from areas of study that provide a suitable background for these studies.
- Topics can also be selected from those available for Specialist Mathematics Units 1 and 2
- Content covered from an area of study provides a clear progression in knowledge and skills from Units 1 to Unit 2.

In understanding these units, students are expected to be able to apply techniques, routines and processes involving rational and real 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, financial 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:**

1. Algebra and Structure
2. Arithmetic and Number
3. Discrete Mathematics
4. Geometry, Measurement and Trigonometry
5. Graphs of Linear and Non-Linear Relations
6. Statistics

## FURTHER MATHEMATICS UNITS 3 & 4

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data Analysis' and 'Recursion and Financial Modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and Decision Mathematics', 'Geometry and Measurement' and 'Graphs and Relations'. 'Data Analysis' comprises 40 percent of the content to be covered, 'Recursion and Financial Modelling' comprises 20 percent of the content to be covered, and each selected module comprises 20 percent of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear graphs and equations', and 'Number patterns and recursion'. For each module there are related topics in General Mathematics Units 1 and 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial 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 3:

1. Core:
  - Data Analysis
  - Recursions and Financial Modelling

#### Unit 4:

2. Applications
  - Matrices
  - Networks and Decision Making
  - Geometry and Measurement
  - Graphs and Relations

### Levels of Achievement

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Further Mathematics students' level of achievement will be determined by School-assessed Coursework and two end-of-year examinations.



## MATHEMATICAL METHODS UNITS 1 & 2

**Students should be averaging a minimum of 75% in Year 10 Advanced Mathematics to enroll in Mathematical Methods Units 1 and 2.**

### Unit 1

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation 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 the unit as applicable.

#### Areas of Study:

1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability and Statistics

### Unit 2

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and Graphs', 'Algebra', 'Calculus', and 'Probability and Statistics'. At the end of Unit 2, students are expected to have covered the material outlined in each area of study. Material from the 'Functions and Graphs', 'Algebra', 'Calculus', and 'Probability and Statistics' areas of study should be organized so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computations. 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 the unit as applicable.

#### Areas of Study:

1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability and Statistics

## MATHEMATICAL METHODS UNITS 3 & 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference 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:**

1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability and Statistics

### **Levels of Achievement**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Mathematical Methods students' level of achievement will be determined by School-assessed Coursework and two end-of-year examinations.

## SPECIALIST MATHEMATICS UNITS 1 & 2

**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.**

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'.

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

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

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 – Prescribed Topics:**

1. Arithmetic and Number
2. Geometry, Measurement and Trigonometry
3. Graphs of Linear and Non-Linear Relations

### **Areas of Study – Other Topics:**

1. Algebra and Structure
2. Arithmetic and Number
3. Discrete Mathematics
4. Graphs of Linear and Non-Linear Relations
5. Statistics

## SPECIALIST MATHEMATICS UNITS 3 & 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and Graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and Statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcome.

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

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, graphs, differentiation and integration and inference 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:

1. Functions and Graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and Statistics

### Levels of Achievement

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Specialist Mathematics students' level of achievement will be determined by School-assessed Coursework and two end-of-year examinations.

# MEDIA

## MEDIA UNITS 1 & 2

### Unit 1 – Media Forms, Representations and Australian Stories

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

#### Areas of Study

1. Media Representations
2. Media Forms in Production
3. Australian Stories

#### Rationale

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation

## **Unit 2 – Narrative Across Media Forms**

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

### **Areas of Study**

1. Narrative, Style and Genre
2. Narratives in Production
3. Media and Change

## **MEDIA UNITS 3 & 4**

### **Unit 3 – Media Narratives and Pre-Production**

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional media products.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes and appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

#### **Areas of Study**

1. Narrative and Ideology
2. Media Production Development
3. Media Production Design

### **Unit 4 – Media Production and Issues in the Media**

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

#### **Areas of Study**

1. Media Production
2. Agency and Control in and of the Media

#### **Levels of Achievement**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Media students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

# PHYSICAL EDUCATION

## PHYSICAL EDUCATION UNITS 1 & 2

### Unit 1 – The Human Body in Motion

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

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

#### Areas of Study

1. How does musculoskeletal system work to produce movement?
2. How does the cardiorespiratory system function at rest and during physical activity?

#### Thematic Statement

Humans are created beings made by God for activity and relationship. Therefore, as humans we have unique value and purpose. God knows us intimately and as we acknowledge who we are in Him we can learn the best way to interact with others and function physically. We are stewards of the bodies God has given us.

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.



## **Unit 2 – Physical Activity, Sport & Society**

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

### **Areas of Study**

1. What are the relationships between physical activity, sport, health and society?
2. What are the contemporary issues associated with physical activity and sport?

## **PHYSICAL EDUCATION UNITS 3 & 4**

### **Unit 3**

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.

#### **Areas of Study**

1. How are movement skills improved?
2. How does the body produce energy?

### **Unit 4**

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.

#### **Areas of Study**

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?

#### **Levels of Achievement**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Physical Education students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

# PHYSICS

## PHYSICS UNITS 1 & 2

### Unit 1 – What Ideas Explain the Physical World?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. 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 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 changes since the origins of the Universe.

Students undertake quantitative investigations involving at least one independent, continuous variable.

#### Areas of Study

1. How can thermal effects be explained?
2. How do electric circuits work?
3. What is matter and how is it formed?

### 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. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. 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.

#### Areas of Study

1. How can motion be described and explained?
2. Options
3. Practical investigation

#### Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis, finding quantitative explanations for phenomena occurring throughout the Universe. While much scientific understanding in physics has stood the test of time, many areas continue to evolve. In undertaking this study, students develop their understanding of systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain natural and constructed phenomena.

VCE Physics provides for continuing study pathways and leads to a range of careers. Physicists undertake research and development in specialist areas including acoustics, astrophysics, atmospheric physics, computational physics, education, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography and in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience, and sports science.

**To successfully understand Physics you will need very good Mathematics skills. It is therefore expected that you will study Mathematical Methods to compliment your study of this subject.**

#### Grade Boundaries:

##### Physics Units 3 & 4:

Must be achieving 70% in Physics Units 1 & 2.

## PHYSICS UNIT 3 & 4

### 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 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. 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.

#### Areas of Study

1. How do things move without contact?
2. How are fields used to move electrical energy?
3. How fast can things go?

### Unit 4

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 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.

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.

#### Areas of Study

1. How can waves explain the behaviour of light?
2. How are light and matter similar?
3. Practical investigation

### Levels of Achievement

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Physics students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

# PSYCHOLOGY

## PSYCHOLOGY UNITS 1 & 2

### Unit 1 – How are Behaviour and Mental Processes Shaped?

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

#### Areas of Study

1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation

### 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.

#### Areas of Study

1. What influences a person's perception of the world?
2. How are people influenced to behave in particular ways?
3. Student-directed research investigation

#### Thematic Statement

Biblical truth states that human beings are created in the 'image of God' (Genesis 1: 26-27). To obtain an understanding of humans we need to obtain an understanding of God, who He is and how He works. Our entire being, spirit, soul and body, is a reflection of the character of God. When we respond to and/or imitate God's character we experience the peace and balance that God designed us to so that He is 'glorified.' The Christian perspective of psychology will therefore be applied throughout this unit.

Whole classical psychology seeks to analyse the mind independent of spiritual considerations, contemporary research is now acknowledging the validity of study of such phenomena. There are many examples of successful and acclaimed Christian psychologists.

## **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.

#### **Areas of Study**

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

### **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.

#### **Areas of Study**

1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
3. Practical investigation

#### **Levels of Achievement**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Psychology students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

# RELIGION AND SOCIETY

## RELIGION AND SOCIETY UNITS 1 & 2

### Unit 1 – The Role of Religion in Society

In this unit students explore the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live.

#### Areas of Study:

1. The nature and purpose of religion
2. Religion through the ages
3. Religion in Australia

#### Thematic Statement

The beliefs, practices, principles and codes of religion provide ways in which individuals can answer questions about the meanings and purpose of life. In Religion and Society, religion is defined as a community organised around beliefs related to ultimate reality and the consequent beliefs, practices, principles and codes for behaviour. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. They can determine membership of the religion and the transmission of meaning, both individual and collective, from generation to generation. Within each religious tradition, groups and individuals exhibit diversity of commitment and belief; some people do not identify with the generalised portrayal of their religious tradition, whereas others become strict adherents.

Whole classical psychology seeks to analyse the mind independent of spiritual considerations, contemporary research is now acknowledging the validity of study of such phenomena. There are many examples of successful and acclaimed Christian psychologists.

## **Unit 2 – Religion and Ethics**

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a religious tradition? What are the principles that guide decision making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

Ethical questions that demand practical moral judgment are raised at the personal, family, local, wider community, national and global level. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals choose to do, approving of some choices and disapproving of others. This ethical background is enmeshed with the dominant religious and philosophical traditions of the times within a culture at a certain point in time.

Today, religious and philosophical traditions interact with other sources of moral values represented in the media and popular culture. Nevertheless, society still often relies on cultural heritages that contain a variety of ethical perspectives as well as values centred on human dignity and basic justice. These remain fundamental to many legal and social systems, and to codes of behaviour. These perspectives and values constitute the everyday categories of ethical discourse in the world. They are taken by the individuals and groups that hold them to be the starting point and common ground for discussion about ethical issues and moral behaviour in societies where multiple worldviews coexist in the light of these investigations.

### **Areas of Study:**

1. Ethical decision-making and moral judgment
2. Religion and ethics
3. Ethical issues in society



## RELIGION AND SOCIETY UNITS 3 & 4

### Unit 3 – The Search for Meaning

Over time and across cultures humanity has sought to understand the why and how of existence. In this quest for meaning humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something great than us – an ultimate reality? What is the purpose of our existence? How should we live? Is there anything beyond death? In response to this quest for meaning, various religious, philosophical, scientific, and other aspects that have offered ways of establishing meaning – not only for human existence, but also for all that exists. The aspects of religion have also attempted to explain the nature of relationships between humans individually and collectively, between humans and ultimate reality and between humans and the rest of the natural world.

The beliefs of any religion are the ideas held about ultimate reality and the meaning of human existence, such as the purpose of all life and notions of the afterlife. These beliefs together with their expressions through the other aspects form the distinctive identity of a religious tradition.

#### Areas of Study:

1. Responding to the search for meaning
2. Expressing meaning
3. Significant life experience, religious beliefs and faith

### Unit 4 – Religion, Challenge and Change

This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

Religious traditions are in a constant state of development as members apply their talents and faith to extend the intellectual and aesthetic nature of the beliefs, of their expression and of the application to their lives. In the interaction of religious traditions and society there are also opportunities for development from significant challenges including the needs and insights of their membership, and of people and groups within wider society. These challenges and the religious tradition are influenced by broader contexts such as changing economic, political and social conditions.

A challenge is a situation that stimulates a response from society and/or religious traditions. Religious traditions take stances for or against challenges, or they take a stance of indifference. Consequently, actions are implemented which involve different aspects of the religious tradition. These actions may resist or embrace change and affect wider society and/or the religious tradition itself. A key aim beyond resolution of the challenge itself is for the religious tradition to retain integrity, authenticity and, ultimately, identity. However, the interaction between religious traditions and society may not always achieve these aims and there may be a series of interactions as a challenge is negotiated.

#### Areas of Study:

1. Challenge and response
2. Interaction of religion and society

### Levels of Achievement

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Religion and Society students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

# THEATRE STUDIES

## THEATRE STUDIES UNITS 1 & 2

### Area of Study 1 – Pre-modern Theatre Styles and Conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

#### Areas of Study:

1. Exploring pre-modern theatre styles and conventions
2. Interpreting scripts
3. Analysing a play in performance

### Unit 2 – Modern Theatre Styles and Conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

#### Areas of Study:

1. Exploring modern theatre styles and conventions
2. Interpreting scripts
3. Analysing and evaluating a theatre production.

### Thematic Statement

As Christians engaged in the dramatic arts we must connect with God's purpose on our lives as His chosen stewards and image bearers of the Christian faith. Through Theatre Studies students develop skills that aid them in building confidence, public speaking, creativity and technical skill, while strengthening their God given gifts to communicate and engage with the community around them. Students explore current issues and develop an understanding of Christian values including courage, integrity, humility and creativity, at the same time as exploring the importance of their lives for God.

## THEATRE STUDIES UNITS 3 & 4

### Unit 3 – Producing Theatre

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialize in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

#### Areas of Study:

1. Staging theatre
2. Interpreting a script
3. Analysing and evaluating theatre

### Unit 4 – Presenting an Interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.

#### Areas of Study:

1. Researching and presenting theatrical possibilities
2. Interpreting a monologue
3. Analysing and evaluating a performance

### Levels of Achievement

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Theatre Studies students' level of achievement will be determined by School-assessed Coursework and two end-of-year examinations – one performance and one written

# VISUAL COMMUNICATION AND DESIGN

## VISUAL COMMUNICATION UNITS 1 & 2

### Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practice their ability to draw what they observe and they use visualization drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

#### Areas of Study:

1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communications in context

### Unit 2: Applications of Visual Communication Within Design Fields

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

#### Areas of Study:

1. Technical drawing in context
2. Type and imagery in context
3. Applying the design process

#### Rationale

Visual Communication Design can inform people's decision about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design-related studies, including communication, industrial and fashion design, architecture and media.

## **VISUAL COMMUNICATION AND DESIGN UNITS 3 & 4**

### **Unit 3: Visual communication design practices**

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 and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, for media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualization drawings to generate a wide range of design ideas and apply design thinking strategies to organize and evaluate their ideas. The brief and research underpin the development and refinement work undertaken in Unit 4.

#### **Areas of Study:**

1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

### **Unit 4: Visual Communication Design Development, Evaluation and Presentation**

The focus of this unit is on the development of 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 communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

#### **Areas of Study:**

1. Development, refinement and evaluation
2. Final presentations

#### **Levels of Achievement**

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Visual Communication students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination.



## VCE (Year 11) Subject Selection Plan

Complete the grid below to indicate the subjects and the corresponding units selected. Please refer to page 88 for instructions on how to enter your subjects online through Web Preferences.

Student's Name (Please print): .....

The usual program for students to take is:

- 6 VCE units per semester in Year 11 (Unit 1 and 2), or
- 6 VCE units per semester in Year 11 (including one 3 and 4 sequence if eligible) and
- 5 VCE units per semester in Year 12

English is compulsory and has been listed for you.

### Current Career Aspirations:

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

Year 11		Year 12	
Semester 1	Semester 2	Semester 1	Semester 2
English 1	English 2	English 3	English 4

Proposed Tertiary Courses

Tertiary Prerequisites

- 
- 
- 
- 

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

1. \_\_\_\_\_ 2. \_\_\_\_\_

**\*\* Please submit a copy of your Semester 1 report**

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

Student's Signature-----

Date-----

Parent's Signature:.....

Date:.....

# VCAL Subject Selection Plan

Complete the grid below to indicate the subjects and the corresponding units selected.

Please refer to page 88 for instructions on how to enter your subjects online through Web Preferences.

Student's Name (Please print): .....

The usual program for students to take is:

- Literacy
- Numeracy
- Personal Development
- Work Studies
- VET Course

The compulsory studies have been listed for you.

**Current Career Aspirations:**

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

Year 11		Year 12	
Semester 1	Semester 2	Semester 1	Semester 2
Literacy	Literacy	Literacy	Literacy
Numeracy	Numeracy	Numeracy	Numeracy
Personal Development	Personal Development	Personal Development	Personal Development
Work Studies	Work Studies	Work Studies	Work Studies
VET Course (whole year)		VET Course (whole year)	

An optional VCE subject could be a study possibility within the VCAL program.

If you are interested in studying a VCE subject with your VCAL course, please indicate which subject you would like to study here.

1 \_\_\_\_\_ 2 \_\_\_\_\_

Proposed Tertiary/TAFE courses

- 
- 
- 
- 

Student's Signature-----

Date-----

Parent's Signature:.....

Date:.....





# INSTRUCTIONS FOR SUBJECT SELECTION ONLINE

- You will make your selections for your subjects online. Please follow these instructions:
  - Before you begin make sure you have access to a printer from the computer on which you are making your selection as you will need to print out your receipt.
  - **The closing date for subject selections is July 15.** Please do not leave it to the last minute as you cannot make selections after this date. **Printed receipts to be handed to Mrs Thomas on or before July 17.**
- 
- a) You will receive an **email to your Lighthouse address on June 19** with your login details. **Portal opens on June 19. If you don't receive the email, please speak to Mrs Jung. If you have issues accessing your Lighthouse email account, please see the IT staff.**
    - Log on to the weblink included in the email. Enter access code and password.
  - b) This takes you to the *Web Preferences Student Portal Welcome Page*
  - c) Follow the steps Note: For entry to Year 11 choose study stream either VCE or VCAL

**Step 1.** Add new preferences

**Step 2.** Select preferences

**Step 3.** Submit, check resubmit

**Step 4.** Print receipt

**Please NOTE:**

- **Read your Semester One report and check last year's ATAR and university courses before making your selections.**
- Notice red banner at top of page.
  - **YEAR 11:** You must select a subject from each block which will give you the required 6 subjects for Year 11.
  - **YEAR 12:** You must select 5 subjects from the blocks.
- The system already identifies prerequisites for you. Please see Mrs Thomas if you have any questions regarding prerequisites.
- There is a note against Maths subjects and some Sciences indicating required grade levels and also studies that need to be studied concurrently. If you do not meet the grade boundaries, you will not be able to study those subjects. **Please see your subject teacher regarding your results.**
- If you are wanting to study a VET course (extra cost incurred) or an external LOTE please indicate when requested on the portal.

# CREATING YOUR VCE PROGRAM

## *A checklist for Year 10 students*

- List your current career aspirations and interests on the VCE Subject Selection Plan found on page 92. ☐
- Use a range of career resources to identify the tertiary courses available to enter these career areas. ☐
- Identify any specific tertiary pre requisites subjects for these courses. Refer to the relevant VICTER guide. For **Year 10 students this is VICTER 2022**, for **Year 11 students this is VICTER 2021**. ☐
- If you have no specific career area in mind, review the subjects you enjoy and are most interested in at school and possibly explore tertiary courses of a generalist nature eg Arts, Science and Commerce degrees. Please speak to the Director of Teaching and Learning, Zenith Coordinator and the Careers Advisor for further guidance. ☐
- You should take note of the current ATAR required to previously gain entry to these courses. Please note, ATARs change from year to year so the figures you read now act only as guidelines. ☐
- List the tertiary courses you are interested in on your VCE Subject Selection Planning sheet along with the pre requisite Unit 3 and 4 subjects you require. ☐
- Read the descriptions of all VCE studies carefully. Aim for variety in your program by selecting studies that build on your strengths and interests. ☐
- Complete the VCE Subject Selection Planning sheet by adding your subjects that you wish to study. This will include the name of any proposed Unit 3 and 4 subject you want to study in Year 11 and you have met the grade criteria for. This is your proposed program. ☐
- Bring this program to your VCE selection interview where it will be discussed with the Careers Advisor and the Launch Coordinator ☐

You may make adjustments to the program in response to this interview but only consistent with VCAA enrolment policies.



# VCE

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