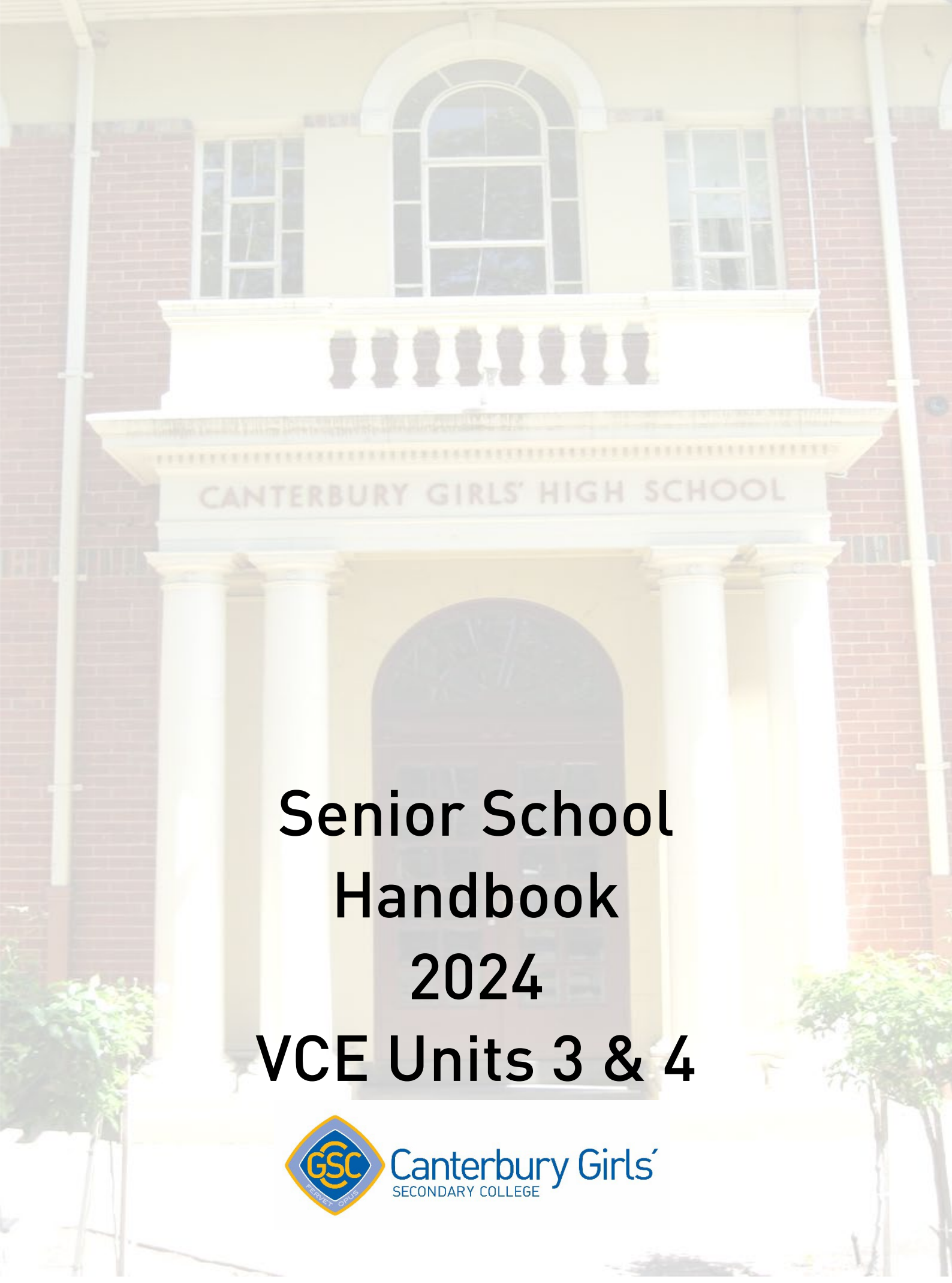

Senior School Handbook 2024 VCE Units 3 & 4

Canterbury Girls' SECONDARY COLLEGE

Contents

Please Note: All handbooks are accurate at the time of printing. Elective choices may change due to a number of factors such as popularity (low student numbers), teacher expertise and College resources.

Choose from either:

VCE Units 3 & 4 offered at Canterbury Girls' Secondary College

3BI/4BI	Biology
3BM/4BM	Business Management
3CH/4CH	Chemistry
3CS/4CS	Classical Studies
3EC/4EC	Economics
3EL/4EL	English Language
3EN/4EN	English
3EAL/4EAL	English as an Additional Language
3FR/4FR	LOTE: French
3FY/4FY	Food Studies
3GE/4GE	Geography
3HD/4HD	Health and Human Development
3HR/4HR	History: Revolutions
3JP/4JP	LOTE: Japanese Second Language
3LI/4LI	Literature
3LS/4LS	Legal Studies
3MG/4MG	Maths: General Mathematics
3MM/4MM	Maths: Mathematical Methods (CAS)
3MS/4MS	Maths: Specialist Mathematics
3MR/4MR	Music Repertoire Performance or
3MC/4MC	Music Contemporary Performance
3PE/4PE	Physical Education
3PH/4PH	Physics
3PY/4PY	Psychology
3SA/4SA	Art Making and Exhibiting
3TS/4TS	Theatre Studies
3VC/4VC	Visual Communication Design

OR choose instead:

VCE Vocational Major Units 3 & 4 to be offered at Canterbury Girls' Secondary College from 2024

3VL/4VL	VCE VM Literacy
3VN/4VN	VCE VM Numeracy
3VW/4VW	VCE VM Work Related Skills
3VPD/4VPD	VCE VM Personal Development Skills

HOW TO SELECT YOUR VCE PROGRAM FOR 2024

The following process will assist you to choose a course for your VCE.

Have you read all the course outlines and guidelines in the handbook?

If so, you are ready to select your units of study. Follow the steps below:

1. List the careers areas in which you are interested. Use the activities completed in your Year 9 & 10 Pathways Days to help you.
2. You may want to check joboutlook.gov.au or myfuture.edu.au for information on careers.
3. Read the Unit Descriptions in which you are interested.
4. Check your strengths by speaking to teachers and re-reading your reports.
5. List courses you are interested in at TAFE and/or university and make sure you know the VCE pre-requisite subjects for these courses, if in doubt, see Mr. Cameron. Also see Prerequisites and selection criteria – VTAC www.vtac.edu.au/before/entry-req/meeting-prerequisites.html
6. Prepare two or more programs to meet your interests, ability and career direction.
7. Discuss the options with your parents, teachers and Careers Teacher to find out which best suits your interests, ability and career direction.
8. Check that you have fulfilled all the VCE requirements.
9. Finalise your program and use it to enter your course selection.

Careers Areas	Jobs

Possible Tertiary Courses	Prerequisites

VCE subject (s) already done in 2022
Unit 1
Unit 2

Possible program – Option A

Semester	Common Study	Other Studies				
1/2 2024	EN/EL/LI					
3/4 2025	EN/EL/LI					

Possible program – Option B

Semester	Common Study	Other Studies				
1/2 2024	EN/EL/LI					
3/4 2025	EN/EL/LI					

Note: Students must take 6 VCE subjects in Year 11, and 5 VCE subjects in Year 12.

Units 3 & 4 Subjects

More detailed information is available from the Victorian Curriculum Assessment Authority (VCAA).

Go to https://www.vcaa.vic.edu.au

Unit 3 and 4 Assessment

The VCAA specifies the assessment procedures for students undertaking scores assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by schools-assessed Coursework (SACs) and/or Schools-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0-50; it is a measure of how well the student performed in relation to all others who took the study.

Biology: Units 3 & 4

Rationale

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study of Biology explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. Students examine classical and contemporary research, models and theories to understand how knowledge in Biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of Biology leads students to appreciate the interconnectedness of the content areas both within Biology, and across Biology and the other sciences.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 will be required to undertake additional preparation as prescribed by their teacher.

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. 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 also examine the manipulation the DNA and explore the associated biological and ethical issues.

Students study biochemical pathways, including photosynthesis and cellular respiration, and explore how biotechnology can be used to modify these pathways and improve crop yields in agricultural. A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in Unit 3 or Unit 4 and the design, analysis and findings of the investigation are presented in a scientific poster format.

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

In this unit students consider the continual change and challenges that life on Earth is subjected to. They study the human immune system and the interactions between its components to provide immunity to specific pathogens. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students investigate the influence of different events on a population's gene pool and describe how the accumulation of evidence over time supports evolutionary theory. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. They also examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

What do you need?

- Laboratory skills in selecting and using scientific equipment, e.g. selecting appropriate apparatus for precise measurement
- Ability to evaluate resources when Researching
- Report writing skills
- Ability to plan, design and conduct practical investigations
- An interest in the world around you and good observational skills
- Organisational skills to plan your study

Assessment:

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 50 per cent.

Business Management: Units 3 & 4

Rationale
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. In handling the day-to-day management of a business, it considers changes that need to be made to ensure continued success of a business and the complexity of the challenges facing decision makers in managing these resources.

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

Unit 3: Managing a business
In this unit students explore the different types of businesses & key processes and issues concerned with managing a business efficiently and effectively. Students consider corporate culture, management styles, management skills and the relationship between each of these in order to meet business objectives.

Area of Study 1: Business Foundations
On completion of this unit the student should be able to analyse the key characteristics of businesses, their stakeholders, management styles and skills, and corporate culture.

Area of Study 2: Human Resource Management
On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts and analyse and evaluate strategies related to the management of employees.

Area of Study 3: Operations Management
On completion of this unit the student should be able to analyse the relationship between business objectives and operations management and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4: Transforming a business
In this unit students consider the importance of reviewing key performance indicators to determine current performance. 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.

Area of Study 1: Reviewing performance – the need for change
On completion of this unit the student should be able to analyse why managers may take a proactive or reactive approach to change, use key performance indicators to analyse the performance of a business, explain the driving and restraining forces for change, and evaluate management strategies to position a business for the future.

Area of Study 2: Implementing change
On completion of this unit the student should be able to discuss the importance of effective management strategies and leadership in relation to change, evaluate the effectiveness of a variety of strategies used by managers to implement change, and discuss the effect of change on the stakeholders of a business.

Unit 3 & 4 Assessment
Unit 3: School Assessed Coursework 25 per cent
Unit 4: School Assessed Coursework 25 per cent
Units 3 & 4: Examination 50 per cent

Chemistry: Units 3 & 4

In this area of study students focus on analysing and comparing a range of fossil fuels and biofuels as energy sources for society, and carbohydrates, proteins and lipids as fuel sources for the body. They write balanced thermochemical equations for the combustion of various fuels. The amounts of energy and gases produced in combustion reactions are quantified using stoichiometry. They explore how energy can be sustainably produced from chemicals to meet the needs of society while minimising negative impacts on the environment.

Unit Descriptions

Unit 3

On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society. In Area of Study 1 the students will draw on key knowledge in the topics of carbon based fuels, measuring changes in chemical reactions, primary galvanic cells and fuel cells as sources of energy . In Area of Study 2 student look at how the rate and yield of chemical reactions can be optimised. Students explore the factors that affect the rate and yield of equilibrium and electrolytic reactions involved in producing important materials for society. Reactants and products in chemical reactions are treated qualitatively through the application of Le Chatelier's principle and quantified using equilibrium expressions, reaction quotients and Faraday's Laws. Students explore the sustainability of different options for producing useful materials for society.

Unit 4

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In Area of Study 1 students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. In Area of Study 2 they study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

In Area of Study 3 student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Assessments

- Unit 3 School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.
- Unit 4 School-assessed Coursework for will contribute 30 per cent to the study score.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

Classical Studies: Units 3 & 4

Rationale

What is a hero? What is beauty? What makes a leader? What is justice? Ancient Greece and ancient Rome confronted many of these questions that we still grapple with today. VCE Classical Studies explores the literature, history, philosophy, art and architecture of ancient Greece and Rome. Students examine classical works that have captivated and inspired generations. These works explore love and devotion as well as the cost of anger and betrayal. Classical Studies also reveals other ways of being. Many of the values reflected in classical works differ from our own. Their spirit of inquiry creates opportunities to learn about the past and provide a window on the present. Students develop skills in textual and art analysis, constructing arguments, challenging assumptions and thinking creatively. These skills are valuable for further study and work as they are readily transferable across a range of subjects.

Entry

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

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions & Assessment

Unit 3 and 4: Classical Worlds - Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works lists for each unit. These units enable students to engage with the intellectual and material culture of classical Greece and Rome.

Area of Study 1: Individual Study

Classical works represent the cultural legacy of ancient Greece and Rome. Students analyse the ways in which classical artists and writers use techniques to express ideas. This area of study also explores the relationship between the work and its socio-historical context. For example in the Annals, Tacitus writes about the Julio-Claudian dynasty, but there are resonances with his own time (particularly Domitianic tyranny). In this area of study students study a classical work selected from List 1 for Unit 3 and a different classical work selected from List 1 for Unit 4.

Outcome 1

Analyse the ideas and techniques of a classical work and discuss the relationship of the work to its socio-historical context.

Assessment task

A written analysis of a section of a classical work, worth 25 per cent of School assessed course work.

Area of Study 2: Comparative Study

Comparative analysis enables classicists to explore ways in which the same concept is presented by different works. Comparison of classical works enables students to understand the socio-historical contexts in which they were produced. Classical writers and artists use a wide range of techniques to convey ideas. The nature of these techniques depend upon the form of the work. Analysis of these techniques leads to a deeper understanding of the choices made by the writer or author to present ideas. In this area of study students study a pair of classical works selected from List 2 for Unit 3 and a different pair of classical works selected from List 2 for Unit 4.

Outcome 2

Compare the ideas and techniques in two classical works and discuss the relationships of these works to their socio-historical contexts.

Assessment task

An essay comparing two classical works worth 25 per cent of School assessed coursework.

End of year examination - Duration - 2 hours

All key knowledge and skills are assessable and the exam will contribute 50 per cent to students' final assessment.

Economics: Units 3 & 4

Rationale

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of society, and may therefore assist them in making more informed decisions and responsible decisions.

Entry

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, it is strongly recommended that students undertake Units 1 & 2 Economics, prior to commencing Units 3 & 4.

Satisfactory Completion

Students must demonstrate the satisfactory achievement of the set of outcomes specified for each unit.

Unit Descriptions

Unit 3: Australia's living standards

In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards.

Students also investigate factors such as aggregate demand and aggregate supply in the economy and use models and theories to explain changes in these variables that might influence the achievement of the Australian Government's domestic macroeconomic goals. Students also investigate the importance of strong international economic relationships and analyse how international transactions, changes in the exchange rate, effect of trade liberalisation affect living standards.

Unit 4: Managing the economy

In this unit students develop an understanding of Budgetary Policy and how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Students will focus on the role of aggregate demand policies, such as Monetary Policy where the Reserve Bank of Australia alters the cost and availability of credit in the economy. Students will also consider the use of aggregate supply policies and environmental policies to expand the economy's productive capacity. Students will also consider market based and interventionist approaches to managing the supply side of the economy and consider how they increase competition and efficiency in the economy.

Unit 3 & 4 Assessment

Unit 3: School Assessed Coursework 25 per cent
Unit 4: School Assessed Coursework 25 per cent
Units 3 & 4: Examination 50 per cent

English, English as an Additional Language (EAL), English Language and Literature

Which English should you choose?

- Students must study at least one of the English subjects being offered as their compulsory study of English.
- There are no pre-requisites for any of the subjects.
- Students may choose an English subject in Unit 1 & 2 and a different English subject in Unit 3 & 4, but this is not recommended.
- A Unit 3 & 4 sequence must be in the same subject.
- Universities will accept any of the English studies as the compulsory English.
- Students may study TWO English subjects if they wish.
- Please investigate which English is most suitable by discussing this with parents, teachers and careers advisers.
- Students may choose to enrol in English / EAL or Literature or English Language. NB: English as an Additional Language is only available to students who qualify for it.

English / English as an Additional Language (EAL): Units 3 & 4

Rationale

The English language is central to the way in which students understand critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of key knowledge and skills underpins effective functioning in the contexts of study, work and productive participation in a democratic society in the twenty-first century.

Units 1 and 2 English/ EAL:

Unit 1
Area of Study 1: Reading and exploring texts
Area of Study 2: Crafting texts

Unit 2
Area of Study 1: Reading and exploring texts
Area of Study 2: Exploring argument

Units 3 & 4 English/ EAL:

Units 3
Area of Study 1: Reading and responding to texts
Area of Study 2: Creating texts

Unit 4
Area of Study 1: Reading and responding to texts
Area of Study 2: Analysing argument

In the area of reading and exploring texts, students explore how meaning is created in texts. Students identify, discuss and analyse decisions authors have made and investigate how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style.

In the area of analysing argument, students analyse the way argument and persuasive language is used to present points of view. Students also use these skills to create their own persuasive arguments which will be presented orally.

Entry
All students must enrol in a unit of English. You may choose to enrol in English / EAL or Literature or English Language. There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Students must demonstrate the achievement of the set of outcomes specified for each unit.

Units 3 & 4 Assessment
School Assessed Coursework and an end of year examination
Unit 3: School Assessed Coursework 25 per cent
Unit 4: School Assessed Coursework 25 per cent
Units 3 & 4: Examination 50 per cent

English Language: Units 3 & 4

Rationale

This study combines learning about the nature of language in human thought and its connection with personal, social and national identities. It is based on the study of linguistics and integrates a systematic exploration of the nature of the English Language. Students develop analytical skills as they examine a range of spoken and written English texts.

What Do You Need?

All students must complete two units of an English subject. English as an Additional Language (EAL) is only available to students who qualify for it.

Entry

All students must enrol in a unit of English. You may choose to enrol in English / EAL or Literature or English Language. There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit 3: Language variation and social purpose

In this unit students investigate the English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how written and spoken texts communicate information, ideas, attitudes, prejudices and ideological stances.

Unit 4: Language variation and identity

In this unit students focus on two aspects of contemporary Australian English. They learn the characteristics of Australian English in contrast to Englishes from other continents and investigate the role of language in establishing and challenging different identities. They consider variation in Australian English due to regional, cultural and social influences.

Units 3 & 4 assessment

School Assessed Coursework and an end of year examination:
Unit 3: School Assessed Coursework – 25 per cent – Short answer questions and Analytical commentaries
Unit 4: School Assessed Coursework – 25 per cent – Essays
End of year examination – 50 per cent

Literature: Units 3 & 4

Rationale

The study of literature focuses on the enjoyment and appreciation of reading that comes from discussion, debate and the challenge of exploring the meaning of literary texts. Students reflect on their interpretations and those of others. The study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Literature has a focus on classic texts, as well as on contemporary and emerging Australian literature. The study of literature encourages independent, critical thinking and creative thinking, which will assist students in the workforce and in future academic study.

Entry

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

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Unit 3

Area of Study 1: Adaptations and Transformations

Students analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

Area of Study 2: Developing Interpretations

Students develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4

Area of Study 1: Creative Responses to Texts

Students respond creatively to a text and comment critically on both the original text and the creative response.

Area of Study 2: Close analysis of Texts

Students analyse literary forms, features and language to present a coherent view of a whole text.

Units 3 & 4 Assessment

School Assessed Coursework and an end-of-year examination
Unit 3: School Assessed Coursework 25 per cent
Unit 4: School Assessed Coursework 25 per cent
Units 3 & 4: Examination 50 per cent

Food Studies: Units 3 & 4

Rationale

Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products in quantities that may harm their health. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about Australia's food systems as part of the global food systems and highlights key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students interpret food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, innovations and technologies, food access, food safety, and the use of agricultural resources. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.

Unit 3 & 4 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

The examination will contribute 40 per cent to the study score.

Geography: Units 3 & 4

Rationale

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

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

Entry

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

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Unit 3: Changing the Land

This unit focuses on two investigations of *geographical change*: change to land cover and change to land use. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Students investigate two major processes that are changing land cover in many regions of the world:

- Melting Glaciers and Ice Sheets
- Deforestation

Land Use change is studied at a local scale using a case study. This study looks at the social, economic and environmental impacts of change. The study site is the : Alphington Paper Mill

Unit 4: Human Population – Trends and Issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places. They will investigate:

- Growth and decline in fertility
- Growth and decline in mortality rates
- Population movement (forced and voluntary)

Students also undertake investigations into two countries with significant population trends in different parts of the world:

A growing population of one country

- e.g. Niger or Nigeria
- An ageing population of another country.
- e.g. Italy or Japan

Units 3 & 4 Assessment

Unit 3: School Assessed Coursework 25 per cent

Unit 4: School Assessed Coursework 25 per cent ------ End-of-year Examination 50 per cent

Health and Human Development: Units 3 & 4

Unit 3: Australia's health in a globalised world

Area of Study 1
Understanding health and wellbeing

This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

Area of Study 2
Promoting health and wellbeing

This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations.

Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

Unit 4: Health and human development in a global context

Area of Study 1
Health and wellbeing in a global context

This area of study looks at similarities and differences in major burdens of disease in low-middle- and high-income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

Area of Study 2
Health and the Sustainable Development Goals

This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

Unit 3 & 4 Assessment

School-assessed Coursework for Unit 3 and 4 will contribute 50 per cent to the study score.
The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.
The examination will contribute 50 per cent.

History – Revolutions: Units 3 & 4

Rationale

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social / political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

Entry

While there are no prerequisites for entry to units 3 & 4 it is a distinct advantage to have satisfactorily completed Units 1 and 2 in Modern History.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

History: Revolutions

Unit 3: The French Revolution (1774-1795) – Causes and Consequences

The causes of revolution in France have been discussed by many historians since the revolution. In this unit students will examine events occurring in France that led the people to challenge and eventually overthrow the old regime. The new society they created was challenged by many issues similar to those that overthrew the old order. The need to protect the gains of the revolution, saw different governments create increasingly radical solutions to put down dissent.

Unit 4: The Russian Revolution (1896-1927) – Causes and Consequences

The Russian Revolution sent shock waves around the world in the early twentieth century. The creation of revolution within a strongly autocratic regime in a very backward nation challenged all governments.

The revolution in Russia is examined as a response to the conditions which workers and peasants faced. The success of the revolution relied on the strength of the revolutionary leader. The measures taken to establish the revolution imitated many of the extremes of the old order.

Units 3 & 4 Assessment

Unit 3: School Assessed Coursework 25 per cent
Unit 4: School Assessed coursework 25 per cent
Units 3 & 4: Examination 50 per cent

Legal Studies: Units 3 & 4

Rationale

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. Importantly, this subject prepares students for their role in the broader community and an understanding of their rights and the actions they can take to enforce them and participate in the legal system.

Students become well versed in Victoria's legal system and the processes involved in both criminal and civil cases, from issuing a claim through to being awarded legal redress or sanctioned. VCE Legal Studies equips students with the ability to critically think about solutions to problems, analyse facts and to view issues holistically through the application of legal reasoning skills.

Legal Studies provides the foundation needed for a range of career opportunities such as solicitor, barrister, paralegal or court personnel such as registrars, clerks or associates. Broader career opportunities that utilise the skills learnt within this subject include specialist roles such as insurance, consulting, people management, mediation, law enforcement, teaching... the list goes on!

Entry

There are no prerequisites for entry to Unit 3 although it is an advantage to have satisfactorily completed Units 1 and 2 Legal Studies. Students new to Legal Studies: Units 3 & 4 will be provided with additional work to catch up on Legal terminology and foundational concepts.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Unit 3: Rights and Justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

Area of Study 1: The Victorian Criminal Justice System

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

Area of Study 2: The Victorian Civil Justice System

On completion of this unit students should be able to 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.

Unit 4: The People, the Law and Reform

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments

Area of Study 1: The people and the law makers

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

Area of Study 2: The people and reform

In this unit, students discuss the factors that affect the ability of parliament and courts to make law, evaluate how 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.

Units 3 & 4 Assessment

Unit 3: School Assessed Coursework 25 per cent
Unit 4: School Assessed coursework 25 per cent
Units 3 & 4: Examination 50 per cent

LOTE – French: Units 3 & 4

Rationale
VCE French develops a student's ability to understand and use a language which is widely used internationally, and it also provides a direct means of access to the rich and varied culture of French and Francophone communities around the world. Studying French contributes to the overall education of a student in the areas of communication, cross-cultural understanding, cognitive development, literacy, numeracy and general knowledge.

Entry
Units 1 to 4 are equivalent to the final two years of secondary education. Units 3 & 4 French are designed for students who will typically have completed Units 1 & 2. It is possible, however, that some students with less formal experience will also be able to meet the entry requirements successfully. Students must undertake Unit 3 & 4 as a sequence.

Satisfactory Completion
Students must demonstrate the satisfactory achievement of the set of outcomes specified for each unit in terms of knowledge and skills.

Areas of Study
The areas of study are based on themes (The Individual, The French-Speaking Communities and The World Around Us). These themes comprise a number of prescribed topics and suggested subtopics, required grammar, vocabulary, text types and styles of writing. Students should be able to express ideas through the production of original texts, analyse and use information from spoken, viewed or written texts and exchange information, opinions and experiences. A wide range of authentic resources and varied exercises and activities are used to develop both receptive and productive skills.

Units 3 & 4 subtopics include:
- adolescence, relationships, challenges and goals,
- careers, tertiary options, exchanges and gap years,
- living in France and francophone countries, traditions and regional life, visiting France,
- cinema and entertainment, literature and arts,
- cultural and language identity, migration, volunteering and charities,
- sustainability and the impact of technology and science on society.

Assessment
The level of achievement for Units 3 & 4 French is based on School-assessed Coursework and Examinations.

Unit 3 School-assessed Coursework: 25 per cent
Unit 4 School-assessed Coursework: 25 per cent

The end-of-year examinations consist of an oral exam and a written exam. The examinations contribute together 50 per cent to the Study Score. A French-English dictionary may be used in SACs and in the written examination.

LOTE – Japanese Second Language: Units 3 & 4

Rationale

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. The study of a language contributes to the overall education of students, most particularly in the area of communication, but also the areas of cross-cultural understanding, cognitive development, literacy and general knowledge.

Entry

Japanese Second Language is designed for students who do not have a Japanese background, that is, students who have learnt all the Japanese they know in an Australian school or similar environment. VCE Japanese Second Language is designed for students who have typically studied the language for at least 300 hours prior to the commencement of Unit 3. Students must complete application forms giving details of their background in Japanese if they wish to enrol in this study. Students must also undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Units 3 And 4

VCE Japanese Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information on a range of themes and topics. Students should be able to express ideas through the production of original texts, analyse and use information from spoken or written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

Units 3 & 4 Assessment

School Assessed Coursework and 2 end-of-year examinations (an oral and written examination)

Unit 3: School Assessed Coursework 25 per cent

Unit 4: School Assessed Coursework 25 per cent

Units 3 & 4: Examinations 50 percent

Mathematics: General Mathematics: Units 3 & 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises *Data analysis* and *Recursion and financial modelling*, and Unit 4 comprises *Matrices* and *Networks and decision mathematics*.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

What do you need?

- You are required to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs.
- You are required to use mental and by-hand approaches to estimation and computation.
- You are required to use technology, particularly your CAS calculator, for this study.

Contribution of School-assessed Coursework to final assessment
School-assessed Coursework for Unit 3 and Unit 4 will contribute 24 per cent and 16 per cent respectively to the study score.

External assessment
The level of achievement for Units 3 and 4 will also be assessed by two 1 ½ hour end-of-year examinations, each of which contribute 30 per cent. All of the content from the areas of study and the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Examination 1
This examination comprises multiple-choice questions covering all areas of study and assess students' knowledge of mathematical concepts, models and techniques and their ability to reason, interpret and apply this knowledge in a range of contexts.

Examination 2
This examination comprises written response questions covering all areas of study and assess students' ability to select and apply mathematical facts, concepts, models and techniques to solve extended application problems in a range of contexts.

Note: One bound reference, text book or bound note book and a CAS calculator and a scientific calculator may be brought into both the examinations as per VCAA guidelines.

Mathematics: Mathematical Methods: Units 3 & 4

You must have already completed Mathematical Methods 1 & 2 to study Units 3 & 4

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

For Unit 3, students develop their understanding of functions. This includes investigating the properties of functions, relationships between functions, and an exploration of their graphs. Functions investigated include polynomial, exponential, logarithmic and circular functions. Consolidation of number skills include set notation and extending skills with algebraic techniques. Students also build on their understanding of calculus from Unit 2 with a review of differentiation and antidifferentiation, and introduce a range of rules including the chain, product and quotient rules. A key component is understanding the use of calculus, so focus is on applying their understanding of calculus with increasingly complex real world applications.

In Unit 4, students extend their understanding of data analysis, probability and statistics. This includes the study of random variables, discrete and continuous probability distributions, and the distribution of sample populations. Students explore sets of data with a range of modelling and application tasks.

The use of CAS calculators and other software is a key component of the course, as students develop their skills in using technology to explore patterns and relationships between functions and sets of data. Students are also introduced to the basics of computer programming, and use pseudocode and python as a tool to explore patterns in data and to help explain their understanding of mathematical algorithms.

What do you need?

- You are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology.
- You are required to use mental and by-hand approaches to estimation and computation.
- You are required to use the graphical, symbolic and statistical functionality of the CAS technology for working mathematically.

Assessment:

- Unit 3 School-assessed Coursework – 20 %
  - Application task involving functions and calculus. 4-6 hours duration over 1-2 weeks
- Unit 4 School-assessed Coursework - 20%
  - Problems solving task involving data analysis, probability and statistics. 2-3 hours
  - Modelling task using skills covered across Units 1-4. 2-3 hours duration
- Examination 1 – 20%
  - 1 hour exam covering content and skills from both units.
  - No notes or CAS allowed.
- Examination 2 – 40%
  - 2 hour exam covering content and skills from both units.
  - Students can bring in a CAS calculator and a bound set of notes

Mathematics: Specialist Mathematics: Units 3 & 4

If you choose to do this subject, you must also be doing or have already completed Mathematical Methods Units 3 & 4.

Specialist Mathematics Units 3 and 4 consist of the areas of study: Algebra, number and structure, Calculus, Data analysis, probability and statistics, Discrete mathematics, Functions, relations and graphs, and Space and measurement. The development of course content highlights mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content.

Specialist Mathematics Units 3 & 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 & 2, Specialist Mathematics Units 1 & 2, and concurrent study or previous completion of Mathematical Methods Units 3 & 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 & 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

Students are expected to:

- be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology.
- have facility with relevant mental and by-hand approaches to estimation and computation.
- incorporate the use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment.

School-Based Assessments

The student's level of achievement for Units 3 & 4 will be determined by School-assessed Coursework.

- School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.
- School-assessed Coursework for Unit 4 will contribute 20 per cent to the study score.

External Assessments

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

- Examination 1 will contribute 20 per cent to the study score. It comprises short-answer and some extended-answer questions covering all areas of study. It is designed to assess students' knowledge of mathematical concepts, their skills in carrying out mathematical algorithms without the use of technology and their ability to apply concepts and skills.

- Examination 2 will contribute 40 per cent to the study score. It comprises multiple-choice questions and extended-answer questions covering all areas of the study. The examination is designed to assess students' ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems.

Music Repertoire Performance: Units 3 & 4
Or
Music Contemporary Performance: Units 3 & 4

Rationale
Both studies are devised with the three focuses of Performing, Analysing for performance and Responding. Both studies can run concurrently, with the main difference being in the choice of musical styles performed by the student. For example "Repertoire performance" focuses on the music from the classical tradition and "Contemporary Performance" focuses on repertoire from traditions such as rock, pop, jazz, EDM, country, funk and R&B. As soloists and members of groups, students develop skills in preparing programs of music works, and apply musicianship as they create, interpret and analyse solo and ensemble works in a range of styles.

Entry
There are no prerequisites for entry to Unit 3. However, to undertake Units 3 and 4 Music Performance, students should have at least three years' experience prior to Year 11 on a musical instrument or voice. Experience reading music notation is a requirement.

Satisfactory Completion
Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions
Units 3 & 4
The focus of these units is on the preparation of performances in solo and ensemble contexts, demonstrating through performance and understanding of interpretation, authenticity and meaning in music. Students choose to present for either a solo performance OR group examination in October.

Unit 3:
This unit prepares students to present convincing performances of group and solo works representing a range of styles and developing a variety of playing techniques. The focus for analysis is works and performances by Australian musicians and composers.

Unit 4:
In this unit students refine their ability to present convincing performances of group and solo works. In performance the focus is on shaping their performance and communicating their understanding of the music style of each work

Music contemporary performance
- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- Unit 4 Performance examination: 50 per cent
- end-of-year aural and written examination: 20 per cent

Music repertoire performance
- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 10 per cent
- Unit 4 Performance examination: 50 per cent
- end-of-year aural and written examination: 20 per cent

Physical Education: Units 3 & 4

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan.

Entry

There are no prerequisites for entry to Unit 3.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to delay fatigue and promote recovery.

Unit 4: Training to improve performance

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

Units 3 & 4 Assessment

School Assessed Coursework and an end-of-year examination
Unit 3: School Assessed Coursework 25 per cent
Unit 4: School Assessed Coursework 25 per cent
Units 3 & 4: Examination 50 per cent

Physics: Units 3 & 4

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

Unit Descriptions

Unit 3

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

Unit 4

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

Assessments

- Unit 3 School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.
- Unit 4 School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

Psychology: Units 3 & 4

Rationale
Psychology is the systematic study of thoughts, feelings and behaviour. As a science, psychology aims to describe, explain and predict behaviour. In doing so it relies on empirical procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences. VCE psychology is not intended as a prerequisite for tertiary studies in psychology. Rather, it provides a challenging yet accessible introduction to the science of psychology, allowing students to increase their knowledge of human behaviour.

Entry
There are no prerequisites for entry in Unit 3. However, students who enter the study at Unit 3 will need to undertake preparatory work.

Satisfactory Completion
Students must demonstrate the achievement of the set of outcomes specified for each unit.

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Area of Study 1
- How does the nervous system enable psychological functioning?

Area of Study 2
- How do people learn and remember?

Unit 4: How is wellbeing developed and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Area of Study 1
- How does sleep affect mental processes and behaviour?.

Area of Study 2
- What influences mental wellbeing?

Area of Study 3
How is scientific inquiry used to investigate mental processes and psychological functioning?
Students undertake a student designed scientific investigation in either Unit 3 or 4. This investigation draws on knowledge and skills developed across Units 3 and 4.

Units 3 & 4 Assessment
Unit 3: School Assessed Coursework 20 per cent
Unit 4: School Assessed Coursework 30 per cent
Units 3 & 4: End-of-year Examination 50 per cent

Art Making and Exhibiting: Units 3 & 4

Rationale

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

Entry

There are no prerequisites for entry to units 3 & 4.

Satisfactory completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Unit 3: Collect, extend and connect

The focus of this unit is to explore an art form of choice through a range of developmental work in a Visual Arts Journal. Students choose three artists as inspiration to help guide and influence their artmaking. After the exploration phase the students use this work to inform two artworks, present their work for critique and reflect on 'where to next?' in their artistic journey. Students visit art galleries and exhibitions to gain insight into the industry. A hypothetical exhibition is designed and proposed using the three inspiration artists.

Unit 4: Consolidate, present and conserve

In this unit students are actively engaged in artmaking to refine and resolve one finished artwork. Students present their work for critique and, from their research of exhibitions and spaces where artworks are displayed, consider how their own artwork will be displayed. Students actively engage with and explore galleries and consider conservation, care and presentation of artworks.

Units 3 & 4 Assessment

- Units 3 and 4 School-assessed Coursework: 10 per cent
- Units 3 and 4 School-assessed Task: 60 per cent
- End-of-year examination: 30 per cent.

Theatre Studies: Units 3 & 4

Rationale

The study of VCE Theatre Studies enables students to develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills. The study of theatre prepares students for further study in writing, communication and design, as well as theatre production, theatre history, acting and direction at a tertiary level. Students work both individually and in collaboration with others.

Entry

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Satisfactory Completion

Students must demonstrate the achievement of the set of outcomes specified for each unit.

Unit Descriptions

Unit 3: Producing Theatre

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

Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance.

- Area of Study 1: Staging theatre
- Area of Study 2: Interpreting a script
- Area of Study 3: Analysing and evaluating theatre

Unit 4: Presenting an Interpretation

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

Students attend a performance selected from the prescribed VCE Theatre Studies Unit 4 Playlist. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

- Area of Study 1: Researching and presenting theatrical possibilities
- Area of Study 2: Interpreting a monologue
- Area of Study 3: Analysing and evaluating a performance

Assessment

Unit 3: School-assessed Coursework 30 percent
Unit 4: School-assessed Coursework 15 percent
Unit 3 & 4: Examinations 55 percent

Visual Communication Design: Units 3 & 4

The study of VCE Visual Communication Design seeks to cultivate future-ready designers who have a creative, critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours through effective design.

Students creatively use design to communicate messages, design objects, environments and interactive experiences, and they use drawing to visually represent relationships, ideas and appearances. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They learn to apply manual and digital methods, media and materials with design elements and principles.

VCE Visual Communication design enables students to

- work independently and in collaboration to find, reframe and address human-centred design problems and opportunities
- apply a design process to discover, define, develop and deliver design solutions
- develop divergent and convergent thinking strategies
- understand conceptions of good design
- develop and apply skills in drawing and making, using a range of media, materials, methods and techniques
- manipulate the design elements and principles to communicate ideas and information
- apply ethical, legal, sustainable and culturally appropriate design practices
- understand design's influence, and the influences of design in past, present and future contexts, including economic, technological, cultural, environmental and social factors
- deliver and receive critical feedback using appropriate design terminology.

Professional design practice
Student compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.

Design analysis
Student compare and analyse design examples from selected field(s) of design practice- from graphic design, architecture, interior, object design, and interactive spaces, describing how aesthetic considerations contribute to the effective communication of information or ideas.

Design process: defining problems and developing ideas
Student identify two communication needs for a client, prepare a brief for their folio and develop design ideas, while following design process and using design thinking strategies.

Design process: refining and resolving design concepts
Students refine and resolve distinct design concepts, and present their design concepts for feedback to peers.

Presenting design solutions
Students produce a design solution defined in the Folio's brief.

VCE Vocational Major (VM)

Units 3 & 4 to be offered from 2024.

More detailed information is available from the Victorian Curriculum Assessment Authority (VCAA).

Go to http://www.vcaa.vic.edu.au

Rationale

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

Entry

There are no prerequisites for entry into Units 1 and 2. Units 3 and 4 will be undertaken sequentially. It is a two-year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.

Satisfactory Completion

Students must demonstrate the satisfactory achievement of the set of outcomes specified for the mandatory requirements of the VCE VM. The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures. Students who have completed the satisfactory completion requirements of the VCE Vocational Major will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

Unit Descriptions

Literacy

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts will be drawn from a wide range of contexts and be focused on participating in the workplace and community.

Numeracy

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills, and an awareness and use of appropriate technologies. Students will explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking.

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community.

Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment. This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives.

Unit 3 & 4 Assessment
Each VCE VM unit of study has specified learning outcomes. All VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, are school-based and assessed through a range of learning activities and tasks.

The VCE VM studies does not contribute to an ATAR. There are no external assessments for the VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score.

Students studying a VCE VM Unit 3 and 4 subject are expected to sit a section of the GAT.

To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences.

Note: If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

What will the VCE VM program look like at Canterbury Girls' Secondary College?

	Literacy	Numeracy	Work Related Skills (WRS)	Personal Development Skills (PDS)	VET (certificate, level and hours)	Total
VCE VM Units 1 and 2 (from 2023)	VCE VM Literacy Unit 1	VCE VM Numeracy Unit 1	VCE VM WRS Unit 1	VCE VM PDS Unit 1	VCE VET Choices offered by the Melbourne Inner East Vet Cluster Units 1 and 2 (180 hrs)	5
	VCE VM Literacy Units 2	VCE VM Numeracy Units 2	VCE VM WRS Unit 2	VCE VM PDS Unit 2		5
VCE VM Units 3 and 4 (from 2024)	VCE VM Literacy Unit 3	VCE VM Numeracy Unit 3	VCE VM WRS Unit 3	VCE PDS Unit 3	VCE VET Choices offered by the Melbourne Inner East Vet Cluster Units 3 and 4 (180 hrs)	5
	VCE VM Literacy Unit 4	VCE VM Numeracy Unit 4	VCE VM WRS Unit 4	VCE PDS Unit 4		5
Total units	4	4	4	4	4	20

Who decides if I have satisfactorily completed a VCE or VCE VM unit?
The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

Can I combine VCE subjects with VCE VM subjects?
Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?
Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

VCE VM Subject Overviews

Literacy

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

VCE VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are

developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.
Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

Canterbury Girls' Secondary College is committed to providing a broad education. This means providing opportunities for students to be exposed to areas of study beyond what they would usually select and beyond those that are designated as core, to developing their skills and talents, and to making choices about their own learning.

All handbooks can be accessed from our website under Student Learning.

https://www.cgsc.vic.edu.au/student-learning/#CurriculumResources

Please Note: All handbooks are accurate at the time of printing. Elective choices may change due to a number of factors such as popularity (low student numbers), teacher expertise and College resources.