

**Carwatha College P-12**

**V3**

**VCE SUBJECT DESCRIPTORS  
FOR 2020 COURSES**



The following guide outlines the areas of study (the topics) for each unit offered at year 10, 11 and 12. This guide is designed to give students and parents an overview of each subject in an effort to help students select the right subjects.

For each unit offered, you will find an outline of topics and a breakdown of the assessment requirements.

Unit 3/4 subjects must be studied as a sequence; that is, students must complete both Unit 3 and 4.

Students are encouraged to speak to relevant teachers, their Year Level Coordinator and the careers coordinator to seek further information or clarification about prerequisites. If students are interested in a university pathway, some of these courses require students to complete a particular subject to a set standard. Checking with the careers coordinator would help in selecting the right subjects.

<b>Year 10</b>	Year 10s will select four Unit 1/2 subjects and one special interest elective. One subject <b>MUST</b> be an English unit (Unit 1 and 2 level).
<b>Year 11</b>	Year 11s will select a combination of Unit 1/2 and Unit 3/4 courses. One subject <b>MUST</b> be an English unit. A student's course may include a subject taken externally. For example, a student may study Unit 3/4 Bosnian at an external language school as part of their course. Any course selections external to the school's timetable must be communicated to, and approved by, the Senior School Leader.
<b>Year 12</b>	Year 12s will complete four Unit 3/4 units. This may include a subject taken externally; this must be communicated to, and approved by, the Senior School Leader.

**Please note:** While the V3 program does open up the possibility of 'repeating' a subject, students must consult the Senior School Team before making such a decision.

While every effort is made to accommodate student selections, a subject may not run or subjects may clash which may affect student selections.

If a student wishes to complete EAL Unit 3 and 4 and some LOTE subjects, an application must be completed.

## BIOLOGY

Biology is the study of living organisms, life processes and the different levels of organisation from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. It considers the unity and continuity of life as well as diversity and change.

### Unit 1: How do living things stay alive?

In this unit, students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single-celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

### Unit 2: How is continuity of life maintained?

In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome and genetic theory to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

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

In this unit, students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane to compare how hydrophilic and hydrophobic substances move across it. They model the formation of DNA and proteins from their respective subunits. Students learn why the chemistry of the cell usually takes place at relatively low, and within a narrow range of, temperatures. They examine how reactions, including photosynthesis and cellular respiration, are made up of many steps that are controlled by enzymes and assisted by coenzymes. Students investigate the factors that affect the rate of cellular reactions and focus on how cells receive specific signals that elicit a particular response. They apply the stimulus-response model to the cell in terms of the types of signals, the position of receptors, and the transduction of the information across the cell to an effector that then initiates a response. Students examine unique molecules called antigens and the nature of immunity and the role of vaccinations in providing immunity. They explain how malfunctions in signalling pathways cause various disorders in the human population and how new technologies assist in managing such disorders.

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

Students focus on changes to genetic material over time and the evidence for biological evolution. They investigate how changes to genetic material led to new species through the process of natural selection as a mechanism for evolution. Students examine how evolutionary biology and the relatedness of species is based upon the accumulation of evidence. They learn how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. Students examine the impact of human culture and technological applications on biological processes. Students describe gene technologies used to address human issues and consider their social and ethical implications.

**Units 1 and 2:** Assessment consists of SACS, 1 exam, tests, practical reports and projects, per semester.

**Units 3 and 4:** School-assessed coursework (SACs) and an end-of-year examination.

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

Study design: Units 1 and 2 (2016-2020); Unit 3 and 4 (2017-2021)

## BUSINESS MANAGEMENT

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

Students will examine and evaluate the effectiveness of various management strategies in different contexts and consider strategies to solve business problems.

### Unit 1: Planning a business

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

### Unit 2: Establishing a business

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

### Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

### Unit 4: Transforming a business

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

**Units 1 and 2:** Students will be informed of the assessment procedures at the start of each unit.

**Units 3 and 4:** School-assessed coursework (SACs) and 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

Study design: Units 1 -4 (2017-2021)

## CHEMISTRY

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

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

This unit examines the development and use of materials for specific purposes as an important human endeavour. Students will investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They will explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students will be introduced to quantitative concepts in chemistry.

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

This unit examines the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students will be introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students will explore the solvent properties of water in a variety of contexts and analyze selected issues associated with substances dissolved in water.

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

This unit explores energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy sources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including energy transformations involved. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. They then analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

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

This unit investigates the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the way in which organic structures are represented and named. They consider the nature of the reactions involved to predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures and use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

**Units 1 and 2:** Students will be informed of the assessment procedures at the commencement of each unit.

**Units 3 and 4:** School-assessed coursework (SACs) and an end-of-year examination.

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

Study design: Units 1 and 2 (2016-2020); Unit 3 and 4 (2017-2021)

## COMPUTING

VCE Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently and effectively when creating digital solutions, both individually and as part of a network. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data. Through a structured approach to problem solving, students are equipped to develop an awareness of the technical and societal implications of digital systems.

### Unit 1: Computing

This unit focuses on how data, information and networked digital systems can be used to meet a range of users' current and future needs. They investigate an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. Students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, and design a network solution. They create a website to present different viewpoints on a contemporary issue.

### Unit 2: Computing

Students develop their computational thinking skills when using a programming or scripting language to create solutions. They learn how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. Students create a solution using database management software and explain how they are personally affected by their interactions with a database system.

### Unit 3: Informatics

This unit focuses on designing a solution, developing it using a relational database management system, and diagrammatically representing how users interact with an online solution when supplying data for a transaction. Student learn how to use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.

### Unit 4: Informatics

Students learn how to design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress. They should be able to compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information and recommend improvements to their current practices.

### Unit 3: Software development

This unit assists students to develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. They learn how to analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.

### Unit 4: Software development

This unit focuses on improving students' computational thinking skills by transforming their detailed design, prepared in Unit 3, into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities and assess the effectiveness of the project plan in monitoring project progress.

**Units 1 and 2:** Students will be informed of the assessment procedures at the commencement of each unit.

**Units 3 and 4:** School-assessed coursework (SACs) and end-of-year examination.

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

Study design: Units 1-4 (2016-2019)

## DRAMA

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners. Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

### **Unit 1: Introducing performance styles**

In this unit students use play-making techniques to devise and develop solo performances and/or ensemble performances based on a range of stimulus material relevant to their personal, cultural and/or community experiences and stories. Students explore a range of performance styles and draw on ideas as they respond to a given structure and stimulus material. They also focus on recording and documenting the play-making techniques used in the development of this performance work.

### **Unit 2: Australian identity**

In this area of study students explore the use of a range of stimulus material to create a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. As they work with stimulus material and a performance structure, students explore and experiment with ways that play-making techniques, expressive skills, performance skills, dramatic elements, conventions, performance styles and production areas may be used to realise the dramatic potential of stimulus material and shape dramatic action. Students also consider how to use techniques intentionally to have an effect on and engage the audience in ways that are appropriate to contemporary drama practice. Students record and document their use of play-making techniques and the creative processes used to shape and to develop this performance work.

**Units 1 and 2:** Students will be informed of the assessment procedures at the commencement of each unit.

Study design: Units 1-4 (2019-2023)

## ENGLISH/ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

### English

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Students will study the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

### English as an Additional Language (EAL)

The EAL course is the equivalent of the VCE English course but students have the advantage of being taught in small groups by an EAL teacher. It is designed to give students whose first language is not English extra support in their VCE studies of English.

In order to qualify for EAL, students have to satisfy both of the following conditions:

- a) The student has been resident in Australia for a period not more than seven calendar years immediately prior to 1<sup>st</sup> of January of the year in which English Units 3 & 4 are undertaken and
- b) English has been the student's major language of instruction for a total period of no more than seven years prior to the commencement of the year in which English Units 3&4 are undertaken.

**NOTE:** Students must complete and submit an application for approval to enrol in Units 3 and 4 EAL.

### English/EAL Units 1 – 4

#### Unit 1

In this unit, students will read and respond to texts analytically and creatively. They will analyse arguments and the use of persuasive language in texts and create their own texts intended to position audience. Students will develop their skills in creating written, spoken and multimodal texts.

#### Unit 2

In this unit, students will compare the presentation of ideas, issues and themes in texts. They will analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students will continue to develop their skills in creating written, spoken and multimodal texts.

#### Unit 3

In this unit, students will read and respond to texts analytically and creatively. They will analyse arguments and the use of persuasive language in texts.

EAL students will also develop and refine their listening skills. They will listen and respond to information, ideas and opinions presented in texts.

#### Unit 4

In this unit, students will compare the presentation of ideas, issues and themes in texts.

They will create an oral presentation intended to position audiences about an issue currently debated in the media.

**Units 1 and 2:** Students will be informed of the assessment procedures at the commencement of each unit.

**Units 3 and 4:** School assessed coursework (SACs) 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

Study design: Units 1 and 2 (2016-2020); Unit 3 and 4 (2017-2020)



## FOOD STUDIES

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. This subject involves a combination of written and practical activities.

### Unit 1: Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

### Unit 2: Food Makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

### Unit 3: Food in Daily Life

This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements. Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### Unit 4: Food Issues, Challenges and Futures

In this unit, students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.

### Materials Charge

Food Studies use extensive or expensive class materials, which will require additional charges. Please keep this in mind when considering this subject.

**Units 1 and 2:** Students will be informed of the assessment procedures at the commencement of each unit.

**Units 3 and 4:** School assessed coursework (SACs) and an end-of-year examination.

- Unit 3 school-assessed coursework: 30 per cent
- Unit 4 school-assessed coursework: 30 per cent
- End-of-year examination: 40 per cent

Study design: Units 1-4 (2017-2021)

## HEALTH AND HUMAN DEVELOPMENT

The study of Health and Human Development provides an opportunity for students to investigate health and human development issues across the lifespan. Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors. Students consider the interaction of these factors, with particular focus on how health and wellbeing may be influenced by the conditions into which people are born, grow, live, work and age.

### Unit 1: Understanding Health and Wellbeing

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

### Unit 2: Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### Unit 3: Australia's Health in a Globalised World

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

### Unit 4: Health and Human Development in a Global Context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

**Units 1 and 2:** Students will be informed of the assessment procedures at the commencement of each unit.

**Units 3 and 4:** School assessed coursework (SACs) 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

Study design: Units 1-4 (2018-2021)

## HISTORY

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas.

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

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

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

### Twentieth Century History

Twentieth Century History examines the aftermath of the Great War as well as the causes and consequences of World War Two.

#### Unit 1:1918-1939

Students explore the nature of political, social and cultural change in the period between the world wars.

#### Unit 2:1945-2000

Students explore the nature and impact of the Cold War and the challenges to existing political, economic and social arrangements in the second half of the twentieth century.

#### Unit 3 and Unit 4: Revolutions

Revolutions explores the causes and consequences of revolution in Russia and China. Students analyse the long-term causes and short-term triggers of revolution. They analyse the consequences of the revolution and the extent to which it brought change to society.

**Units 1 and 2:** Students will be informed of the assessment procedures at the start of each unit.

**Units 3 and 4:** School-assessed coursework (SACs) 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

Study design: Units 1-4 (2016-2020)

## LEGAL STUDIES

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge to a range of scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice.

### Unit 1: Guilt and Liability

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

### Unit 2: Sanctions, Remedies and Rights

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

### Unit 3: 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. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

### Unit 4: The People and the Law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

**Units 1 and 2:** Students will be informed of the assessment procedures at the commencement of each unit.

**Units 3 and 4:** School-assessed coursework (SACs) 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

Study design: Units 1-4 (2018-2022)

## LITERATURE

Literature involves the study and enjoyment of a wide range of literary texts - classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience. Literature is an interactive study between the text, the social/political/economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the text's use of language and literary devices? What does the text's representation of characters and events suggest about the values and views of the text? These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts. Students develop their skills in communicating ideas in both written and oral forms.

### **Unit 1: Approaches to Literature**

This unit enables students to develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied and relate what they read to their own lives. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience.

### **Unit 2: Context and connections**

In this unit students explore the ways literary texts connect with each other and with the world. They focus on developing reading strategies and personal responses to literature, and to an understanding of how themes and ideas in texts relate to personal and social experiences.

**Units 1 and 2:** Students will be informed of the assessment procedures at the commencement of each unit.

Study design: Units 1-4 2018-2022

# MATHEMATICS

Mathematics is the study of function and pattern in number, logic, space and structure. This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life, in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes. All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

**NB: Data-based teacher judgement will be used to assist students in choosing the best Maths program for their level of skills and future career needs.**

The study is made up of the following units:

- General Mathematics Units 1 and 2
- Mathematical Methods Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods Units 3 and 4

There are a number of sequences of Mathematics within the Maths Learning Area. Although some variation within these sequences is possible, generally speaking, the following sequences cater to the majority of students choosing to study Maths.

## **General Mathematics: Units 1 and 2**

This course is designed for students who are considering studying Further Mathematics 3 and 4. The areas of study are Statistics, Functions and Graphs, Linear Programming, Financial Arithmetic and Matrices.

## **Mathematical Methods: Unit 1 and 2**

These units are designed in particular as preparation for Mathematical Methods Units 3 and 4. The areas of study for Unit 1 and Unit 2 are Functions and Graphs, Algebra, Calculus and Probability.

## **Further Mathematics: Units 3 and 4**

Further Mathematics consists of a compulsory area of study, Data Analysis, and Financial Maths and a selection of 2 modules:

- Graphs and relations
- Matrices

## **Mathematical Methods: Unit 3 and 4**

Mathematical Methods Unit 3 and 4 consists of the following areas of study: Functions & Graphs, Algebra, Calculus and Probability that must be covered in a progression from Unit 3 to Unit 4 with an appropriate selection of content for each of Unit 3 and Unit 4.

## **Use of Technology**

The appropriate use of technology to support and develop the teaching and learning of mathematics will be incorporated throughout each unit: CAS calculators; graphics calculators; spreadsheets; graphing packages; dynamic geometry systems; statistical analysis systems and computer algebra systems. Students are encouraged to use graphics calculators, spreadsheets or statistical software for probability and statistics related areas of study, graphics calculators, dynamic geometry systems, graphing packages or computer algebra systems in the remaining areas of study systems, both in the learning and application of material in a variety of contexts.

***Students must purchase the Casio Classpad CAS calculator for ALL MATHS SUBJECTS.***

**Year 10 2020:**

If you study this in 2020	These units are available in 2021	These units are available in 2022
General Mathematics Units 1 & 2	Further Mathematics Units 3 & 4	Mathematical Methods Units 3 & 4 Specialist Mathematics Units 3 & 4
	Mathematical Methods Units 1 & 2	Mathematical Methods Units 3 & 4 Specialist Mathematics Units 3 & 4

**Year 11 2020:**

If you study this as Units 1 & 2 in 2020	These units are available in 2021
Mathematical Methods Units 1 & 2	Mathematical Methods Units 3 & 4 Further Mathematics Units 3 & 4
General Mathematics Units 1 & 2	Further Mathematics Units 3 & 4

**Note:**

- It is highly recommended that students wishing to study Specialist Mathematics Units 3 & 4 also study Mathematical Methods Units 1 & 2.
- Students must study Mathematical Methods Units 3 & 4 to be able to study Specialist Mathematics Units 3 & 4.

**Units 1 and 2:** Students will be informed of the assessment procedures at the commencement of each unit.

**Units 3 and 4:** School-assessed coursework (SACs) and an end-of-year examination.

**Further Mathematics**

- Unit 3 school-assessed coursework: 20 percent
- Unit 4 school-assessed coursework: 14 percent
- Unit 3 and 4 examination (Facts, skills and applications): 33 percent
- End-of-year examination (Analysis task): 33 percent

**Mathematical Methods**

- Unit 3 school-assessed coursework: 17 percent
- Unit 4 school-assessed coursework: 17 percent
- Unit 3 and 4 examination (Facts, skills and applications): 22 percent
- End-of-year examination (Analysis task): 44 percent

Study design: Units 1 and 2 (2016-2018); Units 3 and 4 (2016-2020)



## OUTDOOR AND ENVIRONMENTAL STUDIES

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans. Outdoor experiences suited to this study are: a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects. Outdoor experiences that use weapons or motorised devices to replace human effort are not suitable for this study.

### Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge and skills about specific natural environments.

### Unit 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

**Units 3 and 4:** School-assessed coursework (SACs) 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

Study design: Units 1 and 2 (2016-2018); Units 3 and 4 (2016-2020)



## PHYSICAL EDUCATION

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study which is approached through both the study of, and participation in, physical activity.

### Unit 1: The Human Body in Motion

In this unit students explore how the musculoskeletal and cardio-respiratory systems work together to produce movement. Through practical activities students explore the role, functions and relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement in this unit. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating potential benefits and harms. They also investigate and implement strategies to minimise the risk of illness or injury to each system.

### Unit 2: Physical Activity, Sport and Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They investigate how participation in physical activity varies across the lifespan and explore a range of factors that influence participation in regular physical activity. Students collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students focus on a range of issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/ or sport and they evaluate the effect of individual, social, policy and physical environmental factors on participation in physical activity.

### 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. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students learn about the interplay of the three energy systems to performance in physical activity, sport and exercise. They investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply training principles and methods to improve performance. 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 1 and 2:** Students will be informed of the assessment requirements at the commencement of each unit.

**Unit 3 and 4:** School-assessed coursework (SACs) 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

Study design: Units 1 and 2 (2017-2021); Units 3 and 4 (2018-2021)

## PHYSICS

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we explore our place in the Universe. Physics is the study of all aspects of the universe. It is about understanding how everything works from nerve cells to spaceships, from atoms to Black Holes.

Physics includes the use of theories and models, investigation of hypotheses, collection and analysis of data, drawing conclusions, and selection and use of a range of appropriate technologies and mathematical techniques. Knowledge in physics is gained through complex processes. For example, theories developed as a result of studying the ways that matter interacts with matter and the ways that light and matter mutually interact, have led to innovations in medicine, electronics, energy use, telecommunications and materials science.

This study design provides a curriculum that is interesting and challenging for students with a range of expectations, including students who are aiming for medical, engineering, technological and science-based careers.

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

In this unit, students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

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

This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion or one of the twelve options. Students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

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

This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. The detailed studies offer examples of theoretical and practical applications of these technologies.

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

This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered. The detailed studies provide examples of innovative technologies used for research and communication.

**Units 1 and 2:** Students will be informed of the assessment procedure at the commencement of each unit.

**Unit 3 and 4:** School-assessed coursework (SACs) and an end-of-year examination.

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

Study design: Units 1 and 2 (2016-2020); Units 3 and 4 (2017-2021)

## PRODUCT DESIGN AND TECHNOLOGY

Central to VCE Product Design and Technology is the product design process, which provides a structure for students to develop effective design practice. The design process involves identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional functional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation. In VCE Product Design and Technology, students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

### Unit 1: Sustainable Product Redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking.

### Unit 2: Collaborative Design

In this unit, students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

### Unit 3: Applying the Product Design Process

In this unit, students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

### Unit 4: Product Development and Evaluation

Students learn that evaluations are made at various points of product design, development and production. As designer, students judge the suitability and viability of design ideas in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors.

This study asks students to call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose.

### Materials Charge

Product Design and Technology will use extensive or expensive class materials, which will require additional charges. Please keep this in mind when considering this subject.

**Unit 1 and 2:** Students will be informed of the assessment procedures at the commencement of each unit.

**Units 3 and 4:** School-assessed tasks (SATs), school-assessed coursework (SACs) and an end-of-year exam.

- Unit 3 school-assessed coursework: 12 per cent
- Unit 4 school-assessed coursework: 8 per cent
- Units 3 and 4 school-assessed task: 50 per cent
- End-of-year examination: 30 per cent

Study design: Units 1-4 (2018-2022)

## PSYCHOLOGY

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perceptions and awareness, memory and learning, and mental health.

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

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students will explore how brain damage can influence a persons' psychological functioning, is all brain damage permanent? Students examine the contribution of Psychologists of the past and the influence their work has had on understanding the human brain and its functions, and the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students will investigate how human perception of the world and discover how their understanding of how the world works could be distorted. Students will discover how social cognition plays an important role in influencing a persons' attitude, perception of themselves and relationships with others. They will explore a variety of factors and contexts that can impact the behaviour of an individual and groups.

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

The nervous system influences behaviour and the way people experience the world. In this unit students will study the human nervous system and will discover how it enables a person to interact with the world around them. They explore how stress may affect a persons' psychological functioning and consider the causes and management of stress. Students will look into how memory and learning lead to humans acquiring knowledge, the development of new skills and changed behaviour. Students will also study the theories of Psychologists of the past and how their work has provided an understanding of the structure and functions of the nervous system, and the understanding of biological, psychological and social factors that influence learning and memory.

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

Consciousness and mental health are two of many psychological areas 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. Students will look at sleep and the impact that sleep disturbances may have on a persons' functioning. They will explore the concept of a mental health continuum and apply a biopsychosocial approach to analyse mental health and disorder. They will research a specific phobia and illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours.

**Unit 1 and 2:** Students will be informed of the assessment procedures at the commencement of each unit

**Units 3 and 4:** School-assessed coursework (SACs) and an end-of-year examination.

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

Study design: Units 1 and 2 (2016-2020); Units 3 and 4 (2017-2021)

## STUDIO ARTS

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. The design process enables students to explore ideas and sources of inspiration, experiment with materials and techniques and practise specialised skills in a range of art forms. Students generate a range of directions and potential solutions and analyse and evaluate them before producing artworks. The theoretical component of the study informs students' practice through an investigation of selected artworks, an examination of artists' working methods and a study of professional practices and art industry issues.

### **Unit 1: Artistic Inspiration and Techniques**

The focus of this unit is the use of sources of inspiration and ideas as the bases for artworks and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

### **Unit 2: Design Exploration and Concepts**

The focus of this unit is to establish and use an effective design methodology for the production of design explorations and artworks. Students also develop skills in the analysis of artworks to understand how aesthetic qualities are created, ideas communicated and identifiable styles developed.

### **Unit 3: Studio Production and Professional Art Practices**

The focus of this unit is the implementation of a design process leading to the production of a range of potential solutions. A work brief is initially prepared to set out the framework for the design process. Students also examine professional art practices in relation to particular art forms and the development of distinctive styles in artworks.

### **Unit 4: Studio Production and Art Industry Contexts**

The focus of this unit is to produce a cohesive folio of finished art works developed from potential solutions generated in Unit 3. Visual and written documentation explaining how the potential solutions will be used to produce the folio of artworks is also prepared. Students also examine the presentation of artworks and current art industry issues, with reference to the exhibition, promotion and critique of art works.

An end of year examination is based on the theory topics covered.

### **Materials Charge**

Studio Arts will use extensive or expensive class materials, which will require additional charges. Please keep this in mind when considering this subject.

**Units 1 and 2:** Students will be informed of the assessment procedures at the commencement of each unit.

**Unit 3 and 4:** School assessed tasks (SATs, school-assessed coursework (SACs) and an end-of-year exam.

- Unit 3 school-assessed coursework: 5 per cent
- Unit 3 school-assessed coursework: 5 per cent
- Unit 3 and 4 school-assessed task: 60 per cent
- End-of-year examination: 30 per cent

Study design: Units 1-4 (2017-2021)

## VISUAL COMMUNICATION AND DESIGN

This study is intended to assist students in the understanding, production and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, principles and design process in visual communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

### Unit 1: Visual communication

The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students also experiment and explore the application of design elements and principles in the preparation of solutions to suit specific purposes. Students study how the design process is applied in the production of visual communications.

### Unit 2: Communication in context

The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually are also explored through the analysis of the work of others. The design process is applied in developing visual communication solutions to set tasks.

### Unit 3: Visual communication practices

The main purpose of this unit is to enable students to produce visual communications through the application of the design process to satisfy specific communication needs. Students also study the production of visual communications in a professional setting, and evaluate examples of visual communications. Students also explore how designers work within ethical boundaries.

### Unit 4: Designing to a brief

The main purpose of this unit is to enable students to prepare one brief that defines the need or needs of a client. Students apply the design process to produce developmental work and two final presentations based on the brief.

### Materials Charge

Visual Communication and Design will use extensive or expensive class materials, which will require additional charges. Please keep this in mind when considering this subject.

**Units 1 and 2:** Students will be informed of the assessment procedures at the commencement of each unit.

**Units 3 and 4:** School-assessed tasks (SATs), school-assessed coursework (SACs) and an end-of-year exam.

- Unit 3 school-assessed coursework: 25 per cent
- Unit 3 and 4 school-assessed task: 40 per cent
- End-of-year examination: 35 per cent

Study design: Units 1-4 (2018-2022)