Senior School Handbook 2022 VCE Units 3 & 4

Canterbury Girls' Secondary College

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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.

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HOW TO SELECT YOUR VCE PROGRAM FOR 2022

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 10 Pathways Days to help you.
2. Check the Job Guide or Career Voyage program for jobs in the Career Areas Listed.
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 Universities and list the prerequisites that apply.
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 2021
Unit 1
Unit 2

Possible program – Option A

Semester	Common Study	Other Studies				
1/2 2022	EN/EL/LI					
3/4 2023	EN/EL/LI					

Possible program – Option B

Semester	Common Study	Other Studies				
1/2 2022	EN/EL/LI					
3/4 2023	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 http://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 other 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 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. 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.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. 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 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.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. 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. Students 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. Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts.

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. It follows the process from the first idea for a business concept, to planning and establishing a business, through to 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.

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 satisfactory achievement of the set of outcomes specified for each unit.

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 have the opportunity to compare theoretical perspectives with current business practice.

Unit 4: Transforming a business
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 leadership in change management and using a contemporary business case study from the past four years, students evaluate business practice against theory.

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

Rationale

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 investigate, explore and solve qualitative and quantitative problems, and discuss chemical concepts and issues.

Entry

There are no prerequisites for entry to unit 3 but it is strongly recommended that you complete Units 1 & 2 first. Students who enter the study at Unit 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4. In view of the sequential nature of the study it is advisable that students undertake Units 1 to 4.

Satisfactory Completion

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

Unit Descriptions

Unit 3

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principals of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the Equilibrium Law and Le Chatelier's Principle to different reaction systems, to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Unit 4

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the consideration reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

A student practical investigation related to energy and/ or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Units 3 & 4 Assessment

Unit 3: School Assessed Coursework 16 per cent
Unit 4: School Assessed Coursework 24 per cent
Unit 4: End-of-year Examination 60 per cent

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 3: Australia's economic prosperity
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 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 creating texts
Area of Study 2: Analysing and Presenting argument

Unit 2
Area of Study 1: Reading and comparing texts
Area of Study 2: Analysing and Presenting argument

Units 3 & 4 English/ EAL:

Units 3
Area of Study 1: Reading and creating texts
Area of Study 2: Analysing argument
Area of Study 3: Listening to texts (EAL only)

Unit 4
Area of Study 1: Reading and comparing texts
Area of Study 2: Presenting argument

In the area of reading and creating texts, students explore how meaning is created in texts. Students identify, discuss and analyse decisions authors have made and explore 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 and presenting argument, students analyse and compare 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.

In the area of listening to texts (EAL Unit 3 students only), 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.

In the area of reading and comparing texts, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives.

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
Unit 4: School Assessed Coursework – 25 per cent
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. It should however be noted that Literature study focusses primarily on classic texts. 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- Form and Transformation

Area of Study 1: Adaptations and Transformations
Students analyse the extent to which meaning changes when a text is adapted to a different form.
Area of Study 2: Creative responses to texts
Students respond creatively to a text and comment on the connections between the text and the response.

Unit 4- Interpreting Texts

Area of Study 1: Literary Perspectives
Students produce an interpretation of a text using different literary perspectives to inform their view.
Area of Study 2: Close analysis
Students analyse features of texts and develop and justify interpretations of texts.

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

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study 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 Unit 3. Students must undertake Unit 3 prior to understanding Unit 4.

Unit Descriptions:

Unit 3: Food Origins – The roles and influences of everyday food

Area of Study 1 The Science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Area of Study 2 Influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Unit 4: Food issues, challenges and futures

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

Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 2 focuses 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. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food skills.

Unit 3 & 4 Assessment

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

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

School-assessed Coursework for Unit 4 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 40 per cent.

All key knowledge and skills are examined in the examination.

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 includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. 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. Examples of possible study sites include:

- Docklands
- Alphington Paper Mill
- Summerland Estate – Phillip Island

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.

Students undertake an overview of global population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics, students 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
Unit 4: 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 (Not running in 2022. It will be offered for 2023)

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 20th Century History.

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

Unit Descriptions
History: Revolutions
Unit 3: Revolutionary France (1781-1795)
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: Revolutionary Russia (1905-1924)
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. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as a solicitor, barrister, paralegal, and careers in the courtroom.

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 on the difference between Civil and Criminal law.

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: 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.

Area of Study 1: The people and the Australian Constitution

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, the parliament and the courts

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

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 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 (Unit 3 School-assessed Coursework: 25 per cent, Unit 4 School-assessed Coursework: 25 per cent) and on two end-of-year examinations (oral and written). The examinations contribute together 50 per cent to the Study Score.

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 other than English 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
Unit 3: School Assessed Coursework 25 per cent
Unit 4: School Assessed Coursework 25 per cent
Units 3 & 4: Examinations 50 percent

Mathematics: Further Mathematics: Units 3 & 4

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4.
The Core comprises Data Analysis, Financial Modelling & Recursion. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: Matrices, Networks & Decision Mathematics, Geometry & Measurement and Graphs and Relations.
Data Analysis comprises 40 per cent of the content to be covered, Recursion & Financial Modelling comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered.
Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: Computation and practical arithmetic, Investigating and comparing data distributions, Investigating relationships between two numerical variables, Linear graphs and modelling, Linear relations and equations, and Number patterns and recursion. For each module there are related topics in General Mathematics Units 1 and 2.
Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have the ability to use relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

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 20 per cent and 14 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 33 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 both Areas of Study 3 and 4.

Examination 2
Comprises written response questions covering both Areas of Study 3 and 4. The examination is designed to assess students' ability 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.

Mathematics: Mathematical Methods: Units 3 & 4

If you choose to do this subject you must have already completed Mathematical Methods 1 & 2.

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these Functions, Algebra, Calculus, Probability and Statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study Functions and Graphs, Calculus, Algebra and Probability and Statistics.

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 technology, particularly your CAS calculator, for this study.
- You are required to use the graphical, symbolic and statistical functionality of the CAS technology for working mathematically.

Contribution of School-assessed Coursework to final assessment
School-assessed Coursework for Unit 3 and Unit 4 will contribute 17 per cent each giving a total of 34 per cent to the study score.

External assessment
The level of achievement for Units 3 and 4 will also be assessed by two examinations. 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 short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1. It is designed to assess your knowledge of mathematical concepts, and skills in carrying out mathematical algorithms without the use of technology and your ability to apply concepts and skills.
The examination will be of one hour duration and no technology (calculators) or notes of any kind are permitted.
The examination will contribute 22 per cent to the study score.

Examination 2
Comprises written response questions and multiple choice questions covering Areas of Study from Units 3 and 4. The examination is designed to assess your ability to solve extended application problems in a range of contexts.
The examination will be of two hours duration and you can take your CAS calculator into the examination. One bound reference, text (which may be annotated) or note book, may be brought into the examination.
The examination will contribute 44 per cent to the study score.

Mathematics: Specialist Mathematics: Units 3 & 4

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

Specialist Mathematics Units 3 and 4 consist of the areas of study: Functions and Graphs, Algebra, Calculus, Vectors, Mechanics and Probability and Statistics.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, and concurrent or previous study of Mathematical Methods Units 3 and 4.

What do you need?

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

Contribution of School-assessed Coursework to final assessment
School-assessed Coursework for Unit 3 and Unit 4 will contribute 17 per cent each giving a total of 34 per cent to the study score.

External assessment
The level of achievement for Units 3 and 4 will also be assessed by two examinations. 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 short-answer and some extended-answer questions covering all areas of study in relation to Outcome 1. It is designed to assess your knowledge of mathematical concepts, and skills in carrying out mathematical algorithms without the use of technology and your ability to apply concepts and skills.
The examination will be of one hour duration and no technology (calculators) or notes of any kind are permitted.
The examination will contribute 22 per cent to the study score.

Examination 2
Comprises written response questions and multiple choice questions covering Areas of Study from Units 3 and 4. The examination is designed to assess your ability to solve extended application problems in a range of contexts.
The examination will be of two hours duration and you can take your CAS calculator into the examination. One bound reference, text (which may be annotated) or note book, may be brought into the examination.
The examination will contribute 44 per cent to the study score.

Music Solo Performance: Units 3 & 4

Rationale
This study develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. 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. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/writers.

Units 3 & 4 Assessment
School Assessed Course work and two end-of-year examinations
Unit 3: School Assessed Coursework 20 per cent
Unit 4: School Assessed Coursework 10 per cent
Units 3 & 4: Aural & Written Examination 20 per cent
Units 3 & 4: Solo Performance Examination 50 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

Rationale
The study of Physics, by increasing understanding of the physical and social environment, has led to developments which have profoundly influenced the world. This study covers the areas that traditionally are the basis of courses at this level, with an emphasis on the foundation areas of mechanics and electricity. A contextual approach to the study has been adopted so that students appreciate the relevance of physics to the physical, technological and social worlds.

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

Unit Descriptions
Unit 3
This unit focuses on the concept of fields and how they explain motion and electricity.
The topics covered in this unit include:
- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

Key knowledge acquired in this unit includes:
- Fields and interactions
- Effects of fields
- Application of field concepts
- Generation and Transmission of Electricity
- Newton's laws of motion
- Einstein's theory of special relativity
- Relationship between force, energy and mass

Unit 4
This unit asks the question: how can two contradictory models explain both light and matter?
The topics covered in this unit include:
- How can waves explain the behavior of light?
- How are light and matter similar?

Unit 3 and 4 also includes a Practical Investigation related to waves, fields or motion which is undertaken in Unit 4

Key knowledge acquired in this unit includes:
- Properties of mechanical waves
- Light as a wave
- Behaviour of light
- Matter as particles or waves
- Similarities between light and matter
- Production of light from matter

Units 3 & 4 Assessment
Unit 3: School Assessed Coursework 21 per cent
Unit 4: School Assessed Coursework 19 per cent
Unit 4: End-Of-Year Examination 60 per cent

Product Design and Technology in Textiles: Units 3 & 4

(Not running in 2022. It will be offered for 2023)

Rationale

For VCE Product Design and Technology students assume the role of a designer-maker. Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions. The study informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

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: Applying the product design process

Students examine how a design brief addresses particular product. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities. They examine how a range of factors, including new and emerging digital technologies, influence the design and development of products within industrial manufacturing settings. They consider issues associated with obsolescence and sustainability models. Students commence the application of the product design process for a product design for an end-user/s, including writing an individual design brief and criteria that will be used to evaluate the product in Unit 4.

Unit 4: Product development and evaluation

Students examine design factors that influence the success of commercially available products. Products are analysed and evaluated in terms of the product design factors. Students develop an understanding of what people value and how they evaluate products using qualitative and quantitative methods, and consider the impacts and consequences of product design success and failure. Students examine types of comparative tests used to determine how well similar, commercially produced products fulfil their purpose. Students continue to implement their scheduled production plan, apply skills and processes including risk management in the safe use of materials, tools, equipment and machines, and complete the product to specified standards of quality. They monitor and record their progress and make modifications if necessary. Students evaluate the quality of their product with reference to criteria and end-user/s' feedback. Students make judgments about possible improvements. They produce relevant user instructions or care labels that highlight the product's features for an end-user/s.

Units 3 & 4 Assessment

Units 3 & 4: School-assessed Coursework 20 per cent
Units 3 & 4: School-assessed Task - A folio and production work 50 per cent
Units 3 & 4: End-of-year examination 30 per cent

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?
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.
A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Area of Study 1
How does the nervous system enable psychological functioning?
In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

Area of Study 2
How do people learn and remember?
Memory and learning are core components of human identity: they connect past experiences to the present and shape futures by enabling adaption to daily changes in the environment. In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

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. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.
A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.

Area of Study 1
How do levels of consciousness affect mental processes and behaviour?
Differences in levels of awareness of sensations, thoughts and surroundings influence individuals' interactions with their environment and with other people. In this area of study students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour.

Area of Study 2
What influences mental wellbeing?
In this area of study, students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. Students apply a biopsychosocial approach to analyse mental health and mental disorder, and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person's mental state. Specific phobia is used to illustrate how a biopsychosocial approach can be used to explain how biological, psychological and social factors are involved in the development and management of a mental illness. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.

Units 3 & 4 Assessment
Unit 3: School Assessed Coursework 16 per cent
Unit 4: School Assessed Coursework 24 per cent
Units 3 & 4: End-of-year Examination 60 per cent

Studio Arts: Units 3 & 4

Rationale
VCE Studio Arts aims to develop in students, the ability to establish effective art practices through the application of a studio process and the production of a cohesive folio of artworks. The studio process enables students to explore ideas and sources of inspiration, experiment with materials and techniques, practise specialised skills in a range of selected art forms and develop visual elements to produce particular aesthetic qualities. The use of the studio process in the development of artworks is integral to the study design and constitutes a significant aspect of its content. The theoretical component of the study informs students' practice. It focuses on the development of skills in visual analysis and an understanding of how artists have interpreted sources of inspiration, used materials, techniques and processes, created aesthetic qualities and developed distinctive styles in their artwork. Students also analyse methods of presenting, promoting and conserving artworks in the art industry.

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: Studio Practices and Processes
The focus of this unit is the development of an exploration proposal and implementation of the design process in order to produce a range of potential directions that will form the basis of a folio of finished artworks in Unit 4. Students also examine professional art practices of particular art forms and the development of distinctive styles as artists respond to a wide range of stimuli and use materials and techniques in various ways.

Unit 4: Studio Practice and Art Industry Contexts
The focus of this unit is to produce a cohesive folio of finished works based on potential directions selected from Unit 3. At the completion of the folio, students examine and reflect on the communication of ideas, use of materials and the resolution of aesthetics.
The theory component examines the preparation, promotion and presentation of artworks in different exhibition spaces. The roles of the curator, exhibition designer, conservator and other gallery staff are studied.

Units 3 & 4 Assessment
Unit 3: School Assessed Task 30 per cent
Unit 4: School Assessed Task 30 per cent
Units 3 & 4: End-Of-Year Examination 30 per cent

Plus
Unit 3 SACs 5 per cent
Unit 4 SACs 5 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

Rationale
The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies.

Students employ a design process to generate and develop visual communications. They develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Throughout the study students explore manual and digital methods to develop and refine presentations.

Students have the opportunity to investigate the work and practices of Australian and International designers from a variety of social, cultural, historical and contemporary contexts. Through research they build an understanding of the important role of visual communication design within society.

Entry
While there are no prerequisites for entry to Unit 3, it is a distinct advantage to have satisfactorily completed Units 1 and 2 in Art, Media, Studio Art or Visual Communication Design.

Unit 3, Outcome 1: Analysis and practice in context
Students should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications

Unit 3, Outcome 2: Design industry practice
Students should be able to describe how visual communications are designed and produced in the design industry and explain factors that influence these practices

Unit 3, Outcome 3: Developing a brief and generating ideas
Student should be able to apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas

Unit 4, Outcome 1: Development, Refinement and Evaluation
Students should be able to develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements for the brief.

Unit 4, Outcome 2: Final presentations
Student should be able to produce final visual communication presentations that satisfy the requirements of the brief.

Units 3 & 4 Assessment
Unit 3: School Assessed Coursework 25 per cent
School Assessed Task: 40 per cent
Units 3 & 4: Examination 35 per cent

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 the Student Learning tab.

http://www.cgsc.vic.edu.au/student-learning/curriculum-resources

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.