



# **Noble Park**

## **Secondary College**

# **COURSE SELECTION HANDBOOK SENIOR STUDIES 2022**

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# Choosing a Senior Studies Pathway

This handbook contains general information about the Victorian Certificate of Education (VCE), Vocational Education Training (VET) and the Victorian Certificate of Applied Learning (VCAL). It also contains subject/unit descriptions for the courses that may be offered at Noble Park Secondary College. Students intending to undertake a Year 11 or 12 course at the College, are advised to use the information and advice contained in this handbook to assist them in deciding on an appropriate Senior Studies program.

In addition to the information in this handbook, you are strongly encouraged to check the following websites for further information:

<http://www.vcaa.vic.edu.au>

This site provides access to a wide range of information relating to VCE, VET and VCAL units.

<https://www.vcaa.vic.edu.au/administration/vce-vcac-handbook/Pages/index.aspx?Redirect=1>

This page has information regarding the rules and regulations of VCE, VET and VCAL.

<http://www.vtac.edu.au>

This site provides access to information about applying for Tertiary Courses. It contains the VTAC library and Course link (search and track courses). Students can look at information regarding ATAR scores, scaling and applying for a tertiary course.

<https://www.gooduniversitiesguide.com.au/>

The Good Universities Guide will help you find courses at Australia's top universities, TAFEs and training colleges. Whether you're looking to study a degree, enrol in an MBA program or searching for more vocational training, you'll be sure to find a course to suit you.

[www.myfuture.edu.au](http://www.myfuture.edu.au)

This website is aimed at helping young people find information about job seeking and skills needed to be successful in your career.

[www.youthcentral.vic.gov.au](http://www.youthcentral.vic.gov.au)

This is a government website designed to help students discover resources to assist them in community support

# Choosing a Senior Studies Pathway

The following staff may be of assistance when planning your course for the senior studies. Please do not hesitate to contact any of the following staff for assistance. They can be contacted by calling the College on 9546 9066.

Role	Staff Name
Assistant Principal – Senior School	Helen Karagounis
Leading Teacher Year 11 & 12	Suzanne Menezes
Coordinator Year 12	Mary Soumplis
Coordinator Year 11	Mark Ward
Leading Teacher Year 10	Annette Beattie
Coordinator Year 10	Emily Cotela
Careers Coordinator	TO BE ADVISED

Below is a list of Senior School subjects that we anticipate we may offer. Alongside each subject is a nominated Senior School Teacher who may be able to provide further information about the specific subject. Many factors will influence if a subject runs, including numbers of students who select it, blocking and available staff.

Subject	Teacher
Accounting	Trevor Barry
Biology	Tuan Le
Business Management	Angie Delfinis
Chemistry	Yil Himi
English as an Additional Language	Tracy Marr
English	Maria Theoharis
Food Studies*	Elizabeth Roshiah
Health & Human Development	Sean Dickson
Legal Studies	Mary Soumplis
LOTE – Japanese	Russell Turnbull
Mathematics	Megha Vengilat
Media	Damian Mateljan
Physics	Mark Ward
Psychology	Suzanne Menezes
Studio Arts*	Annette Beattie
Visual Communication Design *	Annette Beattie
VCAL	Tegan Williamson
VET Business*	Trevor Barry
VET Sport & Rec*	Shannon Keane
CERT II Horticulture*	TO BE ADVISED

\* These courses have a cost attached to them.

**Note: These are subjects that we wish to offer, and it does not necessarily mean that they will run.**

# Choosing a Senior Studies Pathway

Choosing a career is often a difficult task because career development is a long-term process. As we grow, we change, and so do our goals and preferred career outcomes. At the same time, we are aware that employment and the labour market are constantly changing and that the career or occupation we focus on now may simply not exist in the future. There are at least three basic stages of career planning.

The first is to know where you are starting from. This is called **getting to know yourself**. You can read this in **The Job Guide: Victoria**. All Year 10 students should have received a copy of this resource.

The second stage is identifying the destination, not a specific occupation but a general occupational area. This involves two steps; **Which Career is right for you?** and **Relating Yourself to the Career**. You can read about these steps in **The Job Guide: Victoria**.

The third stage of career planning is to identify the pathways that can take you from where you are now to where you want to go. Use the Internet as a resource, and also log on to **myfuture.edu.au** website which has been set up to allow individuals to explore career options. Students should also refer to **“Where to Now” Guide to VCE, VCAL and Apprenticeships and Traineeships**.

For the purposes of career planning, your own path may start with the VCE or VCAL. From there it may proceed through TAFE or University courses or it may lead through employment and vocational training such as an apprenticeship or traineeship.

The careful selection of the appropriate course, and the units selected within the course, will enhance the prospects of successfully completing the selected course. It is crucial to consider all aspects carefully before deciding on a program and also consider your individual skills.

**In choosing your senior program it is important to keep your options open and follow your interests.**

- **Choose subjects you are good at and will most likely succeed in.**
- **Choose subjects that you enjoy and are interested in.**
- **Check the prerequisites for University or TAFE courses of interest to you ( see Matrices Guide)**

A prerequisite is a VCE unit or sequence of units that you must successfully complete in order to be eligible to apply for that particular course. For example, an Engineering Technology course might stipulate that Mathematics and Physics Units 3 and 4 are prerequisites. This means that if you haven't successfully completed these units you will not be considered for entry into this course.

Many Arts and Design type courses do not have prerequisites but require you to have a folio so it is advisable to take a subject to help you develop one.

In some cases, the prerequisite may stipulate not only the subject but also the lowest Acceptable Study Score. For example, a medical course might stipulate a minimum Study Score of 30 in Chemistry as a prerequisite. Regardless of how well you go in your other subjects if you do not get 30 or above in Chemistry the selection officers will not consider you for the course.

**More information on VCE Prerequisites can be found in the VTAC web site- [www.vtac.edu.au](http://www.vtac.edu.au)**

# Choosing a Senior Studies Pathway

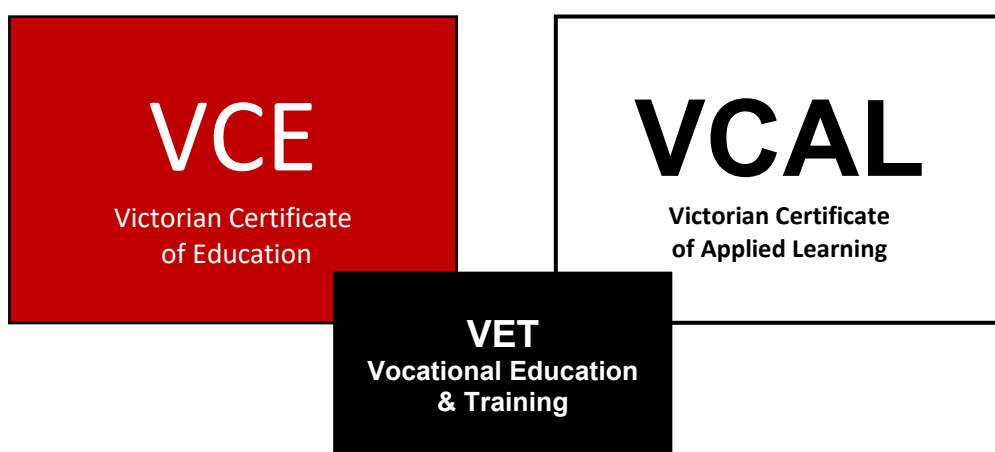
Noble Park Secondary College offers two Senior Certificate Courses:

- **Victorian Certificate of Education (VCE)**
- **Victorian Certificate of Applied Learning (VCAL)**

Within these two courses, students may undertake:

## **Vocational Educational and Training (VET) programs**

To help students think about career pathways, subjects have been grouped in learning areas in this handbook. You may like to choose more than one subject in a field related to your career pathway to give a clear focus for the VCE for you. Nevertheless, remember the golden rule; choose subjects that you are interested in, that you are good at and that meet any prerequisites.



A summary of the range of VCE subjects is included in this book. Students should also carefully read the information regarding **VCAL** as an alternative Certificate Course. Students who choose VCAL are more likely to go to TAFE, complete an apprenticeship, or seek employment after completing school.

Students may include **Vocational Education and Training (VET) programs** within their VCE program. Most courses count for a full VCE sequence, that is, Units 1-4.

**VET programs** offer students practical experience in a specific vocational area, as well as gaining a nationally recognised certificate. Some VET subjects are scored and can be included in the primary four for calculation of the ATAR (for tertiary entrance). Scored VETs can contribute to the ATAR as 10% of the total primary four.

In the case of VCAL, all students undertake a VET program, which provides valuable on the job training whilst gaining a certificate recognised anywhere throughout Australia.

# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The VCE is awarded solely based on satisfactory completion of Units. A Unit is designed to be completed typically over one semester or two school terms. Most studies (subjects) have four Units: Units 1 and 2 are *usually* completed in Year 11 and can be taken as single Units. Units 3 and 4 are *usually* completed in Year 12 and must be taken together as a sequence. Units in most studies are designed to allow entry at Unit 1 or Unit 2 or Unit 3. Generally, it is best to have done Units 1 *and* 2 or at least Unit 1 *or* 2 of the subject before attempting Units 3 and 4. Where it is essential that Units 1 and 2 be taken before attempting Units 3 and 4, this has been noted in the course descriptions.

## ***Satisfactory Completion of the VCE***

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To **gain** a VCE, you must **satisfactorily** complete the following over two or more years:

- **At least 3 Units** of English. This requirement can be met by gaining an “S” for any 3 Units from English/EAL Units 1 and 2, English Units 3 and 4, EAL Units 3 and 4 and Literature Units 1, 2, 3 and 4. [NB: To receive an ATAR score, you **must** satisfactorily complete Units 3 **and** 4 of English or EAL.]
- **At least 16 Units in total**. This must include **at least 3 Units** of English and can include an unlimited number of Vocational Education and Training (VET) units
- At least **3 units of Units 3 and 4 studies** *other* than English.

## **There is no penalty for repeating a Unit 3/4 subject**

Students undertaking a 5<sup>th</sup> or 6<sup>th</sup> Unit 3/4 subject will be advantaged, as these will be included as a 10% bonus to the student’s ATAR score for University and TAFE entrance selections.

## ***VCE Assessment***

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**Satisfactory Completion** of a VCE Unit of study means that all **learning outcomes** of the Unit have been satisfactorily demonstrated.

**Learning Outcomes** for a Unit are the set of outcomes that are associated with that Unit. They incorporate the key areas of knowledge and skills that must be achieved in the Unit.

You will be awarded an “S” (**Satisfactory Completion**) for a Unit when you demonstrate a sufficient understanding of **all** the learning outcomes. If one or more learning outcome is “N” (**Not Satisfactory**) then the overall result for the Unit will be “N”.

## **Level of Performance:**

### **(a) Units 3 and 4**

In each study at Units 3 and 4 levels there are **three graded assessments**, at least one of which is an examination. These graded assessments will either be School-Assessed Tasks (SATs), School-Assessed Coursework (SACs) or both.

- SATs apply in the following studies: Art, Visual Communication & Design, Design & Technology, Studio Arts, Systems & Technology, and Media.
- School-Assessed Coursework (SACs) consists of a number of smaller tasks completed mainly in class. These tasks may be tests, essays, practical work or extended analysis tasks over a number of periods.
- The three graded assessments are used to produce a **Study Score** out of 50 for each study.

# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

## ***(b) Units 1 and 2***

In Units 1 and 2 the Assessment Tasks are similar in nature to those in Units 3 and 4 of the corresponding subjects. The grades awarded in Units 1 and 2 are not reported to the VCAA but will be on the Noble Park Secondary College reports. At the end of the year, for Units 1 and 2 only the “S” or “N” is reported to VCAA.

## ***Taking a Unit 3/4 Study in Year 11***

It is possible for a Year 11 student to take a Unit 3/4 study, normally after completing Units 1 and 2 when in Year 10. Students join the Year 12 class in order to complete all the work set for that subject. On completion of the VCE, a student’s results from studies in 2021 are added to their results from Year 12 studies in 2022. In effect, they complete **6** studies over two years – instead of the usual **5** in one year.

The program for a Year 11 student taking a Unit 3/4 study would be English Units 1 and 2, **four** Unit 1/2 studies and one Unit 3/4 study. When the student is in Year 12, they would be expected to take **five** Unit 3/4 studies. Taking a Unit 3/4 study in Year 11 is only an option for students who have demonstrated strong academic ability across all their subjects, together with very good study and organisational skills. Students who apply to take a Unit 3/4 study will be assessed by the Year 11 Leading Teacher, Year 11 Coordinator and the relevant subject teacher as to their suitability to cope with demands of a Year 12 study.

The criteria used to assess the application will be that the student displays:

- A very high level of mastery in that particular subject area
- An ability to complete all work in all other subject areas on time and to a high standard so that the Unit 3/4 study does not adversely affect their performance in their other studies
- Social and emotional maturity that would enable the student to cope with the demands of the Unit 3/4 study

In considering this option, students should ask themselves the following questions:

1. ***Am I achieving ‘At Standard or Above’ in all my Year 10 subjects? Am I an independent worker?***
2. ***Am I always able to meet deadlines? Am I highly self-motivated?***
3. ***Am I highly organised in my study schedule? Am I able to cope under pressure?***

## **Issues to consider:**

The transition from Year 10 into 11 can be difficult and stressful even for a very mature and capable student. The majority of students need to undergo the progressive nature of the VCE. Units 1 and 2 often form the natural stepping block to approach Units 3 and 4. The students gain the skills and learn to understand the jargon and expectations of Year 11 work and assessment to assist them in Year 12. There are a number of Year 12 subjects that **must** have a Year 11 background.

Increased workload is a major concern. Extra demands will be placed on these students, for example during test periods, and consequently their Year 11 studies may not receive the attention they deserve. Therefore, any bonus gained by doing the Year 12 subject is negated by poorer results.

***Ironically, the very reason for doing the extra subject is to boost one’s marks, but the reverse may happen.***

## ***Extension Studies/University studies within the VCE***

Extension studies are university subjects taken with the VCE. If you are a very high achiever and are looking for an additional challenge, they are a great way to extend your interest in a subject a step beyond the VCE. They are not VCE units and cannot be counted as a 3/4 sequence for satisfactory completion.

If you successfully complete an extension study, the results will be reported on your VCCA Statement of Results and may contribute to your ATAR as a sixth VCE study.



# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

## ***LOTE at VCE***

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While the College offers Japanese language at VCE, students may choose to study languages through the Victorian School of Languages. VSL Language classes are conducted outside of school hours and are conducted externally. Noble Park Secondary College will remain your home school and all results achieved through the VSL will be included in your VCE.

If you speak, read and are fluent at writing in another language, it is highly recommended that a Language is undertaken.

If you are not already enrolled with the VSL or an equivalent language school, please contact the VSL on 9474 0500 for enrolment information.

## ***The Australian Tertiary Admission Rank (ATAR) and Tertiary Entrance Requirements***

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The **ATAR** is used as a selection tool to assist Selection Officers in considering applicants for courses. The Victorian Tertiary Admissions Centre (VTAC) is the government authority that administers the tertiary selection process.

The ATAR is used by about half of the courses in the **VTAC Guide** to select their Year 12 students.

The ATAR is an overall percentile ranking, based on an aggregate that is the sum of:

- The student's VCE scaled study score in English/Literature/English as an Additional Language (EAL)
- The student's best three other scaled study scores
- 10% of the student's next two best study scores

VET and Enhancement Studies may count in the ATAR. Please refer to the VET programs section in this Handbook.

The **minimum tertiary entrance requirements** for all institutions is the satisfactory completion of both the VCE and Units 3 and 4 of English or Literature or EAL. English or Literature or EAL must be completed in sequence and in the same calendar year.

In addition, some courses have prerequisites in terms of studies and study scores. No more than two studies of Mathematics and no more than two LOTE studies can be counted in a student's best four studies.

# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

## 2 YEAR VCE PROGRAM = 20 UNITS

### 1<sup>ST</sup> YEAR (2022)

5 X UNITS 1 & 2  
Total units = 10

### 2<sup>ND</sup> YEAR (2023)

5 X UNITS 3 & 4  
Total units = 10

## 3 YEAR VCE PROGRAM = 24 UNITS

### 1<sup>ST</sup> YEAR (2022)

4 X UNITS 1 & 2  
Total units = 8

### 2<sup>ND</sup> YEAR (2023)

2 X UNITS 1 & 2  
2 X UNITS 3 & 4  
Total units = 8

### 3<sup>RD</sup> YEAR (2024)

1 X UNITS 1 & 2  
3 X UNITS 3 & 4  
Total units = 8

# VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

**Contact: Mrs Tegan Williamson**

This certificate focuses on work related experiences as well as numeracy and literacy skills. Students who do the VCAL are likely to be interested in going onto training at TAFE, apprenticeships, or employment from school. The VCAL does not result in an ATAR score being achieved.

2022 is the final year that students will be able to enrol in VCAL. Year 11 students in 2022 will be enrolled in either the Intermediate or Foundation course.

If you start your VCAL and then decide the VCE is the right option for you after all, it won't be too late to change your mind. In fact, any VCE units and VCAL units (at Intermediate level) you complete, as part of your VCAL will count towards your VCE, should you decide to transfer between certificate courses.

The VCAL's flexibility enables you to undertake a study program that suits your interests and learning needs. Fully accredited modules and units are selected for VCALs four compulsory strands:

The program is divided into four areas with students being required to make a course that covers the requirements of each area.

The areas are:

**Strand One: Literacy and Numeracy**

English and Maths

**Strand Two: Industry Specific Skills**

The program must include industry specific units from VET Certificates.

**Strand Three: Work Related Skills**

Specifically, developed VCAL Work Related Units gives you the choice of undertaking either structured workplace learning or part-time apprenticeship/traineeship or part-time work.

**Strand Four: Personal Development Skills**

Specifically, developed VCAL Personal Development Units. These units will help you develop better team skills, communication skills and organisational skills.

**What are my options once I have completed the VCAL?**

The VCAL will give you practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help you move from school into work, an apprenticeship or traineeship and/or further training at TAFE.

**Will the VCAL get me ready to enter a trade?**

Once you have completed your VCAL you will have earned credit towards a trade or industry certificate and will have knowledge of areas such as Occupational Health & Safety (OH&S). This prior learning will be recognised and count toward your apprenticeship or traineeship.

# VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

Students who choose to study VCAL in 2022 will transfer into either the VCE Vocational Specialisation with credit for completed VCAL subjects in or the new Foundation Pathways certificate with credit for completed subjects in 2023.

Students who continue to study Senior VCAL subjects in 2023 will be awarded the VCE Vocational Specialisation if they meet the requirements.

The VCE Vocational Specialisation will be recognised internationally, be valued by employers and will build on the strengths of VCAL including providing:

- flexible timetables that allow students to study at school, TAFE and work
- opportunities to experience real-life workplaces
- subjects that will build students skills and prepare them for life after school
- greater access to high quality VET learning, either in school, a neighbouring school or a local TAFE

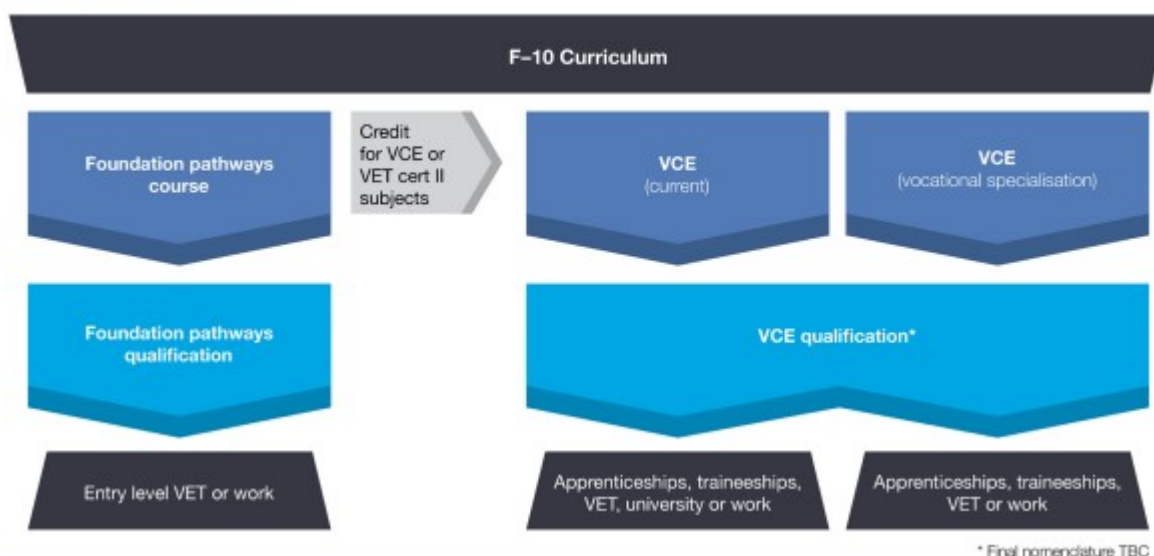
Students who are studying Foundation VCAL over multiple years, including in 2022, will transfer into a new Foundation Pathways Certificate in 2023 with credit for completed subjects. These students will study the new foundation subjects and graduate with the Foundation Pathways Certificate.

This new certificate will offer students:

- the opportunity to take greater control of their education pathways
- the flexibility in their learning environment to build the knowledge and capabilities to thrive in their personal, professional, and civic lives.

Students will be able to gain valuable workplace knowledge and practical skills that will allow them to transition successfully into apprenticeships, traineeships, further education and training or directly into employment.

## Course overview



# VOCATIONAL EDUCATION TRAINING (VET)

**Contact: Careers Counsellor**

The VET program has been designed to offer students the opportunity to gain knowledge and experience in a vocational field that they may be interested in. It assists students to gain experience both in general and vocational studies which may provide a practical focus. It assists students to gain experience both in general and vocational studies which for many provides a practical focus in a range of industry areas.

Benefits of undertaking VET as part of the VCE or VCAL

Schools can offer senior secondary students programs selected from the range of industry areas approved by the Victorian Curriculum Assessment Authority (VCAA).

Successful completion of VET in a senior secondary program can provide students with:

- A VCE and or VCAL certificate issued by the VCAA, and a VET certificate issued by a Registered Training Organisation (RTO)
- Two statements of results issued by the VCAA giving details of units completed in the VCE and units of competency completed in the VET qualification
- An enhanced ATAR (The Australian Tertiary Admission Rank) which can improve access to further education
- Pathways into employment and/or further VET qualifications
- Workplace experience including structured work placement
- If you are interested in applying for a VET Course submit your application with the Careers Coordinator.

*Some of the courses are conducted off campus and require approval by parents and principal class.*

# VET Subjects

## CERTIFICATE II/III IN BUSINESS VET VCE

**BSB 20115/BSB30115**

**Contact Mr Trevor Barry**

### Course Aims

Certificate II in Business is an entry level qualification which provides students with the knowledge and skills to enhance their employment prospects in a business or office environment. The certificate provides understanding of business fundamentals within the Australian context and will assist students to gain employment opportunities in an entry level administrative or customer service role.

### Course Details

Students who successfully complete Cert II in Business will be eligible for up to four units of credit towards their VCE at Units 1 and 2 level.

Location:	Noble Park Secondary College
RTO	IVET
Attendance	90%
Duration of Course	1 – 2 years
Work Placement	80 hours
Materials Required	Online software program (iVET)
Cost	Units 1 & 2 \$70
	Units 3 & 4 \$70

### Course Content

Participate in OHS processes, deliver a service to customers, work effectively in a business environment, process and maintain workplace information, handle mail, contribute to workplace innovation, produce simple work processed documents, create and use spreadsheets, communicate electronically, identify suitability for microbusiness, participate in environmentally sustainable work practices, organise and complete daily work activities, work effectively with others, use business technology, maintain daily financial/business records

### Future Pathway

Certificate III in Business which can contribute to VCE units of competency. If students wish to receive an ATAR for Units 3 and 4 sequence of VCE VET must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

*Note: Where a student elects not to receive a study score for VCE VET Business, no contribution to the ATAR will be available.*

# VET Subjects

## CERTIFICATE III IN SPORT AND RECREATION VET VCE/VCAL

**SIS 30513**

**Contact: Mr Shannon Keane**

### Course Aims

Certificate III in Sport and Recreation provides students with the skills and knowledge that will enhance their employment prospects in the sport and recreation industries.

Location	Noble Park Secondary College	
RTO	IVET	
Attendance	90%	
Duration of Course	2 years	
Work Placement	80 hours	
Material Required	Online software program (iVET)	
Cost	Units 1 & 2	\$250
	Units 3 & 4	\$250

### Course Content

The Sport and Recreation program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and recreation. Leadership and organisational skills will be developed through the units of competency undertaken in Units 1- 4 of the selected program.

The program has both a theoretical and practical base with students undertaking training based on theoretical principles and latest coaching methods.

### Future Pathways

This popular course may provide pathways into community recreation industry in sporting clubs, leisure centres, amusement parks, also adventure and theme facilities.

### Credit in VCE

#### Program 3: SIS30513 Certificate III in Sport and Recreation

Students who complete Certificate III in Sport and Recreation will be eligible for up to three units of credit towards their VCE at Units 1 and 2 level and up to three units of credit towards unit 3 & 4 sequence.

### ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth subject

A student who opts out of scored assessment in VCE - VET Sport and Recreation program will not be eligible for a contribution towards their ATAR.

# VET Subjects

## CERTIFICATE II IN HORTICULTURE VET VCAL

AHC20416

### Course Aims

Certificate II in Horticulture underpins a range of work functions and job roles that can lead to a horticultural trade qualification

Location:	Noble Park Secondary College	
RTO	IVET	
Attendance	90%	
Duration of Course	2 years	
Work Placement	80 hours	
Materials Required	Online software program (iVET)	
Cost	Units 1 & 2	TO BE ADVISED
	Units 3 & 4	TO BE ADVISED

### Course Content

This course will give you the practical skills and knowledge needed to recognise and identify plants, treat weeds, operate basic machinery and equipment, and propagate plants.

Successful completion of this course will qualify you to work as a horticultural assistant, or a nursery or garden labourer. You will also get the foundation knowledge needed to undertake further study in this field.

### Future Pathway

Career paths within the industry may include Landscaping, Irrigation systems, Conservation, Propagation of plants, Pruning, Operating equipment and machinery.

Future training pathways could potentially be Cert III in Horticulture, Agriculture, Conservation & Land Management, Landscape Construction or Rural Operations



# Subject Selection

## Subject Selection

# Learning Area

## English

### VCE ENGLISH

**Contact:** Ms Maria Theoharis

#### **What is English all about?**

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

#### **Structure**

The study is made up of four units. Each unit contains two areas of study.

##### **Unit 1 Reading and creating texts**

This unit focuses on reading and understanding texts. Students read and respond to texts analytically and creatively.

##### **Analysing and presenting argument**

Students analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

##### **Unit 2 Reading and comparing texts**

In this unit students will analyse a pair of texts, comparing and contrasting their exploration of shared ideas, issues and themes.

##### **Analysing and presenting argument**

Students analyse how argument and language work together to present a point of view in relation to an issue that is currently being debated in the media.

##### **Unit 3 Reading and creating texts**

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

##### **Analysing and presenting argument**

In this area of study students analyse and compare the use of argument and language in media texts. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

##### **Unit 4 Reading and comparing texts**

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

##### **Analysing and Presenting argument**

This area of study focuses on the construction of persuasive texts. Students use their understanding of argument and language as the basis for the development of an oral presentation of their point of view. Students draw on their knowledge to express their viewpoints through arguments and persuasive language selected specifically to position an audience

# Learning Area

## English

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. 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.

### **Assessment**

#### **Satisfactory completion**

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

### **Levels of achievement**

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

Assessment Tasks and End of Unit examination.

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

School assessed Coursework and end-of-year examination

Percentage contributions to the study score in VCE English/EAL are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

# Learning Area

## English

### VCE ENGLISH AS AN ADDITIONAL LANGUAGE

**Contact:** Ms Tracy Marr

#### **What is English as an Additional Language all about?**

VCE English as an Additional Language (EAL) focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for who English is an additional language.

#### **Structure**

The study is made up of four units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

**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.

**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.

**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. Students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

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

#### **Assessment**

##### **Satisfactory completion**

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

##### **Levels of achievement**

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

Assessment Tasks and End of Unit examinations.

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

School assessed Coursework and end-of-year examination

Percentage contributions to the study score in VCE English/EAL are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

# Learning Area

## English

### Entry

For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision.

For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL.

A student may be eligible for EAL status if they meet both of the following conditions:

1. (a) The student has been a resident in Australia or New Zealand or other predominantly English-speaking country for no more than seven (7) years (i.e. their date of arrival was on or after 1 January 2015 for students who are in a Units 3 and 4 program in 2022). Note: 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

- (b) The student is an Aboriginal or Torres Strait Islander student whose first language is not English.

and

2. English has been the student's major language of instruction for a total period of not more than seven (7) 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.

#### *Special circumstances*

There are special circumstances that may be considered by the VCAA in determining a student's eligibility for EAL status. These include:

- minimal or no primary school education
- material interruptions to schooling during primary years, particularly if there were changes to the language of instruction
- material interruptions to schooling after arrival in Australia

The following are not grounds for a special application for EAL status:

- the language spoken in the student's home
- the standard of the student's spoken and written English
- the failure of the student's school to provide EAL assistance to the student

#### *Students who have resided and studied in Singapore and India*

VASS will disable VASS/VCE coordinators' ability to grant EAL Approval for students whose country of origin is Singapore and India, even though the student may have resided in Australia for less than seven (7) years. A message on VASS will appear, stating 'EAL eligibility for this country of origin can only be approved by the VCAA'.

# Learning Area

## Humanities

### VCE ACCOUNTING

**Contact:** Mr Trevor Barry/Mr Russell Turnbull

#### **What is Accounting all about?**

VCE accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded, and reported using both manual and information and communications technology (ICT) methods.

#### **Structure**

The study is made up of four units.

#### **Unit 1: Role of Accounting**

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.

#### **Unit 2: Accounting and decision-making for a trading business**

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets.

#### **Unit 3: Financial accounting 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.

#### **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.

# Learning Area

## Humanities

### **Entry**

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

### **Assessment**

#### **Satisfactory Completion**

Demonstrated achievement of the set of outcomes specified for the unit.

#### **Levels of Achievement**

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

School based assessment consisting of coursework, assessment tasks and an exam

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

- Unit 3 school-assessed coursework: 25 %
- Unit 4 school-assessed coursework: 25%
- End-of-year examination: 50 %

# Learning Area

## Humanities

### VCE BUSINESS MANAGEMENT

**Contact:** Mrs Angie Delfinis

#### **What is Business Management all about?**

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

#### **Aims**

This study enables students to:

- understand and apply business concepts, principles and terminology
- understand the complex and changing environments within which businesses operate
- understand the relationships that exist between a business and its stakeholders
- recognise the contribution and significance of business within local, national and global markets
- analyse and evaluate the effectiveness of management strategies in different contexts
- propose strategies to solve business problems and take advantage of business opportunities.

#### **Structure**

The study is made up of four units.

#### **Unit 1: Planning a business**

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

#### **Unit 2: Establishing a business**

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

#### **Unit 3: Managing a business**

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing



# Learning Area

## Humanities

businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

### **Unit 4: Transforming a business**

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. 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.

### **Assessment**

#### **Satisfactory Completion**

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

### **Levels of Achievement**

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

School based assessment consisting of coursework, assessment tasks and an exam

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

School- assessed coursework and an end-of-year examination.

- Unit 3 School-assessed Coursework: 25 %
- Unit 4 School-assessed Coursework: 25 %
- End-of-year examination: 50 %

### **Authentication**

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own.

# Learning Area

## Humanities

### VCE LEGAL STUDIES

Contact: Mrs Mary Soumplis

#### What is Legal Studies all about?

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

#### Structure

The study is made up of four units:

##### Unit 1

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.

##### Unit 2

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.

##### Unit 3

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.

Outcomes	Marks allocated	Assessment Tasks
Outcome 1 Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.	50	The student's performance on each outcome will be assessed using one or more of the following: <ul style="list-style-type: none"><li>• a case study</li><li>• structured questions</li><li>• an essay</li><li>• a report in written format</li><li>• a report in multimedia format</li><li>• a folio of exercises.</li></ul>
Outcome 2 Analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.	50	
Total Marks	100	

# Learning Area

## Humanities

### Unit 4: The people and the law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Throughout this unit, students apply legal reasoning and information to actual scenarios.

**Contribution to final assessment** School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score

Outcomes	Marks allocated	Assessment Tasks
Outcome 1 Discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.	40	The student's performance on each outcome will be assessed using one or more of the following: <ul style="list-style-type: none"><li>• a case study</li><li>• structured questions</li><li>• an essay</li><li>• a report in written format</li><li>• a report in multimedia format</li><li>• a folio of exercises.</li></ul>
Outcome 2 Discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.	60	
Total Marks	100	

### External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

**The examination will contribute 50 per cent.**

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. 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.

# Learning Area

## Humanities

### VCE LOTE (JAPANESE SECOND LANGUAGE)

**Contact:** *Mr Russell Turnbull*

#### **What is Japanese Second Language all about?**

This study enables students to:

- communicate with others in Japanese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance intercultural awareness
- understand and appreciate the cultural contexts in which Japanese is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

#### **Structure**

**Unit 1** In this unit students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics from a set of prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills and focus on analysing cultural products or practices including visual, spoken or written texts.

**Unit 2** Students develop an understanding of aspects of language and culture through the study. Each must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

**Units 3 and 4** These units continue to investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese.

#### **Entry**

There are no VCAA prerequisites for entry to Units 1 and 2. Students must have successful completion of Unit 2 prior to undertaking Units 3 and 4

# Learning Area

## Humanities

### Assessment

#### Satisfactory Completion

Demonstrated achievement of the three outcomes specified for the unit:

**Outcome 1:** Give a talk to the class about the selected subtopic, asking and answering questions.

**Outcome 2:** Listen to a conversation and view a map to write directions

**Outcome 3:** Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint

### Levels of Achievement

#### Units 1 and 2

Students are required to meet the minimum standards for each Outcome as assessed through school-based SACs.

#### Units 3 and 4

Students are required to sit 4 SACs (School-assessed coursework) and two end-of year examinations set by VCAA.

**Students are required to meet the minimum standards for each Outcome as assessed through school-based SACs.**

The study score awarded by VCAA is comprised of:

- School Assessed Coursework (SACs) 50%
- Examinations together will contribute 50 per cent to the study score. This is made up of a written exam (two hours) and an oral exam (15 minutes).

# Learning Area Mathematics

## VCE MATHEMATICS GENERAL OVERVIEW

Contact: Ms Megha Vengilat

### What is mathematics all about?

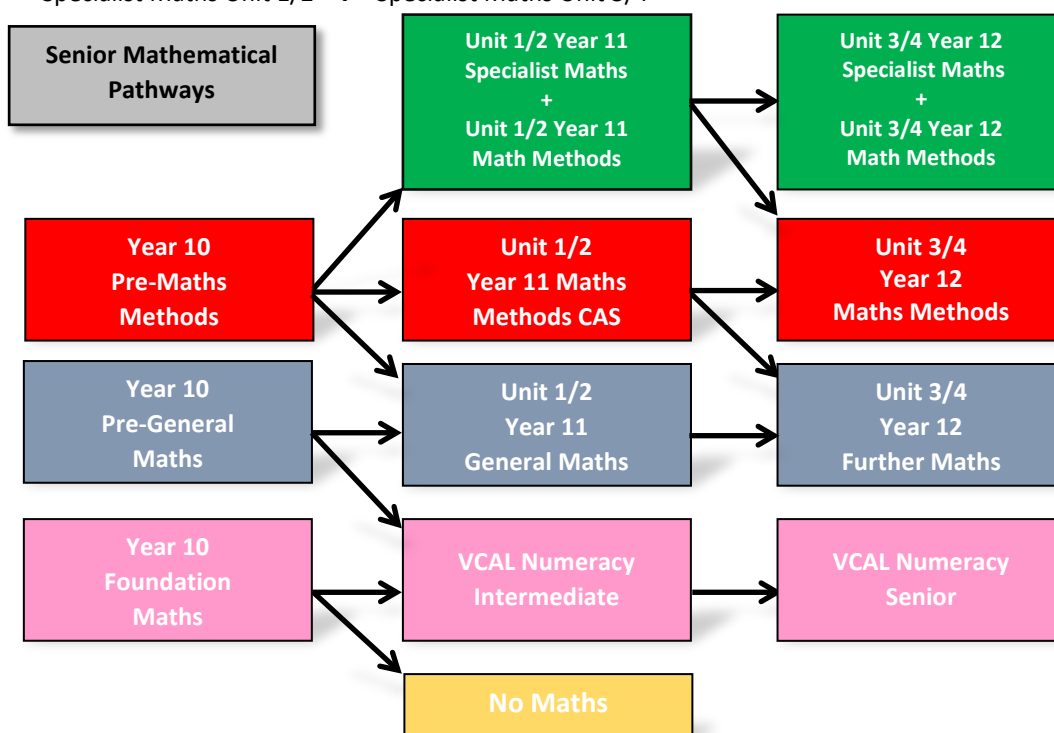
Mathematics provides both a framework for thinking and a means of symbolic communication that is powerful, logical and concise.

The VCE Mathematical courses are designed to promote students' awareness of the importance of mathematics in everyday life and to build confidence in making effective use of mathematical ideas, techniques and processes.

### Structure

The main strands of Maths at VCE level offered at the College

- General Mathematics Unit 1/2 → Further Mathematics Units 3/4
- Mathematical Methods CAS Unit 1/2 → Mathematical Methods CAS Units 3/4
- Specialist Maths Unit 1/2 → Specialist Maths Unit 3/4



### Entry

The level of Mathematics undertaken in Year 10 affects the maths choices available in VCE. There are no VCAA prerequisites for entry into Units 1 and 2. However, entry into VCE Maths at Noble Park Secondary College is based on:

- Successful completion of Year 10 Maths pathway
- Satisfactorily completing a verification test in August
- Teacher recommendations

# Learning Area

# Mathematics

## VCE GENERAL/FURTHER MATHEMATICS

**Contact:** Ms Megha Vengilat

### What is General Maths/Further Maths all about?

This study of Maths provides students with the opportunity to continue developing mathematical skills that will be useful for further study and independent life beyond schooling. Students who successfully complete General Maths Unit 1 and Unit 2 may choose to continue into Further Maths for Unit 3 and Unit 4, be credited for their VCAL Numeracy competencies or cease their Mathematical studies.

### Structure

The study is made up of four units and covers the following topics:

- Data Analysis – Sample Statistics
- Recursion and Financial Modelling
- Matrices
- Networks and decision mathematics

### Unit 1

This unit starts with Networks (Undirected graphs, Circuits, Paths and Trails), then finishes with Matrices (Representing information, adding, subtracting, and multiplying, communications, identity and inverse matrices and simultaneous equations)

### Unit 2

This unit focuses on the two Core Topics for Year 12 Further Maths – Recursion and Financial Maths and-Data Analysis

Starting with Personal Finance (Wages, Simple Interest Loans and Hire Purchase) and Business Finance (Profit/Loss, Depreciation and Inflation, GST, Discounts and Mark-ups), then finishing with Univariate Data (mean, median, mode, boxplots, stem and leaf, plots, comparing Data) and Bivariate Data (finding a causal relationship between two factors, scatterplots, regression lines, predicting values)

### Units 3 and 4

These Units continue developing the skills learned in Unit 1 & 2. The core Data Analysis unit extends into further analysis of Data, Normal Distributions and Time series. The core unit of Recursion and Financial modelling extends into Annuities/Perpetuities, and Reducing Balance Loans.

The Networks module extends to directed graphs, weighted graphs and networks and Minimum connector problems.

The Matrices unit extends into matrix powers, binary, permutation, transition and dominance matrices and their applications.

### Entry

Students must have successfully completed Unit 2 prior to undertaking Units 3 and 4 (Further Maths)

### Assessment

#### Satisfactory Completion

Demonstrated achievement of the three outcomes specified for the unit:

**Outcome 1** – solve standard problems with the use of diagrams and technology

**Outcome 2** – apply mathematical concepts to real life applications and analysis of information

**Outcome 3** – use technology to efficiently and accurately solve mathematical problems (scientific and CAS calculator, spreadsheets, computer APPs)

# Learning Area

# Mathematics

## **Levels of Achievement**

### **Units 1 and 2**

Students are required to meet the minimum standards for each Outcome as assessed through school-based SACs. In order to meet Outcome 3, students are expected to have their own CAS calculator.

Students must complete an End of Unit Examination set by the College

### **Units 3 and 4**

Students are required to sit 4 SACs (School-assessed coursework) and two end-of year examinations set by VCAA. Students are required to meet the minimum standards for each Outcome as assessed through school-based SACs. In order to satisfy Outcome 3, students are expected to have their own CAS calculator.

A bound resource reference and use of CAS/scientific calculator is allowed in both Exams.

The study score awarded by VCAA is comprised of:

- School Assessed Coursework (SACs) 34%
- Examination One – Multiple Choice 33%
- Examination Two – Short and Extended Response 33%



# Learning Area

# Mathematics

## VCE MATHEMATICAL METHODS (CAS)

Contact: Ms Megha Vengilat

### What is Maths Methods all about?

This study of Maths Methods provides students with more theoretical challenges with a focus on Algebra, Graphing, Measurement and Probability. Students are expected to be able to solve problems with and without the use of technology (CAS calculator).

Students will have the opportunity to continue developing mathematical skills that will be useful for further study at VET or Tertiary levels.

Maths Methods may be studied at the same time as General/Further Maths or Specialist Maths although the College does not recommend studying all three Maths strands at the same time.

Students who successfully complete Unit 1 and Unit 2 may choose to continue into Maths Methods Unit 3 and Unit 4, transfer into Further Maths (not recommended without studying Unit 2 of General Maths) or cease their mathematical studies.

### Structure

The study is made up of four units and covers the following topics:

- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics

### Unit 1

This unit begins with Linear functions (equations and graphs), Quadratic Functions (factorisation, completing the square, graphing, turning points), Simultaneous Equations (algebraic and graphical methods), Advanced Functions and their graphs (cubic, hyperbola, truncus, hybrid, square root, inverse) and transformation of these functions; Discrete Probability (Tables, Venn diagrams, Karnaugh Maps and Tree Diagrams, Conditional). This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

### Unit 2

This unit extends students into Trigonometric Functions and their Graphs (Trig ratios, exact values, radian measures), Advanced Functions and their graphs (logs and exponentials); Calculus (gradients, rates of change, max/min); Applications of Probability (Combinations, Permutations)

### Units 3 and 4

These Units continue developing the skills learned in Unit 1 & 2 with a focus on higher order algebraic methods to solve and analyse problems.

The Functions and Graphs units extend further into Hybrid Functions, Inverse Functions and maximal domains with an emphasis on real life applications.

The Calculus unit includes differentiating using the chain rule, product rule and quotient rule, anti-differentiation and applications of integration. The Probability unit extends further into Discrete Probability, Binomial Probability and Continuous Probability Distributions.

# Learning Area

# Mathematics

## Entry

Students must have successful completion of both Unit 1 and Unit 2 prior to undertaking Units 3/4 Maths Methods.

## Assessment

### Satisfactory Completion

Demonstrated achievement of the three outcomes specified for the unit:

**Outcome 1** – define and explain key concepts and apply a range of related mathematical routines and procedures

**Outcome 2** - apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics

**Outcome 3** – select and use technology to develop mathematical ideas, produce results and carry out analysis.

## Levels of Achievement

### Units 1 and 2

Students are required to meet the minimum standards for each Outcome as assessed through school-based SACs. In order to meet Outcome 3, students are expected to have their own CAS calculator.

Students must complete an End of Unit Examination set by the College

### Units 3 and 4

Students are required to sit 3 SACs (School-assessed coursework) and two end-of year examinations set by VCAA. Students are required to meet the minimum standards (40% or equivalent) for each Outcome as assessed through school-based SACs. In order to satisfy Outcome 3, students are expected to have their own CAS calculator.

A bound resource reference and use of CAS/scientific calculator is only allowed in some SACs and Exam 2.

The study score awarded by VCAA is comprised of:

- School Assessed Coursework (SACs) 34%
- Examination One – Short Answer, technology and resource free 22%
- Examination Two – Multiple Choice and Extended Response, tech-enabled 44%

# Learning Area

# Mathematics

## VCE SPECIALIST MATHEMATICS

**Contact:** Ms Megha Vengilat

### What is Specialist Maths all about?

The study of Specialist Maths provides students with advanced mathematical challenges that are both theoretical and practical in nature. There is a strong focus on algebraic manipulation, Real and Complex Number Systems and applications to Kinematics (and Physics).

Students are expected to be able to solve problems with and without the use of technology (CAS calculator).

Students will have the opportunity to continue developing mathematical skills that will be useful for further study at VET or Tertiary levels.

Specialist Maths must be studied at the same time as Maths Methods.

Students who successfully complete Unit 1 and Unit 2 may choose to continue into Specialist Maths Unit 3 and Unit 4, continue only with Maths Methods, transfer to Further Maths (not recommended without studying Unit 2 of General Maths) or cease their mathematical studies.

### Structure

The study is made up of four units and covers the following topics:

- Real and complex number systems
- Advanced Algebra
- Vectors
- Applications of Trigonometry
- Non-Linear Functions and related graphs
- Differential Calculus
- Integral Calculus
- Kinematics
- Statics and Dynamics
- Differential Equations
- Probability and Statistics

### Unit 1

This unit begins with the Complex Number System, Advanced Algebra (Indices, Exponentials/Logs) Vectors, Applications of Trigonometry, Non-Linear Functions and related graphs (Trig Functions, circles, hyperbolas); Differential (gradient) Calculus.

### Unit 2

This unit extends students further into Integral (area) Calculus, Kinematics (study of motion), Statics and Dynamics (Forces, inclined planes, Kinematics) and Differential Equations (relates functions with their derivatives/rates of change), Probability and Statistics.

### Units 3 and 4

This unit extends students further into Integral (area) Calculus, Kinematics (study of motion), Statics and Dynamics (Forces, inclined planes, Kinematics) and Differential Equations (relates functions with their derivatives/rates of change), Probability and Statistics.

# Learning Area

# Mathematics

## Entry

Students must have successful completion of both Unit 1 and Unit 2 prior to undertaking Units 3/4 Specialist Maths.

## Assessment

### Satisfactory Completion

Demonstrated achievement of the three outcomes specified for the unit:

**Outcome 1** – define and explain key concepts and apply a range of related mathematical routines and procedures

**Outcome 2** – apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics

**Outcome 3** – select and use technology to develop mathematical ideas, produce results and carry out analysis.

### Levels of Achievement

#### Units 1 and 2

Students are required to sit four SACs (School-assessed coursework) for each unit.

Students are required to meet the minimum standards for each Outcome as assessed through school-based SACs. In order to meet Outcome 3, students are expected to have their own CAS calculator.

Students must complete an End of Unit Examination set by the College

#### Units 3 and 4

Students are required to sit three SACs (School-assessed coursework) and two end-of year examinations set by VCAA.

Students are required to meet the minimum standards for each Outcome as assessed through school-based SACs.

In order to satisfy Outcome 3, students are expected to have their own CAS calculator.

A bound resource reference and use of CAS/scientific calculator is only allowed in some SACs and Exam 2.

The study score awarded by VCAA is comprised of:

- School Assessed Coursework (SACs) 34%
- Examination One – Short Answer, technology and resource free 22%
- Examination Two – Multiple Choice and Extended Response, tech-enabled 44%

# Learning Area

## Physical Education/Health

### VCE HEALTH AND HUMAN DEVELOPMENT

**Contact:** Mr. Sean Dickson

#### **What is PE-Health all about?**

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian, and global communities.

The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, within group and community settings as well as at national and international levels to maximise global development potential. This underpins the structure of the four units of Health and Human Development. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

#### **Structure**

The study is made up of four units.

Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

#### **Unit 1: Understanding Health and Wellbeing**

On completion of this unit the student should be able to:

- explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
- apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
- interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

#### **Unit 2: Managing health and development**

On completion of this unit the student should be able to:

- explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
- describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

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

On completion of this unit the student should be able to:

- explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.
- explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

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

On completion of this unit the student should be able to:

- analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
- analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

# Learning Area

## Physical Education/Health

### **Entry**

There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4.

### **Assessment**

#### **Satisfactory Completion**

Demonstrated achievement of the set outcomes specified for the unit.

### **Levels of Achievement**

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

School based assessment consisting of coursework, assessment tasks and an exam

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

School- assessed coursework and an end-of-year examination.

- Unit 3 School-assessed Coursework: 25 %
- Unit 4 School-assessed Coursework: 25 %
- End-of-year examination: 50 %

# Learning Area

## Science

### VCE BIOLOGY

**Contact:** Mr Tuan Le

#### **What is Biology all about?**

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity.

#### **Structure**

The study is made up of four units:

#### **Unit 1: How do organisms regulate their functions?**

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

#### **Unit 2: How does inheritance impact on diversity?**

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

#### **Unit 3: How do cells maintain life?**

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

#### **Unit 4: How does life change and respond to challenges over time?**

Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

#### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

# Learning Area

## Science

### Assessment

#### Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

#### Levels of Achievement

##### Unit 1 and 2

School-based assessment consisting of coursework, assessment tasks and an exam.

##### Units 3 and 4

School-assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 20 %
- Unit 4 school-assessed coursework: 30 %
- End-of-year: 50 %



# Learning Area

## Science

### VCE CHEMISTRY

Contact: Mr Yil Hilmi

#### What is Chemistry all about?

Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments. In this study of Chemistry, a thematic approach has been adopted, and throughout the study contexts have been provided to apply chemical knowledge to technology and society. Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues.

#### Structure

The study is made up of four units.

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

This unit examines a range of chemical processes and activities through the study of common materials. The chemical nature of materials is explored through an investigation of their properties and their modification. All areas of study in this unit involve the design and performance of experiments.

##### Unit 2: What makes water such a unique chemical?

This unit examines a range of chemical reactions with the emphasis on the writing of chemical equations and performance of calculations based upon them. Students are encouraged to evaluate the environmental impact of human activity on the biosphere. All areas of the study involve the design and performance of experiments.

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

This unit explores the global demand for energy and materials. Students study chemical production of materials with reference to efficiencies, renewability and minimisation of their impact on the environment. Students compare energy sources, both new and emerging and use stoichiometry to calculate amounts of reactants and products.

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

This unit examines the chemistry of the carbon atom, organic compounds that not only constitute living tissues but are also found in fuels, medicines and many of the materials we use in everyday life. Students study the ways in which organic structures are represented and named. They process data from instrumental analysis of these molecules to deduce organic structures and perform volumetric analysis to determine the concentration of organic chemicals.

#### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

#### Levels of Achievement

##### Unit 1 and 2

School based assessment consisting of coursework, assessment tasks and an exam

##### Units 3 and 4

School assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 16 %
- Unit 4 school-assessed coursework: 24 %
- End of year examination: 60%

# Learning Area

## Science

### VCE PHYSICS

**Contact:** Mr Mark Ward

#### **What is Physics all about?**

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

#### **Structure**

The study is made up of four units:

#### **Unit 1: What ideas explain the physical world?**

In this unit students use thermodynamic principles to explain phenomena related to changes in thermal energy. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe. Students undertake quantitative investigations involving at least one independent, continuous variable

#### **Unit 2: What do experiments reveal about the physical world?**

In 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. Students design and undertake investigations involving at least one independent, continuous variable.

#### **Unit 3: How do fields explain motion and electricity?**

In this unit students apply the concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. Students design and undertake investigations involving at least two continuous independent variables.

#### **Unit 4: How can two contradictory models explain both light and matter?**

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students design and undertake investigations involving at least two continuous independent variables.

# Learning Area

## Science

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

### **Levels of Achievement**

#### **Unit 1 and 2**

School based assessment consisting of coursework, assessment tasks and an exam

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

School- assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework: 21 %
- Unit 4 school-assessed coursework: 19 %
- End-of-year examination: 60 %

# Learning Area

## Science

### VCE PSYCHOLOGY

Contact: Ms Suzanne Menezes

#### What is Psychology all about?

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

#### Structure

The study is made up of four units:

#### Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

#### Unit 2: How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

#### Unit 3: How does experience affect behaviour and mental processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

#### Unit 4: How is wellbeing developed and maintained?

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

# Learning Area

## Science

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. 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. It is strongly recommended that students wishing to undertake Units 3 and 4 should have satisfactorily completed Unit 2.

### **Levels of Achievement**

#### **Unit 1 and 2**

School based assessment consisting of coursework, assessment tasks and an exam

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

School- assessed coursework and two end-of-year examination.

- Unit 3 school-assessed coursework: 16%
- Unit 4 school-assessed coursework: 24%
- Unit 3 and 4 end-of-year examination: 60%

# Learning Area Technology

## VCE FOOD STUDIES

**Contact:** Mrs Elizabeth Roshiah

### **What is Food Studies all about?**

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

### **Structure**

The study is made up of four units.

Unit 1: Food origins	Unit 3: Food in daily life
Unit 2: Food makers	Unit 4: Food issues, challenges, and futures

### **Unit 1: Food origins**

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

### **Unit 2: Food makers**

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries; they consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

### **Unit 3: Food in daily life**

This unit investigates the many roles and everyday influences of food.

### **Unit 4: Food issues, challenges and futures**

In this unit students examine debates about global and Australian food systems.

### **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. 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.

### **Assessment**

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

Unit 3 School-assessed Coursework: 30 per cent

Unit 4 School-assessed Coursework: 30 per cent

End-of-year examination: 40 per cent.

### **Proposed Subject Cost**

Units 1 & 2 - \$140

Units 3 & 4 - \$140

# Learning Area

## The Arts

### VCE MEDIA

**ME011/ME012 Units 1/2 and ME033/ME034 Units 3/4**

**Contact: Mr Damian Mateljan**

#### **What is Media about?**

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.

#### **Structure**

The study is made up of four units:

#### **Unit 1**

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.

#### **Unit 2**

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

# Learning Area

## The Arts

### Unit 3

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception.

Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

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

### Unit 4

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

### Assessment

#### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

### Levels of Achievement

#### Units 1 and 2

School based assessment consisting of coursework, assessment tasks and an exam

#### Units 3 and 4

School- assessed coursework and an end-of-year examination.

- Unit 3 School-assessed coursework: 10%
- Unit 4 School-assessed coursework: 10%
- School assessed task: 40%
- End-of-year written examination: 40%



# Learning Area

## The Arts

### VCE STUDIO ARTS

(SA011) UNITS 1/2 and (SA033) 3/4

Contact: Ms Annette Beattie

#### What is Studio Arts all about?

In this study students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration; research artistic influences develop individual ideas and explore a range of materials and techniques related to specific art forms. They develop skills and learn to safely manipulate particular characteristics and properties of materials. They investigate the way various visual effects and aesthetic qualities can be created in artworks. Students further develop their understanding of visual language. To consolidate the knowledge gained, students undertake a process of reflection and evaluation in written and visual form that is progressively recorded in a visual diary.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

The exhibition of artworks is integral to Units 1 and 2 and students are encouraged to visit a variety of exhibition spaces throughout the year, reflect on the different environments and examine how artworks are presented to an audience.

#### Structure

The study is made up of four units.

#### Unit 1: Studio inspiration and techniques

##### Outcome 1

Identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.

##### Outcome 2

Produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.

##### Outcome 3

Discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

#### Unit 2: Studio exploration and concepts

##### Outcome 1

Develop an individual exploration proposal to form the basis of a studio process and from this produce and document a variety of potential directions in a visual diary for at least one artwork.

##### Outcome 2

Compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

# Learning Area

## The Arts

### Unit 3: Studio practices and processes

#### Outcome 1

Prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.

#### Outcome 2

Present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.

#### Outcome 3

Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

### Unit 4: Studio practice and art industry contexts

#### Outcome 1

Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.

#### Outcome 2

Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.

#### Outcome 3

Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

### Entry

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

### Assessment

#### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

### Levels of Achievement

#### Units 1 and 2

School based assessment consisting of coursework, assessment tasks and an exam

#### Units 3 and 4

School- assessed coursework/task and an end-of-year examination

- Unit 3 School-assessed coursework: 5 %
- Unit 4 School-assessed coursework: 5 %
- Unit 3&4 School assessed Task: 60%
- End-of-year examination: 30 %

### Proposed Subject Cost

Units 1 & 2 - \$60

Units 3 & 4 - \$60

# Learning Area

## The Arts

### VCE VISUAL COMMUNICATION DESIGN

**(VC011) Units 1 and 2 (VC033) Units 3 and 4**

**Contact: Ms Annette Beattie**

#### **What is Visual Communication Design all about?**

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 visualisation 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. Students follow the design process in establishing a brief, generating design ideas and refining these and present visual communications that reflect the communication needs of the brief.

#### **Structure**

The study is made up of four units:

#### **Unit 1: Introduction to Visual Communication**

##### **Outcome 1**

Create drawings for different purposes using a range of drawing methods, media and materials

##### **Outcome 2**

Select and apply design elements and principles to create visual communications that satisfy stated purposes.

##### **Outcome 3**

Describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors

#### **Unit 2: Applications of visual communication within design fields**

##### **Outcome 1**

Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.

##### **Outcome 2**

Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

##### **Outcome 3**

Apply stages of the design process to create a visual communication appropriate to a given brief.

# Learning Area

## The Arts

### Unit 3: Visual communication design practices

#### Outcome 1

Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.

#### Outcome 2

Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.

#### Outcome 3

Apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

### Unit 4: Visual communication design development, evaluation and presentation

#### Outcome 1

Develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.

#### Outcome 2

Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

### Entry

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

### Levels of Achievement

#### Units 1 and 2

School based assessment consisting of coursework, assessment tasks and an exam

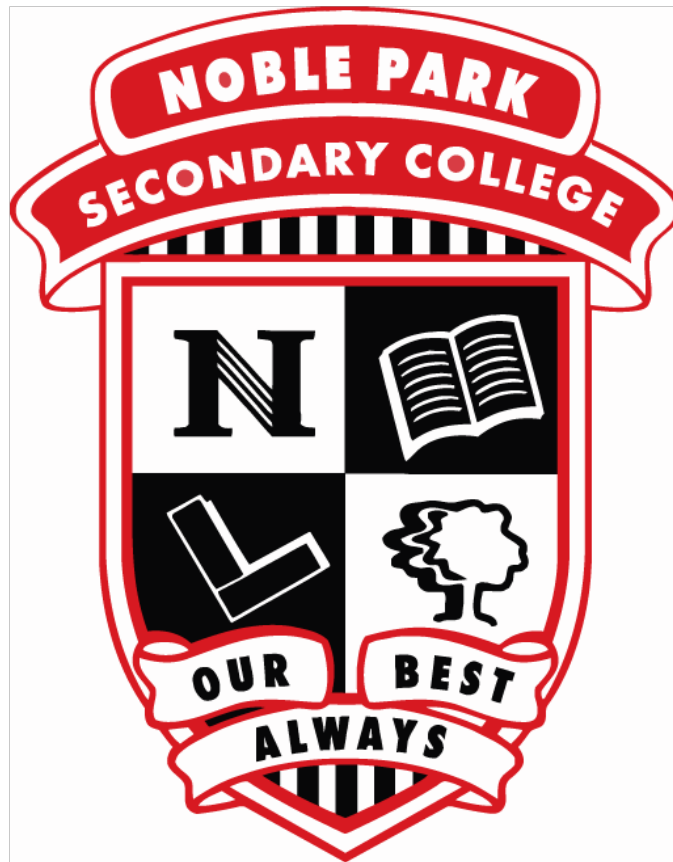
#### Units 3 and 4

- Unit 3 School-assessed Coursework: 25
- School-assessed Task: 40
- End-of-year examination: 35

### Proposed Subject Cost

Units 1 & 2 - \$75

Units 3 & 4 - \$75



**‘Our Best Always’**



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