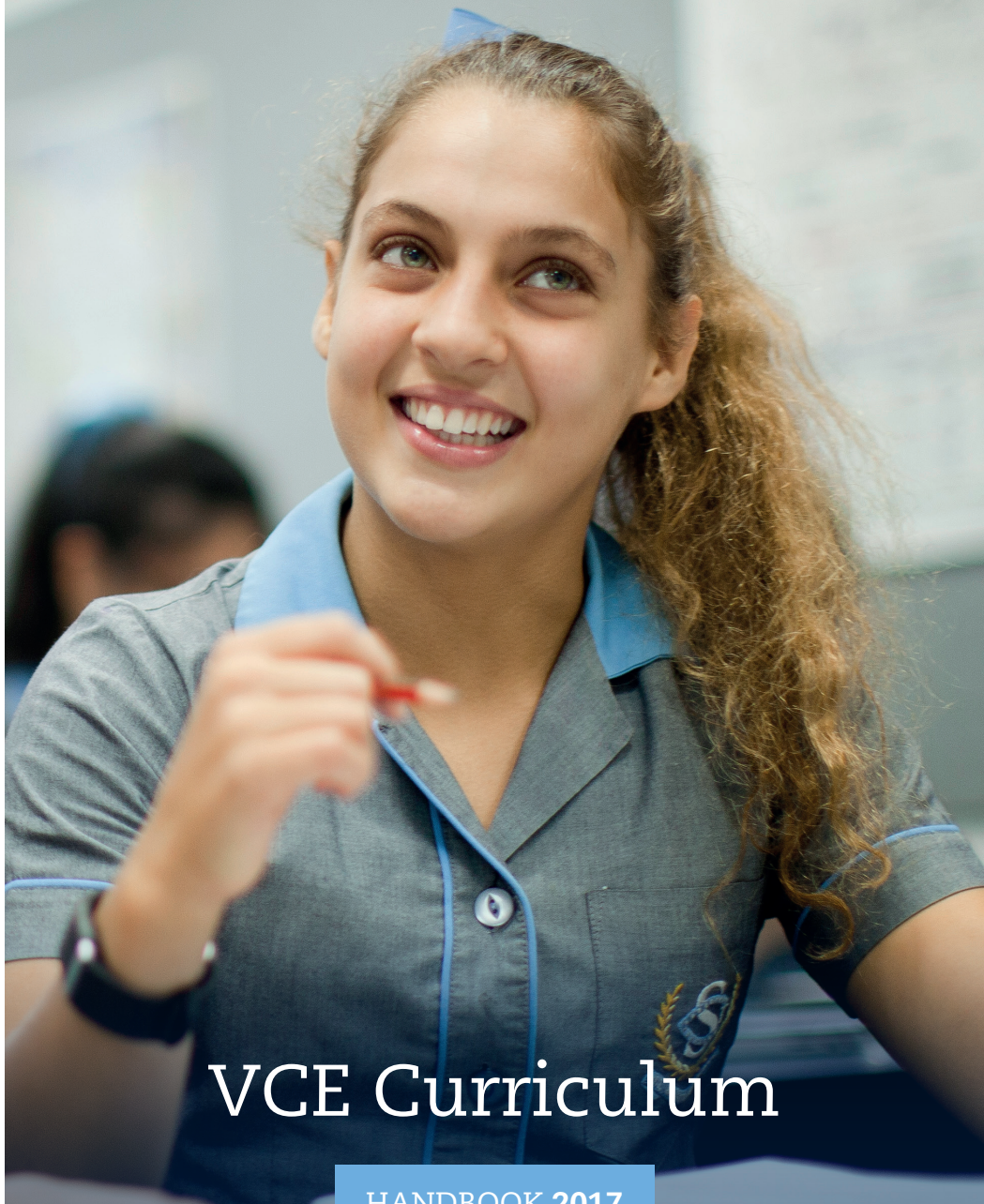




St Catherine's School



# VCE Curriculum

HANDBOOK 2017

Introduction	3
How do I choose subjects?	3
Acceleration of Your VCE Studies	4
How do I know what career will suit me?	4
Subject Selection Process	5
Four Year Overview	5
Staff to contact for advice	6
VCE: Studio Arts Units 1 & 2	7
VCE: Studio Arts Units 3 & 4	8
VCE: Theatre Studies Units 1 & 2	10
VCE: Theatre Studies Units 3 & 4	11
VCE: Media Studies Units 1 & 2	13
VCE: Media Studies Units 3 & 4	14
VCE: Music: Performance Units 1 & 2	15
VCE: Music: Solo Performance Units 3 & 4	16
VCE: Visual Communication Design Units 1 & 2	18
VCE: Visual Communication Design Units 3 & 4	19
VCE: English Units 1 & 2	20
VCE: English Units 3 & 4	22
VCE: English as an Additional Language (EAL) Units 1 & 2	23
VCE: English as an Additional Language (EAL) Units 3 & 4	25
VCE: Literature Units 1 & 2	26
VCE: Literature Units 3 & 4	27
VCE: Chinese Units 1 & 2	29
VCE: Chinese Units 1 & 2 SL (Background students) and SLA	30
VCE: Chinese Units 3 & 4	32
VCE: Chinese Units 3 & 4 SL (Background students) and SLA	33
VCE: French Units 1 & 2	34
VCE: French Units 3 & 4	36
VCE: Japanese Units 1 & 2	37
VCE: Japanese Units 3 & 4	38
VCE: Accounting Units 1 & 2	40
VCE: Accounting Units 3 & 4	41
VCE: Business Management Units 1 & 2	42
VCE: Business Management Units 3 & 4	43
VCE: Economics Units 1 & 2	44

VCE: Economics Units 3 & 4	45
VCE: Geography Units 1 & 2	46
VCE: Geography Units 3 & 4	48
VCE: Global Politics Units 3 & 4	50
VCE: History – Twentieth Century Units 1 & 2	51
VCE: History – Revolutions Units 3 & 4	52
VCE: Philosophy Units 1 & 2	53
VCE: Philosophy Units 3 & 4	55
VCE: General Mathematics Units 1 & 2	56
VCE: Further Mathematics Units 3 & 4	57
VCE: Mathematical Methods Units 1 & 2	58
VCE: Mathematical Methods Units 3 & 4	59
VCE: Specialist Mathematics Units 1 & 2	60
VCE: Specialist Mathematics Units 3 & 4	62
VCE: Health and Human Development Units 1 & 2	63
VCE: Health and Human Development Units 3 & 4	65
VCE: Physical Education Units 1 & 2	66
VCE: Physical Education Units 3 & 4	68
VCE: VET Sport and Recreation Units 1 & 2	69
VCE: VET Sport and Recreation Units 3 & 4	70
VCE: Biology Units 1 & 2	71
VCE: Biology Units 3 & 4	73
VCE: Chemistry Units 1 & 2	75
VCE: Chemistry Units 3 & 4	77
VCE: Physics Units 1 & 2	78
VCE: Physics Units 3 & 4	80
VCE: Psychology Units 1 & 2	81
VCE: Psychology Units 3 & 4	83
Vocational Education and Training (VET)	84

# Introduction

The purpose of this Handbook is to provide a resource for students and parents/guardians to assist them with the selection of subjects for Years 11 and 12. At St Catherine's School, we believe the process of subject selection needs to incorporate careful planning, evaluation and reflection, as well as accommodating individual interests and abilities.

Students in Years 9 and 10 undertake a combination of Core and Elective subjects, designed to develop skills, broaden outlooks and refine learning styles. Year 10 students may elect to study one Unit 1 & 2 VCE subject. Acceleration into a VCE study allows for additional intellectual challenge, exposure to VCE assessment and may enable students to complete a Units 3 & 4 study in Year 11.

## How do I choose subjects?

Important things to consider prior to VCE subject selection:

- Choose subjects you enjoy and for which you show aptitude. This will help you to be motivated, gain good results and utilise your personal learning style
- At Years 11 & 12 choose subjects which are prerequisite studies for the course(s) you wish to pursue at tertiary level. Prerequisite studies are subjects which must be completed at VCE before you can be considered for entrance to certain university courses. These are listed in VICTER, which is provided to students on *mystcatherines*, or at CourseLink on the VTAC website, [www.vtac.edu.au](http://www.vtac.edu.au). It is very important to be aware of the prerequisite studies. Students are encouraged to confer with the Careers Practitioner, Mrs van der Poel
- Avoid choosing VCE subjects simply because of scaling benefits. Interest and aptitude are far more important considerations.

At times it is possible for students to do one VCE subject a year ahead, either one Units 1 & 2 Study in Year 10, or one Units 3 & 4 Study in Year 11. This does have the advantage of providing students with additional VCE experience, but is not appropriate for all students. There are many VCE subjects that should not be taken a year in advance due to the sequential or complex nature of the studies.

VCE studies that may be appropriate to complete a year ahead include:

- Accounting, Business Management, Geography, Global Politics, History Revolutions, Twentieth Century History, Philosophy (Units 1 & 2)
- Music, Media
- Physical Education, Health and Human Development, VET Sport and Recreation
- Psychology, Biology
- Theatre Studies

To achieve the best possible results, students should wait to the appropriate year to commence a VCE Study, having the maximum prior experience and maturity.

Commencing a subject a year earlier should be used to enable a student to broaden their experience rather than to maximise their results in an area of particular interest or passion. Students may apply to attempt a VCE subject early.

A decision will be made as to how appropriate this would be, based on the student's previous achievements in that subject, the subject selected, their academic ability in all subjects and the possible career pathways that would be affected.

Further enhancement opportunities are available to students in Year 12 who are interested in studying a University extension subject. More information about this, including the criteria for selection, is available from our Careers Practitioner.

## Acceleration of your VCE Studies

If students are selecting VCE Units 1 & 2 sequences for completion in **Year 10**, they are required to submit a written application which will be followed by discussions with the Careers Practitioner and the VCE Coordinator who will discuss the suitability of subject selection and acceleration based on possible career path and the individual student's academic progress. Students wishing to study an extension subject must speak to Mrs Pauline van der Poel in the initial stages and then complete an application and interview at School, prior to completing the University application requirements.

## How do I know what Career will suit me?

At St Catherine's we work through a sequential career program starting at Year 9. This allows students to complete sufficient research and develop the skills which will allow them to choose a suitable career path.

This includes two main processes:

### 1. Self-awareness

Knowing more about themselves enables students to choose careers which best suit their interests, skills, values and goals.

### 2. Accessing Resources

Being aware of the resources available, both in and out of School, allows students to be thoroughly informed and aware. The subjects offered in any given year are dependent on evaluation of the School's physical resources and staff expertise. Although we make every effort to meet the subject selection preferences of individual students, some subjects may not run due to insufficient demand. We look forward to working in partnership with students, parents and guardians to offer timely, relevant and individualised advice on subject selection.

# Subject Selection Process

Students are asked to provide initial subject requests online, indicating their preferences for a course for the following year. This information is then used to generate a set of subject blocks (timetable structure), designed to accommodate as many students' preferences as possible.

Once this blocking has been generated, students are formally notified about their individual program.

It is important to note that some subjects originally offered for selection may not run or, that on occasions, students may have to make a decision between two subjects that are blocked on together.

Please note, in particular, that the Mathematics options available in Year 11 have recently altered: General Mathematics at Year 11 now comprises Further and Specialist (previously GMA); while an alternative Mathematics has been introduced, Foundation Mathematics Units 1 & 2 (a terminal study). Mathematical Methods remains unchanged. These changes were made to clarify the pathways at VCE.

## Four Year Overview

**(NB. Core and Elective studies for Years 9 and 10 have been updated and are current for 2017)**

The tables below show the Core and Elective subjects taken by students in Years 9 to 12.

Year 9	Sem 1	ENG	MATHS	SCI	PE/HPD	HIST	Elect 1	Elect 2	Elect 3
	Sem 2	ENG	MATHS	SCI	PE/HPD	GEOG	Elect 4	Elect 5	Elect 6

Year 10	Sem 1	ENG (or EAL)	MATHS	SCI	PE/HPD	HIST	Elect 1	Elect 2	Elect 3*
	Sem 2	ENG (or EAL)	MATHS	SCI	PE/HPD	HIST	Elect 5	Elect 6	Elect 7*

\* If appropriate a student may select to complete one Units 1 / 2 sequence while in Year 10

Year 11	Sem 1	Unit 1 Study 1 ENG (or EAL)	Unit 1 Study 2	Unit 1 Study 3	Unit 1 Study 4	Unit 1 Study 5	Unit 1 Study *6
	Sem 2	Unit 2 Study 1 ENG (or EAL)	Unit 2 Study 2	Unit 2 Study 3	Unit 2 Study 4	Unit 2 Study 5	Unit 2 Study *6

\* If appropriate a student may select to complete one Units 3 / 4 sequence while in Year 11

Year 12	Sem 1	Unit 3 Study 1 ENG (or EAL)	Unit 3 Study 2	Unit 3 Study 3	Unit 3 Study 4	Unit 3 Study 5
	Sem 2	Unit 4 Study 1 ENG (or EAL)	Unit 4 Study 2	Unit 4 Study 3	Unit 4 Study 4	Unit 4 Study 5

## Staff to contact for advice

<p><b>CAREERS PRACTITIONER AND VET COORDINATOR</b></p> <p>Advice on all prerequisite subjects, course design, tertiary courses</p>	<p>Mrs Pauline van der Poel</p>	<p><a href="mailto:pvanderpoel@stcatherines.net.au">pvanderpoel@stcatherines.net.au</a></p>
<p><b>DIRECTOR OF CURRICULUM INNOVATION AND DEVELOPMENT</b></p>	<p>Mr Adrian Puckering</p>	<p><a href="mailto:apuckering@stcatherines.net.au">apuckering@stcatherines.net.au</a></p>
<p><b>FACULTY LEADERS</b></p>		
<p><b>ARTS</b></p>	<p>Mrs Brigid Weereratne Head of Arts Mrs Jenny Mathers: Head of Music Mr James Brown: Head of Performing Arts Miss Tessa Dunstan: Head of Drama</p>	<p><a href="mailto:bweereratne@stcatherines.net.au">bweereratne@stcatherines.net.au</a> <a href="mailto:jmathers@stcatherines.net.au">jmathers@stcatherines.net.au</a> <a href="mailto:jbrown@stcatherines.net.au">jbrown@stcatherines.net.au</a> <a href="mailto:tdunstan@stcatherines.net.au">tdunstan@stcatherines.net.au</a></p>
<p><b>ENGLISH &amp; EAL</b></p>	<p>Mrs Ceri Lloyd</p>	<p><a href="mailto:clloyd@stcatherines.net.au">clloyd@stcatherines.net.au</a></p>
<p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p>	<p>Ms Debbie Thompson</p>	<p><a href="mailto:dthompson@stcatherines.net.au">dthompson@stcatherines.net.au</a></p>
<p><b>HUMANITIES</b></p>	<p>Mrs Katrina Davey</p>	<p><a href="mailto:kdavey@stcatherines.net.au">kdavey@stcatherines.net.au</a></p>
<p><b>LANGUAGES (LOTE)</b></p>	<p>Ms Corinne Buzza</p>	<p><a href="mailto:cbuzza@stcatherines.net.au">cbuzza@stcatherines.net.au</a></p>
<p><b>MATHEMATICS</b></p>	<p>Mrs Janette Matt</p>	<p><a href="mailto:jmatt@stcatherines.net.au">jmatt@stcatherines.net.au</a></p>

SCIENCE	Ms Vanessa Jackson-McRae	<a href="mailto:vjacksonmcr@stcatherines.net.au">vjacksonmcr@stcatherines.net.au</a>
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## VCE: Studio Arts Units 1 & 2

Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. Studio Arts provides students with opportunities to develop effective work practices through the use of the studio process.

- Investigate and experiment with a variety of materials and techniques in a range of art forms.
- Investigation of artists from different times and locations, and how they use materials, techniques and aesthetic qualities to communicate ideas and styles.
- Develop an individual exploration proposal
- Explore different sources of inspiration and use effective strategies to create a range of imaginative artworks.
- Develop knowledge and understanding about the way artists interpret sources of inspiration and use materials and techniques.
- Analyse how artists use art elements and art principles to communicate their ideas, and create aesthetic qualities and identifiable styles in their artwork.
- The ideas and issues associated with appropriation.

While it is highly recommended that at least one Unit of Year 10 Art is completed prior to selecting Studio Arts Units 1 & 2, consultation with the Art staff may result in this prerequisite being waived. Units 1 & 2 do not need to be taken as a sequence, although normally it is advisable that both Units are completed prior to undertaking Studio Arts Units 3 & 4.

### Topics

#### Unit 1:

- Outcome 1: Researching and recording ideas and artistic inspiration
- Outcome 2: Using a studio process, students explore and use a variety of materials and techniques to develop individual artworks.
- Outcome 3: Interpretation of Art ideas and use of materials and techniques in artists' work.

#### Unit 2:

- Outcome 1: Developing a studio process based on an individual exploration proposal and presenting at least one artwork.
- Outcome 2: Compare a range of historical and contemporary art periods, styles or movements looking closely at the development of aesthetic qualities and identifiable styles in specific artworks.



## Learning Activities

- Investigate a variety of materials and techniques appropriate to particular art forms
- Explore a range of visual effects
- Explore the expressive qualities of materials and techniques to convey particular ideas
- Evaluate and analyse explorations and directions explored
- Develop an exploration proposal
- Develop a studio process
- Explore and use ideas and sources of inspiration
- Explore and develop a range of directions
- Develop an understanding of aesthetic qualities in relation to artworks
- Compare, identify and discuss the way artists have used materials and techniques to interpret ideas and sources of inspiration when producing artworks
- Discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles
- Develop an understanding of appropriation, copyright and artists' moral rights when other artists make use of their work in the making of new artworks
- Learn to use appropriate Art terminology and references.

## Assessment

- Demonstrating sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques
- Development of a studio process resulting in the completion of a number of artworks
- Individual research and presentation on a selected art period or style
- Review of exhibitions visited
- Written examination at the end of each Unit of study
- Documentation and evaluation of all work in a visual diary using appropriate Art language and terminology.

## VCE: Studio Arts Units 3 & 4

Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of an individual studio process and the use of an exploration proposal.

- Specialise in a particular form of studio production.
- Generate, explore and communicate ideas through specific studio forms, and develop and use specialised skills in a range of media and techniques.

- Explore professional art practices of artists from more than one historical or cultural context in relation to a particular art form and examine how artists develop styles in their artworks through the use of materials, techniques and aesthetics.
- Visit different galleries to analyse the art industry and the considerations involved with the presentation and conservation of artworks.
- Discuss the various roles, processes and methods involved in the exhibition of artworks.

There are no prerequisites for this study, however, students are encouraged to undertake Units 1 & 2 Studio Arts to develop their skills and understanding of this subject.

## Topics

### Unit 3 Areas of study

- Exploration proposal
- Studio process
- Artists and studio practices.

### Unit 4 Areas of study

- Production and presentation of artworks
- Evaluation
- Art industry contexts.

## Learning Activities

### School Assessed Task

- Unit 3: An exploration proposal and a visual diary that presents an individual studio process, which explores and develops the concepts and ideas set out in the exploration proposal, and produces a range of visual explorations and potential directions that will form the basis of at least two artworks in Unit 4.
- Unit 4: The presentation of at least two finished artworks with an evaluation of the studio processes.

### School Assessed Coursework

- Unit 3: Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.
- Unit 4: Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

Development and use of appropriate Art language and terminology is employed in all outcomes.

## Assessment

Revised study design changes:

- Only one School Assessed Task across both Units
- The introduction of SAC's for each Unit of study
- School-assessed Task Unit 3: An exploration proposal that formulates the content and parameters of an individual studio process which explores and reflects the concepts and ideas set out in the exploration proposal and produces a range of potential directions
- Unit 4: A cohesive folio of finished artworks based on selected potential directions developed through the design process. A visual and written evaluation of the folio using evidence from selected potential directions
- End of year examination is based on a set of questions from Outcome 3 in Units 3 & 4
- The School-assessed Task for Units 3 and 4 contributes 60% to the study score
- In each Unit the SAC will contribute 5%, total of 10% of the study score. Students will present written tasks that demonstrate their understanding of key knowledge for each Unit
- Student work is open to external audit and will be moderated against the end of year examination.
- The end of year examination contributes 30% to the study score.

## VCE: Theatre Studies Units 1 & 2

Theatre Studies involves the interpretation of play texts and the production of plays.

- Study the nature and characteristics of theatre from Greek Theatre to today, developing an understanding of the variety of theatre styles and conventions
- Apply your knowledge to the production and performance of plays and play extracts
- Develop skills in the use of stagecraft and how it can enhance the intended meaning of a script
- Contribute to a major production
- Experience plays in performance as audience members and apply your experiences to your own works
- Apply skills of analysis and evaluation to the performances you attend
- Use information technology and multi-media in research and skill enhancement activities.

Theatre Studies Units 1 or 2 can be taken with no previous experience in Drama Electives.

## Topics

- In Unit 1, the focus is on theatre styles up to the 1920s
- In Unit 2, theatre styles and practitioners from 1920 until the present day are covered.

## Learning Activities

- Study of theatre styles
- Practical application of a range of acting styles
- Study of theatrical theorists and practitioners
- Study of theatrical styles and conventions
- Application of stagecraft
- Live theatre performances
- Creating performance
- Performance analysis.

## Assessment

- Performance analysis
- Research activities
- Formal presentations
- Stagecraft applications
- Written examinations.

## VCE: Theatre Studies Units 3 & 4

Theatre Studies Units 3 & 4 involves the interpretation of play texts and the production of plays.

- Study the nature and characteristics of a particular style of theatre by developing a performance of one play from that style
- Develop the use of two stagecraft areas to enhance the meaning of the performance of the above play
- Develop your creative skills with regard to theatrical interpretation by preparing your own interpretation of a selected scene
- Experience plays in performance as an audience member and apply these experiences to your own developing works
- You are encouraged to use information technology and multi-media in research and skill enhancement activities.

Theatre Studies Unit 3 may be taken with no previous experience in Drama or Theatre Studies. Theatre Studies Unit 4 may only be taken after the completion of Theatre Studies Unit 3.

## Topics

- In Unit 3, apply skills of analysis and evaluation in the use of stagecraft to both the performances you create and attend as an audience member
- You will also plan, develop and present stagecraft areas of your choice to interpret a script in performance
- In Unit 4, the analysis of the performance you attend is focused on the skills of the actor
- You are also expected to use your skills and knowledge in stagecraft to develop a theatrical interpretation of a prescribed scene.

Stagecraft areas include:

- Acting, direction, sound design, set design, makeup design, costume design, lighting design, production management (including publicity).

## Learning Activities

- Analysis of stagecraft use in a performance
- Development of a play for performance
- Development of your understanding as to how stagecraft areas can be used to create meaning in performance
- Development of two selected stagecraft areas to enhance the intended meaning of a chosen play
- Investigation of historical and social context related to a play in production
- Development of a theatrical treatment of a selected scene
- Understanding of performance styles associated conventions
- Analysis as to how acting can be developed in performance.

## Assessment

- Written and practical School Assessed Coursework throughout Units 3 & 4. These SACs account for 45% of the study score for this subject
- Creation of a theatrical treatment of a selected scene for presentation to a panel during Unit 4. This presentation accounts for 25% of the study score for this subject
- Stagecraft Examination: Application of stagecraft to a monologue for presentation to a panel during Unit 4. This presentation accounts for 25% of the study score for this subject
- Written Examination: at the completion of Unit 4. The written examination accounts for 30% of the study score for this subject and is based on the skills and knowledge gained across the year.

# VCE: Media Studies Units 1 & 2

The media has a significant impact on our lives. It influences the way we perceive ourselves and others, and plays a crucial role in the creation of personal, social, cultural and national identity. Media has the ability to entertain, educate and inform and that is why we need to learn to be critical consumers of it.

- Develop your analytical and creative skills, so that you can better understand and create your own media products
- Engage with the media around you and learn to become critical consumers
- Experiment with a variety of media forms (such as video editing and photo manipulation) to create your own media products.

There are two main areas of study in Media Units 1 & 2: Digital literacy or being able to analyse and understand the way the media functions in society; and secondly, taking this knowledge and insight to help you create your own media products for different audiences. This subject rewards independent, creative and critical learners.

## Topics

- In Unit 1, the study design focuses on representations in the media, the technologies involved in making representations and the importance of new media in contemporary society. You will work with multiple media forms to produce your own media products to represent particular audiences
- In Unit 2, the study design focuses on learning the processes of producing media products, learning about how the media industry functions, and more specifically, how Australian media organisations operate within a national and international context. You will also develop your own media product through all three stages of production – from initial idea with a design plan, through to final edited presentation.

## Learning Activities

- Analysis and discussion of key concepts
- Use of media technologies (such as digital cameras, video editing software, photography and audio)
- Exposure to a wide variety of media (such as films, television, music, newspapers, magazines)
- Group work
- Excursions
- Screenings and presentations.

## Assessment

- Representation (Outcome 1): two written analysis tasks
- Technologies of Representation (Outcome 2): One group and one individual production task – manipulating representations to create certain 'realities'

- New Media (Outcome 3): One written task analysing the development and effects of digital technologies in our everyday lives
- On-going assessment use of visual diary to document ideas and develop assignments worth 20% in each Outcome
- An end of Unit examination worth 20%. This comprises short and extended answer questions.

## VCE: Media Studies Units 3 & 4

The VCE Media Studies Units 3 & 4 course is designed to extend and consolidate the creative and critical skills students developed in Units 1 & 2.

- The theoretical components of the course focus on studying film narrative, social values in media texts and analysing how much influence the media has on society
- Enhance your production skills through the design, planning and realisation of a major product (such as a short film, an animation, photographic presentation or print production).

There are no prerequisites for this subject, but you are encouraged to undertake Units 1 & 2 Media Studies in order to develop an understanding of the subject. Interest in the working of the media and a willingness to engage in the process of deconstruction and construction of media are recommended, as well as the ability to self-manage long term projects. You should also possess a willingness to use computer technology to create your media products.

### Topics

- In Unit 3: the curriculum focuses on the narrative organisation of fictional films. You will develop an understanding of how production and story elements structure narratives to engage an audience, through close analysis of two films. You will also develop practical pre-production skills, in the form of a production design plan. These planning skills will be realised and developed in Unit 4
- In Unit 4: you will further develop your practical skills by producing the design plan created in Unit 3. You will also analyse the ways in which media texts, such as film and TV programs, are shaped by the social values of the society in which the text was produced. The role and influence of the media on particular audiences is also critically analysed in this Unit.

### Learning Activities

- Analysis and discussion of film theories, film directors and the effects of story and production elements on audiences
- Use of media technologies (such as digital cameras, video editing software, photography and audio)
- Exposure to a wide variety of media (such as films, television, photography, music, animation, magazines etc)

- Exploration of the design process from planning to product completion
- Excursions to view exhibitions
- Screenings and presentations.

## Assessment

- School-assessed Task (SAT), Units 3 & 4: A design plan that outlines a production, and the finished media production
- School-assessed Coursework (SAC). Students complete SACs for the theory-based components of the course, Unit 3 Outcome 1 (Narrative), and Unit 4 Outcomes 2 (Social Values) & 3 (Media Influence)
- The end of year examination is based on a set of questions on Outcome 1 in Unit 3 and Outcomes 2 & 3 in Unit 4
- The School-assessed Task contributes 35% to the study score. Student work is open to external audit and will be moderated against the end of year examination for all School Assessed Tasks
- School-assessed Coursework contributes 20% to the study score
- The end of year examination contributes 45% to the study score.

## VCE: Music: Performance Units 1 & 2

Students present performances of selected group and solo music works using one or more instruments.

- Study the work of other performers and explore strategies to optimise their own approach to performance
- Identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and develop technical strategies to address them
- Develop skills in performing previously unseen music
- Study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Students should be proficient on an instrument or voice prior to commencement of this subject, to a minimum standard of AMEB Grade 5 or equivalent for instrumentalists, and AMEB Grade 4 or equivalent for vocalists. Completion of AMEB Grade 4 theory is strongly recommended.

## Topics

The choice of instrument may vary within a Unit or between Units.

- Composition and arranging
- Outstanding performer investigation
- Film music
- Optimising performance



- Musicianship.

## Learning Activities

- Performance classes and master classes
- Ensemble rehearsals and performance
- Response and analysis of Music works
- Developing systems for aural recognition and notation
- Development of technical work to enhance performance
- Composition and improvisation.

## Assessment

- Units 1 & 2 – Performance of three works including at least one group work and one solo work
- Units 1 & 2 – Demonstration of technical work
- Units 1 & 2 – Explanation of how selected technical work supports development
- Units 1 & 2 – Performance of unprepared material
- Units 1 & 2 – Aural and written tests and tasks
- Unit 2 – Folio of compositions, improvisation and their analysis.

## VCE: Music: Solo Performance Units 3 & 4

Students practise and present programs of Music in both ensemble and solo contexts that represent a range of styles and diversity of character.

- You will develop instrumental technique to enhance interpretation and expressively shape performance
- Explore performance conventions and skills in unprepared performance, aural perception, transcription and Music theory
- Analyse ways in which performers interpret works written since 1910 by Australian composers and songwriters.

Students should be proficient on an instrument or voice prior to commencement of this subject to a minimum standard of AMEB Grade 5 or equivalent for instrumentalists and AMEB Grade 4 or equivalent for vocalists. Completion of AMEB Grade 4 theory is strongly recommended.

Whilst it is not essential to have completed Music Performance Units 1 & 2 before commencing this course, it is highly advisable, in order to develop the performance maturity required.

It may be possible to complete other Units 3 & 4 Music studies either externally or coordinated through St Catherine's.

## **Composition and Styles Units 3 & 4 (Non-performance)**

Students compose their own music and develop and understanding of ways music is created, and performed in a range of styles and traditions. This is not a performance subject and would suit students who do not play an instrument.

## **Music Investigation Units 3 & 4 (Performance and Research)**

Students choose and research a specialised aspect (focus area) of their instrumental or vocal studies through composition, arrangement, improvisation and transcription. Students should undertake this study in conjunction with Units 3 & 4 Music Performance OR after completing Units 3 & 4 Music Performance.

## **Topics**

- Performance conventions
- Unprepared performance
- Aural perception
- Comprehension
- Transcription
- Music theory
- Music analysis
- Australian performers
- Australian composers.

## **Learning Activities**

- Performance classes and master classes
- Ensemble rehearsals and performance
- Developing ways of responding to interpretations of music works
- Developing systems for aural recognition and notation
- Development of technical work to enhance performance.

## **Assessment**

- Unit 3 – School assessed performance of technical work (10%)
- Unit 3 – School assessed aural and written test (10%)
- Unit 4 – School assessed performance of technical work (10%)
- Externally assessed performance at the end of the year as a soloist or member of a group (50%)
- Externally assessed aural and written examination at the end of the year (20%).

# VCE: Visual Communication Design Units 1 & 2

In Units 1 & 2 of Visual Communication Design, students explore a variety of methods to generate imagery, suitable for use in a range of applications in the design industry.

This study is intended to assist students develop an understanding of 3D drawing methods and the design process, including:

- Instrumental, perspective and freehand drawing
- Application of the design process to guide their development of ideas
- Developing and refining skills in the use of computer based design programs.

While it is highly recommended that at least one semester of Year 10 Visual Communication Design is completed prior to electing Visual Communication Design Units 1 & 2, consultation with the Art staff may result in this prerequisite being waived. Units 1 & 2 do not need to be taken as a sequence, although normally it is advisable that both units are completed prior to undertaking Visual Communication Design, Units 3 & 4.

## Topics

- Perspective drawing
- Rendering drawings to show tone and texture
- Instrumental drawing
- The elements and principles of design
- Computer based design
- Practical explorations of type and imagery
- Practical application of the design process
- Written studies of contemporary and historical design.

## Learning Activities

A folio of work in which skills and understanding must be demonstrated in the following areas:

- Perspective drawing of 3D objects and spaces
- Rendering with a range of media and materials to achieve realistic tones and textures
- Instrumental drawing of 3D objects and spaces, producing drawings that demonstrate use of conventions and an understanding of Australian Standards
- Development of skills in computer based design programs such as Adobe Photoshop, Illustrator and InDesign
- The exploration and development of design ideas based on the elements and principles of design

- Development of skills in a range of media, methods and materials
- Use of the design process to develop skills and ideas
- The development of final presentation solutions to satisfy stated communication needs
- Written tasks that form an analysis of contemporary and historical examples of visual communications.

## **Assessment**

- A folio exploring and developing visual solutions to set tasks
- Production of final presentations demonstrating the skills studied in Visual Communication Design coursework
- Written tasks forming an analysis of historical examples of visual communications
- End of semester formal examination assessment.

## **VCE: Visual Communication Design Units 3 & 4**

In Units 3 & 4 of Visual Communication Design students produce visual communications for different audiences, purposes and contexts, based on the needs of a client. This client need is determined through negotiation between each student and the teacher, and ideas are developed into final presentations through the application of the design process in a folio of work.

Students will also analyse and evaluate existing visual communication examples and study the production of visual communications in a professional setting.

While it is highly recommended that Visual Communication Design Units 1 & 2 is completed prior to electing Visual Communication Design Units 3 & 4, consultation with the Art staff may result in this prerequisite being waived.

## **Topics**

- Analysis of design from the fields of communication, industrial and environmental
- Design industry practice
- A folio of work in which skills and understanding must be demonstrated in the following areas:
  - Instrumental drawing
  - Computer based design
  - The elements and principles of design
  - Use of a range of media, methods and materials.

## Learning Activities

- Analysis and evaluation of the effectiveness of a range of visual communications
- Creation of a set of visual communications informed by the analysis of existing visual communications
- A written SAC discussing the roles and relationships involved in the design and production of visual communications in the context of a professional setting
- A folio of practical work based upon a negotiated communication need.

Throughout the folio, students apply a design process and focus on the following specific areas:

- The development of a design brief from a specific client
- Research and the generation of ideas
- The development of skills and ideas using a range of media, methods and materials
- The production of two final presentations
- Explanation and evaluation of the work produced in a pitch to the client at the conclusion of the design process.

## Assessment

- Unit 3 SACs contribute to 20% of the total mark
- Unit 4 SACs contribute to 5% of the total mark
- One SAT takes place across both Unit 3 and Unit 4 and involves a folio of practical work that contributes to 40% of the total mark
- The School Assessed Coursework and the School Assessed Task are assessed by the teacher. Student work is open to external audit and will be moderated against the end of year examination for all School Assessed Tasks.
- End of year examination, which is externally assessed. The examination is based on work from both Units 3 & 4. This contributes 35% to the total mark.

## VCE: English Units 1 & 2

In Units 1 & 2 English students read a range of texts, with comprehension, enjoyment and discernment, developing competence and confidence in writing, particularly sustained text responses and timed responses.

- Develop their understanding of oral language in different contexts
- Discuss and analyse the ideas, themes and issues in the set texts, and construct a range of responses
- Study the Context Area: 'The Individual and Society' and write creatively and analytically about this, taking into account context, purpose and audience.

There are no prerequisites for entry to Units 1 & 2 English, as specified by the VCAA.

At St Catherine's School, Year 11 students who show ability and real interest in the study of literature are encouraged to study Units 1 & 2 Literature as well. The offer of this study allows one path of extension for students. The Year 11 English classes also offer many opportunities for extension as part of the course.

## Topics

### Texts Studied:

(Texts may be subject to change)

- Minimum of Two (short stories)
- *The Outsider* (novel)
- *Macbeth* (play)
- *The Age of Innocence* (film)
- Supplementary texts linked to the context area
- Context area: 'The Individual & Society'
- Oral Communication
- Issues: Using language to persuade, and analysis of language
- Text response essay writing.

## Learning Activities

- Reading and responding to texts
- Close analysis of literary features in texts and film
- Creative writing linked to the context
- Language analyses and oral point of view
- Examination technique and timed essay writing.

## Assessment

### Unit 1:

- Outcome 1 – Text response essay
- Outcome 2 – Context area: creative writing
- Outcome 3 – Oral presentation
- Coursework – a range of class work and homework tasks
- Semester examination.

### Unit 2:

- Outcome 1 – Text Response essay
- Outcome 2 – Expository context response
- Outcome 3 – Language Analysis
- Coursework – a range of class work and homework tasks

- Semester examination.

## VCE: English Units 3 & 4

In Units 3 & 4 English students read and respond both orally and in writing to a range of texts.

- Analyse how authors of texts create meaning and the different ways in which texts can be interpreted
- Develop competence in creating written texts, particularly sustained text responses and timed responses
- Create and present texts within the Context Area: 'Whose Reality?' and write creatively, taking into account context, audience and purpose
- Analyse using language to persuade both orally and in writing.

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4, as stated by the VCAA.

### Topics

#### Texts Studied:

(Texts may be subject to change)

- *Cloudstreet* (novel)
- *Wag the Dog* (film)
- *Wilfred Owen The War Poems* (poetry)
- *Death of a Salesman* (play)
- Context area: 'Whose Reality?'
- Oral communication
- Using language to persuade and analysis of language.

### Learning Activities

- Text response essay writing
- Creative writing linked to the context
- Lectures: revision, text based, examination strategies, feedback on SACs
- Examination technique and timed essay writing
- Supplementary texts linked to the context area
- Reading and responding to texts
- Close analysis of literary features in a range of texts
- Language analyses and oral point of view.

## Assessment

Coursework (SACs) needs to be completed as prescribed by the VCAA. The SACs are weighted at 50% and the final examination is weighted at 50%. The SAC assessments are moderated against the end of year examination.

### Unit 3 SACs:

- Outcome 1 – Text response essay (7.5%)
- Outcome 2 – Context area: creative writing (7.5%)
- Outcome 3 Task 1 – Language analysis and Task 2 – point of view oral (10%)

### Unit 4 SACs:

- Outcome 1 – Text response essay (12.5%)
- Outcome 2 – Context area: creative writing (12.5%)
- Examination (50%)

Teachers also set a range of tasks that students must complete in order to obtain their 'S' in Units 3 & 4 English.

## VCE: English as an Additional Language (EAL) Units 1 & 2

VCE English as an Additional Language (EAL) course is a withdrawal program.\* The focus of Units 1 & 2 is on reading a range of texts, particularly narrative and persuasive texts, in order to comprehend, to appreciate and to analyse the way in which texts are constructed and interpreted.

- Develop competence and confidence in creating a variety of oral, written and multimodal texts. Integrate into all Units of work
- Integrate grammar into all Units of work
- Plan, proofread, and edit writing
- Improve spelling, punctuation, and syntax of standard Australian English.

\*A withdrawal program means that students are withdrawn from mainstream English for the EAL class, which is scheduled into their regular timetable, instead of English.

Students are only eligible to sit the final external examination in EAL if they have been in Australia for fewer than seven years, by the time they reach Year 12. Furthermore, they must not have been taught in English as their main language of instruction, for more than seven years.



## Topics

### Texts studied:

(Texts may be subject to change)

- Term 1: *Blade Runner*
- Term 2: *'Survival': Life is Beautiful and Night*
- Term 3: *Montana 1948*
- Term 4: *Issues*.

## Learning Activities

- Class-based discussion of characters, themes, authorial style and reader interpretation
- Exploration of ideas and issues, giving considered reasons for points of view
- Reading and viewing a variety of texts for understanding and critical analysis
- Analysing the way texts are constructed and interpreted
- Responding to written and film texts for different purposes, audiences and contexts
- Writing a sustained piece on the chosen context: 'Survival'
- Using persuasive language to argue a reasoned point of view on an issue.

## Assessment

### Unit 1:

- Outcome 1 – Reading and responding
- Outcome 2 – Creating and presenting (context)
- Outcome 3 – Using language to persuade
- Semester examination.

### Unit 2:

- Outcome 1 – Reading and responding
- Outcome 2 – Creating and presenting
- Outcome 3 – Using language to persuade
- Ongoing monitoring of all other class and homework
- Semester examination.

# VCE: English as an Additional Language (EAL)

## Units 3 & 4

VCE English as an Additional Language (EAL) course is a withdrawal program.\* The focus of Units 3 & 4 is on reading and responding, both orally and in writing, to a range of texts in order to analyse how the authors of texts create meaning, and the different ways in which texts can be interpreted.

- Develop competence in creating written texts, by exploring ideas suggested by your reading within the chosen context, and the ability to explain choices they have made as authors
- Integrate grammar into all Units of work
- Plan, proofread, and edit your writing
- Improve your spelling, punctuation, and syntax of standard Australian English.

\*A withdrawal program means that students are withdrawn from mainstream English for the EAL class, which is scheduled into their regular timetable, instead of English.

Students are only eligible to sit the final external examination in EAL if they have been in Australia for fewer than seven years, by the time they reach Year 12. Furthermore, they must not have been taught in English as their main language of instruction, for more than seven years.

### Topics

**Texts studied:**

Texts to be advised

### Learning Activities

- Class-based discussion of characters, themes, authorial style and reader interpretation
- Exploration of ideas and issues, giving considered reasons for points of view
- Reading and viewing a variety of texts for understanding and critical analysis
- Analysing the way texts are constructed and interpreted
- Responding to written and film texts for different purposes, audiences and contexts
- Writing a sustained piece on the chosen context: 'Identity and Belonging'
- Using persuasive language to argue a reasoned point of view on an issue.

### Assessment

**Unit 3:**

- Outcome 1 – Reading and responding
- Outcome 2 – Creating and presenting (context)

- Outcome 3 – Using language to persuade.

#### Unit 4

- Outcome 1 – Reading and responding
- Outcome 2 – Creating and presenting
- Outcome – Using language to persuade
- Ongoing monitoring of all other class and homework
- End of year external examination.

## VCE: Literature Units 1 & 2

Units 1 & 2 Literature students study a diverse range of texts and develop a detailed understanding of the views and values within texts and how writers shape meanings through their literary conventions. The course aims to challenge and engage students in their interpretation of texts and how writers construct them.

- Respond to a range of texts personally, critically and creatively
- Construct creative, expository and passage based writing
- Read widely and critically, and share your understanding through ongoing class discussion and debate.

No prerequisites are required, however St Catherine's students are expected to have achieved at a high level in Year 10 English if they are considering studying Literature Units 1 & 2. Although Literature Units 1 & 2 provide a strong foundation for the study of Literature Units 3 & 4, they are not essential for study at this level. Students who may wish to pursue Literature Units 3 & 4 without having completed Units 1 & 2 must meet with the Faculty Head of English and the Careers Practitioner before submitting their subject selection form. They also must have achieved very high results in Year 11 English (A or A+ grades) to be considered for Units 3 & 4 Literature.

### Topics

#### Texts studied

(Texts may be subject to change)

- *The Great Gatsby* (novel)
- Australian film (TBC)
- Sylvia Plath (poetry)
- *Hamlet* (play)
- *A Streetcar Named Desire* (play and film).

### Learning Activities

- Reading and responding to texts
- Close analysis of literary features in texts and film

- Oral discussion and presentations
- Passage based essay writing
- Creative writing linked to texts
- Critical review and adaptation
- Examination technique and timed essay writing.

## Assessment

### Unit 1:

- Outcome 1(a) – Reading journal
- Outcome 1(b) – Oral review
- Outcome 2 – Passage analysis
- Outcome 3 – Film analysis
- Coursework: a range of class work and homework tasks
- End of semester examination.

### Unit 2:

- Outcome 1(a) – Passage Analysis
- Outcome 1(b) – Creative response
- Outcome 2 – Comparative response
- Coursework: a range of class work and homework tasks
- End of semester examination.

## VCE: Literature Units 3 & 4

In Units 3 & 4 Literature students study the way writers construct their texts and how meaning is created for and by the reader.

- Explore how the form of texts affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, cultural and historical contexts of texts
- Refine creative and critical responses to texts, by considering the contexts of their responses to texts, as well as the concerns, the style of language and the point of view in their re-created or adapted work
- Learn to synthesise the insights they have gained by their engagement with various aspects of a text into a cogent and substantiated response.

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4. At St Catherine's, it is essential that students studying Units 3 & 4 Literature have achieved very high results (A or A+ grades) in Year 11 English and/or Units 1 & 2 Literature.

## Topics

### Texts studied

(Texts may be subject to change)

- *Antony & Cleopatra* (Play)
- *My Brilliant Career* (Novel)
- T S Eliot (poetry)
- *The Piano* (film)
- The Poetry of Walt Whitman.

## Learning Activities

- Reading and responding to texts
- Close analysis of literary features in texts and film
- Oral discussion and presentations
- Passage based essay writing
- Creative writing linked to texts
- Critical review and adaptation
- Examination technique and timed essay writing.

## Assessment

SACs are weighted at 50% and the final examination is weighted at 50%. The SAC assessments will be moderated against the end of year examination.

### Unit 3:

- Outcome 1 – An exploration of the construction of genre and how it contributes to the development of meaning in an adapted text (10%)
- Outcome 2 – A sustained interpretative response on views and values in a text (10%)
- Outcome 3 – An exploration of alternate viewpoints (5%).

### Unit 4:

- Outcome 1— An imaginative response to a text with a commentary (12.5% and 2.5%)
- Outcome 2 – A close analysis of how certain literary features relate to an interpretation of the whole text (10%)
- Teachers also set a range of tasks that students must complete in order to obtain their 'S' in Units 3 & 4 Literature
- Examination.

# VCE: Chinese Units 1 & 2

The focus of Units 1 & 2 is on enhancing students' ability to communicate and to understand and appreciate socio-cultural contexts, ideas and information.

The course promotes understanding of different attitudes and values within the wider Australian community and beyond, and provides students with a direct means of exploring Chinese people's lives and their values.

In completing these Units, students improve the level of their aural, oral and written skills in the Chinese language, enhancing their ability to communicate more effectively.

Students wishing to undertake the Chinese VCE Study should have satisfactorily completed Year 10 Chinese and demonstrated competency in all skill areas.

## Topics

Students study selected topics which address particular text types and linguistic elements. The Units 1 & 2 topics are:

- Personal identity
- Recreation and leisure
- The family.

These key areas of study are drawn from the prescribed themes which are common to all four Units of VCE Chinese:

- The individual: personal world, education and aspirations, personal opinions and values
- The Chinese-speaking communities: lifestyles, historical perspectives, arts and entertainment
- The changing world: social issues, the world of work, scientific and technological issues.

## Learning Activities

- Reading and listening to a variety of texts
- Research and presentation
- Role plays and interviews
- Skill development and grammar tasks
- Writing tasks covering different writing styles
- Additional conversation practice in small groups
- Translation exercises.

## Assessment

### Unit 1

- Outcome 1 – establish and maintain a spoken and written exchange related to personal areas of experience
- Outcome 2 – read and obtain information from written and spoken texts
- Outcome 3 – produce a personal response to a text focusing on real or imaginary experience
- Regular class tests and tasks covering the four skill areas
- Semester examination.

### Unit 2

- Outcome 1 – participate in a spoken or written exchange related to making arrangements and completing transactions
- Outcome 2 – listen to, read, extract and use information and ideas from spoken and written texts
- Outcome 3 – give expression to real or imaginary experience in written and spoken form
- Regular class tests and tasks covering the four skill areas
- Semester examination.

## VCE: Chinese Units 1 & 2 SL (background students) and SLA

The focus of Units 1 & 2 is on enhancing students' ability to communicate and to understand and appreciate socio-cultural contexts, ideas and information.

The course promotes understanding of different attitudes and values within the wider Australian community and beyond, and provides students with a direct means of exploring Chinese peoples' lives and their values. In completing these Units, students improve the level of their aural, oral and written skills in the Chinese language, enhancing their ability to communicate more effectively.

Students wishing to undertake the Chinese VCE Study should have satisfactorily completed Year 10 Chinese and demonstrated competency in all skill areas.

### Topics

Students study selected topics which address particular text types and linguistic elements. The Units 1 & 2 topics are:

- Personal Identity
- Education and future aspirations
- The world of work
- Youth issues

- History and culture

These key areas of study are drawn from the prescribed themes which are common to all four Units of VCE Chinese:

- The individual: personal world, education and aspirations, personal opinions and values
- The Chinese-speaking communities: lifestyles, historical perspectives, arts and entertainment
- The changing world: social issues, the world of work, scientific and technological issues.

## **Learning Activities**

- Reading and listening to a variety of texts
- Research and presentation
- Role plays and interviews
- Skill development and grammar tasks
- Writing tasks covering different writing styles
- Additional conversation practice in small groups.
- Translation exercises.

## **Assessment**

### **Unit 1**

- Outcome 1 – establish and maintain a spoken and written exchange related to personal areas of experience
- Outcome 2 – read and obtain information from written and spoken texts
- Outcome 3 – produce a personal response to a text focusing on real or imaginary experience
- Regular class tests and tasks covering the four skill areas
- Semester examination.

### **Unit 2**

- Outcome 1 – participate in a spoken or written exchange related to making arrangements and completing transactions
- Outcome 2 – listen to, read, extract and use information and ideas from spoken and written texts
- Outcome 3 – give expression to real or imaginary experience in written and spoken form
- Regular class tests and tasks covering the four skill areas
- Semester examination.



## VCE: Chinese Units 3 & 4

The study of Chinese at this level further enhances your ability to communicate in the language but also emphasises cross-cultural understanding, cognitive development, literacy and general knowledge. Coursework provides a high level of appropriate input in the language and activities are designed to maximise your language use.

Students are also required to undertake a detailed study on a topic related to the prescribed themes. You must provide an individual response to this topic and demonstrate your understanding of the language and culture of China. The detailed study forms part of the prescribed assessment for Units 3 & 4.

Students must undertake Unit 3 prior to undertaking Unit 4, as stated by VCAA. Students at St Catherine's School need to gain an 'S' and it is strongly recommended that students have satisfactorily passed Units 1 & 2 Chinese in order to be able to embark on the Units 3 & 4 course.

### Topics

Students study selected topics which address particular text types and linguistic elements. The Units 3 & 4 topics are:

- Future aspirations
- History and culture
- Geography.

These key areas of study are drawn from the prescribed themes for VCE Chinese:

- The individual: personal world, education and aspirations, personal opinions and values
- The Chinese-speaking communities: lifestyles, historical perspectives, arts and entertainment
- The changing world: social issues, the world of work, scientific and technological issues.

### Learning Activities

- Listening and reading comprehension activities
- Writing tasks in various writing styles
- Research and discussion
- Role plays
- Weekly individual conversation sessions
- Practice examinations and mock orals
- Translation of texts.

## Assessment

- Coursework (SACs) needs to be completed as prescribed by the VCAA. The SACs are weighted at 50% and the final examination is weighted at 50%. The SAC assessments are moderated against the end of year examination
- Study scores are determined from School-assessed Coursework and the end of year written and oral examinations
- Teachers also set a range of tasks that students must complete in order to obtain their 'S' in Units 3 & 4 Chinese.

## VCE: Chinese Units 3 & 4 SL (background students) and SLA

The study of Chinese at this level further enhances your ability to communicate in the language but also emphasises cross-cultural understanding, cognitive development, literacy and general knowledge. Coursework provides a high level of appropriate input in the language and activities are designed to maximise your language use.

Students are also required to undertake a detailed study on a topic related to the prescribed themes. You must provide an individual response to this topic and demonstrate your understanding of the language and culture of China. The detailed study forms part of the prescribed assessment for Units 3 & 4.

Students must undertake Unit 3 prior to undertaking Unit 4, as stated by VCAA. Students at St Catherine's School need to gain an 'S' and it is strongly recommended that students have satisfactorily passed Units 1 & 2 Chinese in order to be able to embark on the Units 3 & 4 course.

## Topics

Students study selected topics which address particular text types and linguistic elements. The Units 1 & 2 topics are:

- Personal Identity
- Education and future aspirations
- The world of work
- Youth issues
- History and culture

These key areas of study are drawn from the prescribed themes which are common to all four Units of VCE Chinese:

- The individual: personal world, education and aspirations, personal opinions and values
- The Chinese-speaking communities: lifestyles, historical perspectives, arts and entertainment

- The changing world: social issues, the world of work, scientific and technological issues.

## **Learning Activities**

- Listening and reading comprehension activities
- Writing tasks in various writing styles
- Research and discussion
- Role plays
- Weekly individual conversation sessions
- Practice examinations and mock orals
- Translation of texts.

## **Assessment**

- Coursework (SACs) needs to be completed as prescribed by the VCAA. The SACs are weighted at 50% and the final examination is weighted at 50%. The SAC assessments are moderated against the end of year examination
- Study scores are determined from School-assessed Coursework and the end of year written and oral examinations
- Teachers also set a range of tasks that students must complete in order to obtain their 'S' in Units 3 & 4 Chinese.

## **VCE: French Units 1 & 2**

The focus of Units 1 & 2 is on enhancing the student's ability to communicate and to understand and appreciate socio-cultural contexts, ideas and information.

The course promotes understanding of different attitudes and values, and provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

Students wishing to undertake French VCE Study ought to have satisfactorily completed Year 10 French and demonstrated sufficient competency in all skill areas.

For additional invaluable linguistic and cultural experience, students are strongly encouraged to participate in a French school exchange.

## **Topics**

Students study selected topics which address particular text types and linguistic elements.

The Units 1 & 2 topics are:

- Self and others
- Holidays
- Sport and health

- Cinema and music
- Technology.

These key areas of study are drawn from the prescribed themes which are common to all four Units of VCE French:

- The individual: personal world, education and aspirations, personal opinions and values
- The French-speaking communities: lifestyles, historical perspectives, arts and entertainment
- The changing world: social issues, the world of work, scientific and technological issues.

## **Learning Activities**

- Listening and reading comprehension activities
- Research and presentation
- Role plays and interviews
- Discussion and debates
- Skill development and grammar tasks
- Writing tasks covering different writing styles
- Film study
- Additional conversation practice in small groups
- Alliance Française Competition, written and oral.

## **Assessment**

### **Unit 1:**

- Outcome 1 – establish and maintain a spoken and written exchange related to personal areas of experience
- Outcome 2 – listen to, read and obtain information from written and spoken texts
- Outcome 3 – produce a personal response to a text focusing on real or imaginary experience
- Regular class tests and tasks covering the four skill areas
- Semester examination.

### **Unit 2:**

- Outcome 1 – participate in a spoken or written exchange related to making arrangements and completing transactions
- Outcome 2 – listen to, read, and extract and use information and ideas from spoken and written texts

- Outcome 3 – give expression to real or imaginary experience in written or spoken form
- Regular class tests and tasks covering the four skill areas
- Semester examination.

## VCE: French Units 3 & 4

The study of French at this level further enhances your ability to communicate in the language, but also emphasises cross-cultural understanding, cognitive development, literacy and general knowledge. Coursework provides a high level of appropriate input in the language and activities are designed to maximise your language use.

Students are also required to undertake a detailed study on a topic related to the prescribed themes. You must provide an individual response to this topic and demonstrate your understanding of the language and culture of France. The detailed study forms part of the prescribed assessment for Units 3 & 4.

Students must undertake Unit 3 prior to undertaking Unit 4 as stated by VCAA. Students at St Catherine's School need to gain an 'S' and it is strongly recommended that students have satisfactorily passed Units 1 & 2 French in order to be able to embark on the Units 3 & 4 course.

### Topics

Students study selected topics which address particular text types and linguistic elements.

The Units 3 & 4 topics are:

- Second World War through French film (detailed study)
- Immigration and racism
- Poverty in France and the world
- The world of work
- The environment.

These key areas of study are drawn from the prescribed themes for VCE French:

- The individual: personal world, education and aspirations, personal opinions and values
- The French-speaking communities: lifestyles, historical perspectives, arts and entertainment
- The changing world: social issues, the world of work, scientific and technological issues.

## Learning Activities

- Listening and reading comprehension activities
- Research and presentations
- Role plays and interviews
- Discussions and debates
- Skill development and grammar tasks
- Writing tasks covering the different writing styles
- Film study
- Weekly individual conversation sessions
- Practice exams and mock orals.

## Assessment

- Coursework (SACs) needs to be completed as prescribed by the VCAA. The SACs are weighted at 50% and the final examination is weighted at 50%. The SAC assessments are moderated against the end of year examination
- Study scores are determined from School-assessed Coursework and the end of year oral and written examinations
- Students complete a range of additional tasks and activities in order to obtain their 'S' in Units 3 & 4 French.

## VCE: Japanese Units 1 & 2

The focus of Units 1 & 2 is on enhancing students' ability to communicate and to understand and appreciate socio-cultural contexts, ideas and information.

The course promotes understanding of different attitudes and values within the wider Australian community and beyond, and provides students with a direct means of exploring Japan's rich cultural history, its tradition, arts and crafts.

In completing these Units, students improve the level of their aural, oral and written skills in the Japanese language, enhancing their ability to communicate more effectively.

Students wishing to undertake the Japanese VCE Study should have satisfactorily completed Year 10 Japanese and demonstrated competency in all skill areas.

Students wishing to extend their linguistic and cultural experience are advised to apply for a Japanese exchange.

## Topics

Students study selected topics which address particular text types and linguistic elements. The Units 1 & 2 topics are:

- A trip to Japan
- Introducing my town

- Japanese leisure/youth culture
- Japanese school life
- Japanese events, festivals and seasons.

## **Learning Activities**

- Listening and reading comprehension activities
- Research and presentation
- Role plays
- Writing tasks
- Songs
- Additional conversation practice in small groups.

## **Assessment**

### **Unit 1**

- Outcome 1 – establish and maintain a spoken and written exchange related to personal areas of experience
- Outcome 2 – read and obtain information from written and spoken texts
- Outcome 3 – produce a personal response to a text focusing on real or imaginary experience
- Regular class tests and tasks covering the four skill areas
- Semester examination.

### **Unit 2**

- Outcome 1 – participate in a spoken or written exchange related to making arrangements and completing transactions
- Outcome 2 – listen to, read, extract and use information and ideas from spoken and written texts
- Outcome 3 – give expression to real or imaginary experiences in written and spoken form
- Regular class tests and tasks covering the four skill areas
- Semester examination.

## **VCE: Japanese Units 3 & 4**

The study of Japanese at this level further enhances your ability to communicate in the language but also emphasises cross-cultural understanding, cognitive development, literacy and general knowledge. Coursework provides a high level of appropriate input in the language and activities are designed to maximise your language use.

Students are also required to undertake a detailed study on a topic related to the prescribed themes. You must provide an individual response to this topic and

demonstrate your understanding of the language and culture of Japan. The detailed study forms part of the prescribed assessment for Units 3 & 4.

Students must undertake Unit 3 prior to undertaking Unit 4, as stated by VCAA. Students at St Catherine's School need to gain an 'S' and it is strongly recommended that students have satisfactorily passed Units 1 & 2 Japanese in order to be able to embark on the Units 3 & 4 course.

## Topics

Students study selected topics which address particular text types and linguistic elements.

The Units 3 & 4 topics are:

- Future plans
- Technology
- Issues
- Changing lifestyles.

These key areas of study are drawn from the three prescribed themes for VCE Japanese:

- The individual: personal world, education and aspirations, personal opinions and values
- The Japanese-speaking communities: lifestyles, historical perspectives, arts and entertainment
- The changing world: social issues, the world of work, scientific and technological issues.

## Learning Activities

- Listening and reading comprehension activities
- Writing tasks in various writing styles
- Research and discussion
- Role plays
- Weekly individual conversation sessions
- Practice examinations and mock orals.

## Assessment

- Coursework (SACs) needs to be completed as prescribed by the VCAA. The SACs are weighted at 50% and the final examination is weighted at 50%. The SAC assessments are moderated against the end of year examination
- Study scores are determined from School-assessed Coursework and the end of year written and oral examinations
- Teachers also set a range of tasks that students must complete in order to obtain their 'S' in Units 3 & 4 Japanese.



# VCE: Accounting Units 1 & 2

## Unit 1: Establishing and Operating a Service Business

This Unit focuses on the accounting and financial management of a small business.

- The processes of gathering, recording and reporting of financial information for use by the owner in a small business
- Learn about the use of information and communications technologies in undertaking these Accounting procedures
- Learn about the role of Accounting in effective decision making, using single entry recording of financial information for sole proprietor service businesses.

## Unit 2: Accounting for a Trading Business

This Unit focuses on the Accounting and financial operations of a sole proprietor trading business.

- Study an Accounting system using the accrual approach for recording and reporting, which recognises the impact of credit transactions
- Explore the role of ICT in the Accounting process
- Learn the tools of analysis and interpretation, in order to assist in the evaluation of business performance.

There are no prerequisites for Units 1 & 2 Accounting, although it is suggested that students have completed Fashion Cents: Accounting prior to attempting this course.

## Topics

### Unit 1: Establishing and Operating a Service Business

- Learn about the processes that are required to open a small business, and the way in which financial data is recorded and reported in this context.

### Unit 2: Accounting for a Trading Business

- Learn about the way in which the movement of stock changes the Accounting process. You will then explore the role of computer based Accounting packages to record and report transactions, and the systems by which the performance of a business can be assessed.

## Learning Activities

- Skills practice on standard Accounting exercises
- Construction of summary or review notes related to a topic or area of study
- Assignments structured recording and reporting Accounting transactions
- Skills practice in the use of a personal computer
- Preparation of Accounting reports using a manual Accounting system
- Understanding the theory that supports the Accounting practice.

## Assessment

For each Unit:

- Practical assignments
- Topic tests
- Semester examination.

## VCE: Accounting Units 3 & 4

### Unit 3: Recording and Reporting for Trading Businesses.

Unit 3 focuses on Accounting and financial issues of a small trading business, operating as a sole proprietor.

- Study a double entry system using the accrual basis of Accounting
- Balance day adjustments and the interpretation of Accounting information
- Investigate the impact of alternative approaches in Accounting on financial reports.

### Unit 4: Control and Analysis of Business Performance.

Unit 4 further develops the role of accounting in providing information, with the main focus on Accounting information for management.

- Learn about advanced techniques for recording, reporting and budgeting for trading businesses
- Use financial and key performance indicators to evaluate business profitability and liquidity in order to assist with the making of business decisions.

There are no prerequisites for Units 3 & 4 Accounting, although it is strongly suggested that students have completed either Units 1 & 2 Accounting or Fashion Cents: Accounting prior to attempting this course.

## Topics

### Unit 3: Recording and Reporting for Trading Businesses.

- The recording of financial data
- The creation of basic Accounting reports
- Balance day adjustments.

### Unit 4: Control and Analysis of Business Performance.

- Extension of recording and reporting
- Financial planning
- Decision making as a result of the Accounting process.

## Learning Activities

- Skills practice on standard Accounting exercises
- Construction of summary or review notes related to a topic or area of study
- Assignments structured around past topics
- Skills practice in the use of the personal computer
- Preparation of Accounting reports using a manual accounting system
- Preparation of Accounting reports using a double entry computer package
- Understanding the theory that supports the Accounting practice.

## Assessment

### Unit 3:

- School-assessed Coursework.

### Unit 4:

- School-assessed Coursework
- End of year examination: This examination will assess all of the skills that were taught in both Units 3 & 4. The examination will contribute 50% to the overall study score.

## VCE: Business Management Units 1 & 2

In Unit 1 students investigate the role of small and medium sized businesses in the Australian economy.

- After an introduction into the nature of small businesses (which make up the majority of business operations in this country), learn about small business decision making, planning and evaluation
- Focus your attention on the practical aspects of running a business, including many of the day-to-day decisions that must be made.

In Unit 2 students learn about the role of communication in an effective business.

- Learn about the different features of an effective marketing plan, and how this differs from the role of public relations.

There are no specific prerequisites for the study of VCE Business Management.

## Topics

- The role of small and medium businesses in the Australian economy
- The role of communication in an effective business.

## Learning Activities

### Unit 1:

- Explain a set of generic business characteristics and apply them to a range of businesses
- Apply decision making and planning skills to establish and operate a small business
- Evaluate the management of an ethical and socially responsible small business
- Discuss the role of many different factors affecting the day-to-day operation of a small business.

### Unit 2:

- Apply and justify a range of effective communication methods used in business related situations
- Analyse effective marketing strategies and processes
- Apply public relations strategies to business related decisions and analyse their effectiveness.

## Assessment

- Research activities
- Short answer tests
- Practical activities involving the planning of a small business
- Coursework
- Semester examination.

## VCE: Business Management Units 3 & 4

In Unit 3 students investigate how large-scale organisations operate.

- Develop an understanding of the complexity and challenge of managing large organisations
- Have the opportunity to compare theoretical perspectives with practical applications.

Unit 4 commences with a focus on the human resource management function. It then progresses to the analysis of the management of change.

- Learn about key change management processes and strategies
- Apply these to a contemporary issue of significance.

There are no prerequisites for the study of VCE Business Management.

## Topics

- In Unit 3 students investigate how large-scale organisations operate
- Unit 4 commences with a focus on the human resource management function, then considers the concept of organisational change.

## Learning Activities

### Unit 3:

- Describe and analyse the context in which large-scale organisations operate
- Describe and analyse major aspects of the internal environment of large-scale organisations
- Identify and evaluate practices and processes related to operations management.

### Unit 4:

- Identify and evaluate practices and processes related to human resource management
- Analyse and evaluate the management of change in large-scale organisations.

## Assessment

- Research activities
- Short answer tests
- Practical activities running small business simulations
- Extended response questions
- Coursework
- End of year examination. The examination will contribute 50% to the overall study score.

## VCE: Economics Units 1 & 2

### Unit 1: The Behaviour of Consumers and Businesses

The focus of this Unit is the study of basic economic models where consumers and businesses engage in mutually beneficial transactions. It examines how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

### Unit 2: Contemporary Economic Issues

The focus of this Unit is on the possible trade-offs in regards to economic growth versus environmental sustainability, equity versus efficiency and free trade versus

protectionism. Through the analysis of specific policy measures, students analyse and question the nature of these key trade-offs.

There are no prerequisites for Units 1 & 2 Economics.

## Topics

- Unit 1: The behaviour of consumers and businesses
- Unit 2: Contemporary Economic Issues.

## Learning Activities

- Developing topic summaries
- Investigation into current trends
- Interpretation of economic data
- Use of appropriate computer software to plan, store and present work
- Evaluation of sources
- Preparation of graphs
- Discussion and debate
- Research using the internet
- Presentation of understanding in a variety of formats: visual, written, multimedia and oral.

## Assessment

For each Unit:

- Topic tests
- Assignments
- Semester examination.

# VCE: Economics Units 3 & 4

## Unit 3: Australia's Economic Prosperity

The study of economic activity in Australia and the factors that affect the achievement of the objectives of the Australian economy.

- Develop your understanding about how markets operate, understand the difference between microeconomics and macroeconomics.
- Explore how the level of economic activity is influenced.
- All governments have economic objectives and many factors can affect the achievement of these objectives. Learn why achieving these objectives is important to our wellbeing.

## Unit 4: Managing the Economy

The management of the Australian economy, which concentrates on budgetary, monetary and microeconomic reform policies.

- Learn how the Federal Budget is used to achieve the Government's economic objectives.
- Examine various taxes and how they affect the way business and consumers spend.

There are no prerequisites for Units 3 & 4 Economics, but it is strongly recommended that students complete Units 1 and 2 Economics.

## Topics

### Unit 3: Australia's Economic Prosperity

- Economic activity refers to the activity that generates production, income, expenditure and employment
- Objectives studied are: low inflation, economic growth, full employment and external stability (trade).

### Unit 4: Managing the Economy

Monetary Policy concerns why and how the Reserve Bank of Australia changes interest rates. You will also gain a valuable knowledge of how budgets and interest rate changes can affect your own financial wellbeing, exploring topics such as, 'Why is home ownership less affordable today than it was in 1999?'

## Learning Activities

- Developing topic summaries
- Investigation into current trends
- Interpretation of economic data
- Preparation of graphs
- Discussion
- Forecasting.

## Assessment

- Unit 3 School-assessed Coursework (SAC) 25%
- Unit 4 School-assessed Coursework (SAC) 25%
- The end of year examination 50%.

## VCE: Geography Units 1 & 2

The study of Geography is a way of exploring, analysing and understanding the characteristics of places that make up our world using the concepts of place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability.

Unit 1 explores Hazards and Disasters raising questions like how do these events affect populations and how should we manage these global phenomena? Students will conduct a fieldwork assessing how the Black Saturday Bushfires affected communities such as Marysville.

Unit 2 explores the global patterns and trends in Tourism both globally and locally. Students will study how tourism be used to improve living conditions within an area as well as the environmental impacts of this industry.

Through case studies students will understand how it is changing over time and discuss how it could, and should, change in the future.

## Topics

### Unit 1: Hazards and Disasters

- Examine hazards and hazard events at a range of scales such as floods, infectious diseases, malaria and bushfires.
- Look at factors which contribute to risks, causes and impacts of hazards and disasters.
- Investigate the impact of the Black Saturday Bushfires on Marysville.

### Unit 2: Tourism

- Explore the characteristics of tourism? What is the impact of tourism on people and places within Australia and globally
- Analyse spatial patterns through maps and other data and the collection of primary data through fieldwork
- Study the different types of tourism and how they have changed over time.

## Learning Activities

- Interpretation, analysis and evaluation of geographic data
- Application of spatial concepts in a variety of forms
- Development of geographical skills (eg mapping, annotation of diagrams, sketching and analysis)
- Fieldwork investigations
- Independent research
- Collaborative and cooperative learning through discussion, role plays and debates
- Presentation of understanding in a variety of visual, written multi-media and oral forms.

## Assessment

- Applied and practical geographical exercises
- Data analysis tasks



- Research tasks
- Fieldwork reports – collecting and analysing primary data
- Annotated visual displays
- Participation in role plays and debates
- Semester examination.

## VCE: Geography Units 3 & 4

**Unit 3 - 'Changing the land'** focuses on two investigations of geographical change in land cover.

How have people modified land cover through deforestation, desertification and the melting of glaciers and ice sheets?

How are these processes distributed?

What causes these processes and what are the impacts of these changes?

Fieldwork is used to study land use change at a local scale.

**Unit 4 – 'Human population trends and Issues'** explores patterns of population change, movement and distribution and how governments, organisations and individuals have responded to those changes.

The world's population has grown from 2.5 billion in 1950 to over 7 billion since 2010, with much of the current growth occurring within developing countries while the populations in many developed countries are either growing slowly or declining.

How do changes in fertility and mortality influence populations and the responses of governments?

How do the movements of people within and between countries influence populations?

What issues result from growing and ageing populations and what challenges arise?

How effective are the strategies that governments and non-government organisations use to manage population change?

### Topics

#### Unit 3: Land Use Change

- Study the processes and nature of change
- Investigate the reasons for changes, the influence of individuals and organisations
- Evaluate the positive and negative impacts of change
- Describe the spatial distribution of land cover on a global scale
- Discuss the role of natural processes and human activity in causing deforestation, desertification and melting glaciers and ice sheets
- Evaluate responses to the impacts of land cover change.

## Unit 4: Human Population, Trends and Issues

- Learn about population dynamics – world population distribution and growth, and the dynamics of population change
- Investigate the growth and decline in fertility and mortality rates and population movements
- Learn about the Demographic Transition Model and the Malthusian theory of population
- Study major population issues and challenges – growing populations and ageing populations.

## Learning Activities

- Interpretation, analysis and evaluation of geographic data
- Application of spatial concepts in a variety of forms.
- Development of geographical skills (eg mapping, annotation of diagrams, sketching and analysis)
- Fieldwork investigation
- Independent research
- Collaborative and cooperative learning through discussion, role plays and debates
- Presentation of understanding in a variety of visual, written multi-media and oral forms
- Applied and practical geographical exercises
- Data analysis tasks
- Research tasks
- Fieldwork Report – collecting and analysing primary data
- Construction of annotated visual displays
- Participation in role plays and debates.

## Assessment

### Unit 3:

- Outcome 1 – Analyse, describe and explain the land use change and its impacts.
- Outcome 2 – Analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

### Unit 4

- Outcome 1 – Analyse, describe and explain population dynamics at a global scale.
- Outcome 2 – Analyse, describe and explain the nature of significant population issues and evaluate responses.
- End of Year Examination assesses both Unit 3 & Unit 4.

# VCE: Global Politics Units 3 & 4

Global Politics explores contemporary international issues, and key global actors in international politics.

Examine the nature of conflict in the post-Cold War world, including considerations of concepts such as 'superpower', 'terror' and 'terrorism' in the post September 11 world.

- Examine the role of global actors and the way that states within the Asia-Pacific region use power in their relations with each other as they pursue their national interest
- Study the ethical issues and debates surrounding global politics. An examination of crises and the evaluation of responses to problems that require multilateral resolution.

There are no prerequisites for this subject, although it is recommended students complete Units 1 & 2 Twentieth Century History or both Humanities electives: Geography of Terrorism and The Global Citizen.

## Topics

- Unit 3 investigates the role of key global actors in international politics, including the United Nations, the International Monetary Fund and non-state actors such as human rights' groups and terrorist organisations
- Explore the relationship between Australia and other states in the Asia-Pacific region, with an in-depth study of one state
- Unit 4 focuses on the ethical considerations in regards to issues such as refugees, weapons proliferation and global development
- A detailed study of two contemporary global crises will be completed.

## Learning Activities

- Research, investigation, processing and interpretation of data from secondary sources, newspapers, journals and audio visual sources
- Analysis of events and issues
- Making of informed judgements
- Refinement of skills in written communication, particularly the skill of note taking, short responses and the structure of essays
- Refinement and communication of ideas and knowledge verbally in class debate.

## Assessment

- School-assessed Coursework (SACs)
- Multimedia presentation
- Case study

- Essay
- Structured questions
- Short answer questions
- Extended response
- The final examination.

## VCE: History – Twentieth Century Units 1 & 2

The 20th Century has been a period of revolutionary change. This subject will explore the development of new technology, political ideologies, economic experiences and radical social attitudes. Throughout this century, new political ideologies and forms of cultural expression have emerged in response to crisis, conflict and immense societal change. This century has also been dominated by economic fluctuations, ranging from the Depression of the 1930s, to the period of strong economic growth in the western world following the Second World War. Students investigate the causes of war and revolution, as well as the role played by men and women in driving a range of civil rights and highly politicised movements.

There are no prerequisites for Units 1 & 2 Twentieth Century History, but students who wish to study this subject in Year 10 are expected to have very high results (A or A+) in Year 9 English and History and must meet with the Faculty Head and Careers Practitioner before submitting their subject selection form.

### Topics

- In Unit 1, students explore the nature of the post First World War Peace Treaties and their impact on the emergence of the democratic Weimar Republic
- Students trace the rise of Fascism in Germany by through the Second World War, and the social lives of Germans during this period
- Areas of study in Unit 2 include the competing ideologies of the Cold War, as manifested in conflicts such as the Vietnam War
- Students also investigate the nature of challenge and change in the 20th Century, exploring the emergence of the Irish Republican Army and the rise of Al Qaeda.

### Learning Activities

- Comprehension, analysis and sharing of information from a range of sources
- Synthesis of information to answer key questions and develop solutions to problems
- Evaluation of sources
- Collaborative and cooperative learning
- Discussion and debate
- Independent research and investigation

- Presentation of understanding in a variety of formats – visual, written, multimedia and oral
- Effective writing, both shorter responses and essays
- Use of appropriate computer software to plan, store and present work
- Excursions and incursions, as appropriate to the issues under investigation.

## **Assessment**

- Source analysis and evaluation
- Research activities
- Short answer, report and essay writing
- Film reviews
- Oral and ICT assisted presentations
- Class debates
- Semester examinations.

## **VCE: History – Revolutions Units 3 & 4**

In this subject students study two revolutions, French and Russian, uncovering the causes which led to each revolution and how the country attempted to create a new society.

They will investigate the French Revolution and study the role of King Louis XVI from 1774 to 1793, focussing on the social and economic inequality experienced during this time, which led to the country falling into bankruptcy. The Storming of the Bastille, use of guillotine and emergence of the Terror will also be explored.

Students then study the Russian Revolution, examining the revolutionary climate which existed in Russia at the turn of the 20<sup>th</sup> Century. They will investigate Tsarism, the rise of Lenin and Trotsky, the impact of the First World War on Russian society and the introduction of a communist government in 1917.

It is strongly recommended that students have undertaken the study of History Units 1 & 2: Twentieth Century before commencing a study of History Units 3 & 4: Revolutions. Students who wish to study this subject in Year 11 are expected to have very high results (A or A+) in Year 10 English and History and must meet with the Faculty Head and Careers Practitioner before submitting their subject selection form.

## **Topics**

### **French Revolution 1774–1795**

- Causes of the French Revolution including political leadership, economic hardship, feudal society as well as major events such as the Tennis Court Oath and Storming of the Bastille

- Consequences of the French Revolution including the creation of new rights such as equality and liberty, the beginning of war, the guillotine and tragedy of the Terror.

### **Russian Revolution 1896–1927**

- Causes of the Russian Revolution including political leadership, economic hardship, agrarian society as well as major events such as Bloody Sunday, various strikes and the First World War.
- Consequences of the Russian Revolution including the establishment of Communism under the leadership of Lenin and Trotsky. Other events covered include the outbreak of civil war and the use of harsh military force to gain control of the Russian population.

### **Learning Activities**

- Comprehension, analysis and sharing of information from a range of sources
- Synthesis of information to answer key questions and develop solutions to problems
- Evaluation of sources
- Discussion and debate
- Independent research and investigation
- Presentation of understanding in a variety of formats – visual, written, multimedia and oral
- Effective writing, both shorter responses and essays.

### **Assessment**

School-assessed Coursework (SACS), which consists of:

- Research report
- Analysis of written and/ or visual documents
- Historiographical exercise
- Essay.

Examination contributes to 50% of the Study score.

## **VCE: Philosophy Units 1 & 2**

**Unit 1 Philosophy** focuses on three key branches of Philosophy: Existence, Knowledge and Reasoning. The major concepts in each of these areas are taught through a variety of philosophical texts and examples.

Some of the questions students will answer include:

- ‘What is the self?’
- ‘Is there a deeper reality beyond the appearance of the everyday world?’
- ‘Are we truly free?’
- ‘Should we trust our senses?’

In the reasoning component of the course, learn the basics of formal logic.

**Unit 2 Philosophy** builds on knowledge and skills first introduced in the Years 9 and 10 Elective. The focus is on Ethics and Political Philosophy, and throughout the study students will:

- Apply new theoretical knowledge to examples from contemporary ethics and politics
- Continue to focus on reasoning first introduced in Unit 1, to further improve thinking skills.

There are no prerequisites for the study of Philosophy, although it is recommended students have completed the Years 9 and 10 Philosophy Elective.

## Topics

### Unit 1:

- Reasoning and logic
- Theories of knowledge
- The Nature of mind
- The Problem of free will.

**Thinkers:** Plato, Rene Descartes, John Locke, William James, Sam Harris.

### Unit 2:

- Foundations of morality
- Ethical theories
- Moral psychology
- Rights and justice
- Liberty and anarchy.

**Thinkers:** J.S Mill, Aristotle, Immanuel Kant, Peter Singer, Hannah Arendt, Isaiah Berlin.

## Learning Activities

- Dialectical discussion
- Argument analysis and mapping
- Close reading of key philosophical texts
- Discussion and analysis of contemporary issues and debates
- Discussion of media items that relate to philosophy
- Student led discussion and presentation
- Personal and philosophical writing.

## Assessment

For each Unit:

- Short answer test
- Essays
- Leading a class discussion
- Exercises in logical mapping and argument
- Semester examination.

## VCE: Philosophy Units 3 & 4

**Unit 3 Philosophy** builds on the reasoning skills established in Units 1 & 2 Philosophy. Through the use of set philosophical texts, the Unit considers questions concerning the mind and the self, focusing on two key questions:

- ‘Does the individual remain the same person over time?’
- ‘Are human beings more than their bodies?’

**Unit 4 Philosophy** builds on skills established in Unit 2, examining the crucial question of what it means for a human to live well in the 20th Century. Through a range of philosophical texts drawn from the Ancient Greeks to contemporary Australian philosophy the Unit considers the question of the ‘good life’ in relation to contemporary issues.

There are no prerequisites for Units 3 & 4 Philosophy, but it is expected that students have completed Units 1 & 2 Philosophy.

## Topics

Unit 3:

- Minds and bodies
- Personal identity.

**Thinkers:** John Locke, Rene Descartes, David Armstrong, Buddhist Tradition.

Unit 4:

- Conceptions of the good life
- Living the good life in the 21st Century.

**Philosophers:** Plato, Aristotle, Fredrich Nietzsche, Peter Singer.

## Learning Activities

- Dialectical discussion
- Argument analysis and mapping
- Close reading of key philosophical texts



- Discussion and analysis of contemporary issues and debates
- Discussion of media items that relate to Philosophy
- Student led discussion and presentation
- Personal and philosophical writing

## **Assessment**

For each Unit:

- Short answer tests
- Essays
- Exercises in logical mapping and argument.

## **VCE: General Mathematics Units 1 & 2**

General Mathematics (Further) Units 1 & 2 is designed for students who would like to continue on to Year 12 Mathematics, but who find the abstract nature of the Mathematical Methods course difficult to manage.

- Establish algebra skills to manage (mainly) linear functions
- Develop the skills to analyse and interpret statistical data with and without technology
- Establish an understanding of how to use the CAS calculator efficiently and accurately.

There are no prerequisites for this subject, but it is strongly recommended that students enrolling in VCE Units 1 & 2 General Mathematics (Further) have achieved satisfactory grades in Year 10 Mathematics.

## **Topics**

Topics will be selected from the six areas of:

- Algebra and structure
- Arithmetic and number
- Discrete Mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics.

## **Learning Activities**

- Skills practice in standard Mathematical routines
- Assignments structured around the development of standard applications of Mathematical skills and procedures
- Skills practice in use of CAS Calculator

- Mathematical investigations and problem-solving tasks, in which students must present a logical and thorough analysis of a given situation
- Modelling tasks
- Construction of summary or review notes.

## Assessment

Assessment will be based on a selection of the following:

- Assignments
- Tests
- Summary or review notes
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations
- Semester examinations.

## VCE: Further Mathematics Units 3 & 4

Further Mathematics is designed to equip students with the confidence, understanding, skills and strategies to apply mathematical techniques to the analysis and solution of problems.

- Develop the skills to analyse and interpret statistical data with and without technology
- Establish an understanding of how to use the CAS calculator efficiently and accurately.

There are no prerequisites for this subject but it is strongly recommended that students enrolling in VCE Units 3 & 4 Further Mathematics undertake either VCE Units 1 & 2 General Mathematics (Further) or VCE Units 1 & 2 Mathematical Methods (CAS) prior to undertaking this course.

## Topics

Core topics:

- Data analysis
- Recursion and financial modelling

Modules – two from the following will also be studied:

- Matrices
- Networks and decision Mathematics
- Geometry and measurement
- Graphs and relations.

## Learning Activities

- Skills practice in standard mathematical routines
- Error identification and analysis exercises
- Assignments structured around the development of standard applications of mathematical skills and procedures
- In-context problem solving tasks
- Modelling tasks
- Technology aided statistical and business-related investigations
- Skills practice in the use of CAS calculators to analyse statistical data sets, carry out linear programming and perform standard mathematical routines
- Construction of summary or review notes.

## Assessment

- School-assessed Coursework (SAC) Unit 3 contributes 20% to the study score. It comprises a Data Analysis Application Task and an analysis task
- School-assessed Coursework (SAC) for Unit 4 contributes 14% to the study score. It comprises two modelling or problem-solving tasks
- Two end of year examinations contribute 66% to the study score.

## VCE: Mathematical Methods Units 1 & 2

Mathematical Methods Units 1 & 2 is the study of function and pattern in number and geometry.

- Establish strong algebraic skills
- The application of techniques, routines and processes with and without the use of technology as applicable
- An understanding of the power of the CAS calculator and an ability to use it efficiently and accurately.

Mathematical Methods students enrolling in VCE Units 1 & 2 Mathematical Methods must have satisfactorily completed Year 10 Core Mathematics. VCE Units 1 & 2 Mathematical Methods is designed as a preparation for VCE Units 3 & 4 Mathematical Methods; however, it can also lead to VCE Units 3 & 4 Further Mathematics.

## Topics

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics.

## Learning Activities

- Skills practice in standard mathematical routines

- Assignments structured around the development of mathematical skills, including the application of related mathematical routines and procedures
- Investigation into the application of mathematical processes in non-routine contexts
- In-context problem solving tasks
- Modelling tasks
- Skills practice in the use of CAS calculators.

## Assessment

Assessment will be based on a selection of the following:

- Assignments
- Tests
- Summary or review notes
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations
- Semester examinations.

## VCE: Mathematical Methods Units 3 & 4

Mathematical Methods Units 3 & 4 is the study of function and pattern in number and geometry. The selection of content from the areas of study is constructed so that there is development in the complexity and sophistication of problem types and mathematical processes used.

- The application of techniques, routines and processes with and without the use of technology, as applicable
- An understanding of the power of the CAS calculator and an ability to use it efficiently and accurately
- Develop rigorous mathematical reasoning skills and apply them appropriately to analytical tasks.

Students must have satisfactorily completed Units 1 & 2 of Mathematical Methods.

## Topics

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics.

## Learning Activities

- Skills practice on standard mathematical routines
- Assignments structured around the development of mathematical skills, including the application of related mathematical routines and procedures
- The application of mathematical processes in non-routine contexts and the analysis and discussion of these applications of Mathematics
- In-context problem solving tasks
- Modelling tasks
- Investigative projects
- Understanding when and how to use the CAS calculator efficiently and accurately.

## Assessment

- School-assessed Coursework (SAC) for Unit 3 contributes 17% to the study score. It comprises an application task
- School-assessed Coursework (SAC) for Unit 4 contributes 17% to the study score. It comprises two modelling or problem-solving tasks
- One one-hour technology-free examination in November (consisting of short answer questions and some extended answer questions) contributes 22% to the study score
- One two-hour technology-active examination in November (consisting of multiple choice questions and extended answer questions) contributes 44% to the study score.

## VCE: Specialist Mathematics Units 1 & 2

Specialist Mathematics provides a course of study for students who enjoy Mathematics and intend to continue on to study Specialist Mathematics Units 3 & 4 and/or Mathematical Methods Units 3 & 4.

- Establish strong algebra skills and an understanding of the power of Mathematics as a means of interpreting real life situations
- Identify when and how CAS calculators can be used efficiently to solve problems
- An introduction to some of the more abstract parts of Mathematics and how they can be applied.

Students who enrol in Specialist Mathematics must also complete Units 1 & 2 of Mathematical Methods.

## Topics

### Prescribed topics:

- Number systems and recursion
- Vectors in the plane
- Geometry in the plane and proof
- Graphs of non-linear relations.

### A selection of topics from:

- Algebra and structure
- Discrete Mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics.

## Learning Activities

- Skills practice on standard mathematical routines
- Assignments structured around the development of standard applications of mathematical routines and procedures
- The application of mathematical processes in non-routine contexts and the analysis and discussion of these applications of mathematics
- Skills practice in the use of CAS calculators
- Modelling tasks
- Investigative projects.

## Assessment

Assessment will be based on a selection of the following:

- Assignments
- Tests
- Summary or review notes
- Modelling tasks
- Problem-solving tasks
- Mathematical investigations
- Semester examinations.

# VCE: Specialist Mathematics Units 3 & 4

Specialist Mathematics is the study of function and pattern in number and geometry. It provides both a framework for thinking and a means of communication that is powerful, logical, concise and precise. Specialist Mathematics is designed for students with a strong interest in Mathematics including those intending to study Mathematics, physical Sciences or Engineering at university.

The course allows students to:

- Develop an understanding of mathematical structure and proof
- Establish fluency in the application of techniques, routines and processes in each of the topic areas
- Identify when the use of the CAS calculator is the preferred method of solving a particular problem and use that technology efficiently and accurately
- Develop rigorous mathematical reasoning skills and understand the power of Mathematics to model situations.

Students should have completed Mathematical Methods Units 1 & 2, Specialist Mathematics Units 1 & 2, and should have either completed, or are concurrently studying, Mathematical Methods Units 3 & 4.

## Topics

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics.

## Learning Activities

Regular assignment and testing allows the following mathematical attributes to be monitored

- Development of strong manipulation skills in each of the topic areas
- Understanding of the underlying concepts and how they link together to form the framework for the subject
- The ability to interpret and analyse non routine tasks
- The establishment of fluent skills to solve problems without the aid of technology
- Understanding when and how to use a CAS calculator efficiently when solving problems
- Examination technique and the completion of set work under time restrictions.

## Assessment

- School-assessed Coursework (SAC) for Unit 3 contributes 17% to the study score. It comprises an application task
- School-assessed Coursework (SAC) for Unit 4 contributes 17% to the study score. It comprises two modelling and problem-solving tasks
- One one-hour technology-free examination in November (consisting of short answer questions and some extended answer questions) contributes 22% to the study score
- One two-hour technology-active examination in November (consisting of multiple choice questions and extended answer questions) contributes 44% to the study score.

## VCE: Health and Human Development

### Units 1 & 2

The study provides an opportunity for students to investigate health and human development in local, Australian and global countries. Units 1 & 2 explore individual human development as a continuous, lifelong process, beginning at conception and ending with death.

- Students develop knowledge and skills to enable them to take control and shape the influences that impact on their own health and development
- Students will gain an understanding that health is influenced by complex interrelationships between a variety of factors, including biological, behavioural and social, which begins at conception and continues until death.

There are no prerequisites for this subject, but completing Units 1 & 2 prior to Units 3 & 4 allows for a comprehensive and solid background. Students may complete Units 3 & 4 without completing Units 1 & 2.

Unit 1 focuses on the health and development of Australia's youth (defined as 12 – 18 years of age). In Unit 2 the focus is on the lifespan stages of childhood and adulthood.

### Topics

There are five areas of study:

**Understanding Youth Health and Human Development:** Explores physical, social, emotional and intellectual changes associated with the lifespan stage of youth. Students will become aware of the differing methods for measuring health status and develop a greater understanding of the health status of youth.

**Youth Issues:** Explores the importance of nutrition and the developmental functions it performs in the body, including the consequences of nutritional imbalances on health and human development. Students research one health issue that impacts on the health of Australian youth (eg mental health, substance abuse, teenage pregnancy, homelessness).



**Prenatal Health and Individual Development:** Explores the physical changes that occur from conception to birth and develops an understanding of the determinants, such as physical environment, biological, behavioural and social factors that influence prenatal health and individual development.

**Child Health and Individual Development:** Investigates physical, social, emotional and intellectual development that occurs from birth to approximately 12 years of age. Students will gain an understanding of how these factors affect the health and human development of Australia's children.

**Adult Health and Individual Development:** Investigates the lifespan of adulthood, exploring health and individual development of adults, including the elderly.

## **Learning Activities**

- Discussion, analysis, interpretation, debating and formulation of ideas
- Short answer questions
- Simulated baby assignment
- Research projects
- Peer teaching and debate
- Interactive activities
- Multimedia and oral presentations
- Group tasks
- Justification and exemplification of own thought and opinions, learning respect for others viewpoints
- Surveying, graphing and analysing health data
- Collaborative and individual tasks.

## **Assessment**

- Written work
- Excursion reports
- Research projects
- Multi-media assignments
- Short answer questions
- Semester examination.

# VCE: Health and Human Development

## Units 3 & 4

Students develop knowledge and skills to understand the influences that determine their own and others health and development across the lifespan.

The study increases understanding of the many factors, both inherited and environmental, that play a major role in determining health and development. Nutrition is shown to have a major influence on overall health and development.

This study also investigates health around the world, exploring the huge inequalities between health in developed and developing countries.

Students will consider methods to achieve sustainable improvements in health and human development globally.

There are no prerequisites for this subject, but completing Units 1 & 2 prior to Units 3 & 4 allows for a comprehensive and solid background. Students may complete Units 3 & 4, however, without completing Units 1 & 2.

### Topics

**Understanding Australia's Health:** Investigates the health of Australians, focusing on inequalities in the health status of population groups. Students will explore the factors that influence health status including biological, behavioural, social determinants and those relating to the physical environment. Students will investigate the National Health Priority Areas that focus on diseases and conditions that have a major impact on the health of Australians and explore the role of nutrition in maintaining health.

**Promoting Health in Australia:** Examines the different models of health promotion, and the roles and responsibilities of governments and non-government organisations in promoting improved health status for all Australians.

**Introducing the Global Health and Human Development:** Explores global health and human development, identifying similarities and differences in health between people living in developing countries and developed countries such as Australia; and the reasons for the differences. A global perspective on achieving sustainable improvements in health and development will be explored in the context of creating an environment in which people can develop to their full potential and lead productive, creative lives in accordance with their needs and interests.

**Promoting Health and Development Globally:** Explores the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students analyse the effectiveness of strategies designed to promote sustainable development and health globally, as well as Australia's contribution to international health programs through AusAid and a number of non-government organisations.

## Learning Activities

- Discussion, analysis, interpretation, debating and formulation of ideas
- Short answer questions
- Directed teacher learning and tasks
- Peer teaching and debate
- Interactive activities
- Justification of own thoughts and opinions
- Respect for others viewpoints
- Collaborative and individual tasks.

## Assessment

- School-assessed Coursework (SAC) for Unit 3 contributes 25% to the study score. It comprises three written tests
- School-assessed Coursework (SAC) for Unit 4 contributes 25% to the study score. It comprises three written tests
- The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination which contributes 50% to the study score.

## VCE: Physical Education Units 1 & 2

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity.

A non-compulsory component of this Elective will be a two and a half day camp to the Australian Institute of Sport in Canberra.

- Explore how the body systems work together to produce movement and analyse this motion using biomechanical principles
- Complete practical activities to explore relationships between the body systems and physical activity
- Study the aerobic and anaerobic energy systems utilised to provide the muscles with the energy required for movement
- Apply knowledge of body systems in a research project examining injury prevention and rehabilitation
- Explore a range of coaching practices and their contribution to effective coaching and improved performance
- Explore the health consequences of physical inactivity and benefits of regular physical activity are explored in relation to the health and wellbeing of the population.

There are no prerequisites for Physical Education Units 1 & 2.

## Topics

- Body systems
- Physical activity
- Aerobic and anaerobic energy system
- Injury prevention and rehabilitation
- Coaching practices for improved performance
- Health consequences of physical inactivity
- Benefits of regular participation in physical activity
- Population health.

## Learning Activities

- Perform, observe, analyse, evaluate and report on laboratory exercises related to the body systems
- Identify the dominant energy system utilised in a variety of aerobic and anaerobic activities
- Identify and research different methods of promoting physical activity in the wider community, including home, School, community and workplace settings
- Identify and discuss the range of acute and chronic effects that physical activity has on the body
- Analyse movement information through the study of biomechanical principles
- Understand and research principles relating to injury prevention and rehabilitation
- Understand the different roles of the coach and the part they play in modifying and improving performance.

## Assessment

- Data analysis and interpretation of laboratory activities
- Written tests
- Reports
- Case studies
- Multi-media presentations
- Video and data analysis
- Semester examinations.

# VCE: Physical Education Units 3 & 4

VCE Physical Education examines various influences on performance and participation in physical activity (biological, physiological, psychological, social and cultural)

- Studies participation in physical activity of the individual and the population
- Investigating various government and non-government strategies aimed at increasing physical activity in the community
- Investigate how the body's energy systems work to provide energy for performance and movement
- Plan, implement and evaluate a fitness training program aimed at improving performance in a chosen sport over a six week period of time
- Explore the body's short and long-term adaptations to physical activity
- Investigate performance enhancing practices and various strategies for recovery.

Although there are no prerequisites for Physical Education Units 3 & 4, it is advisable to have completed Units 1 & 2.

## Topics

- Individual and population physical activity
- National physical activity guidelines
- Energy systems
- Activity analysis
- Training program development
- Acute responses to physical activity
- Fatigue and recovery methods
- Chronic adaptations to physical activity
- Performance enhancement techniques.

## Learning Activities

- Evaluate different techniques and practices that can be used to enhance performance
- Analyse the effectiveness of various strategies for increasing physical activity
- Design, participate in, and evaluate a six-week training program
- Explore a variety of methods used to assess physical activity and sedentary levels
- Collect and analyse data relating to major fitness components and energy systems

- Discuss the banning or inclusion of various practices from sporting competition.

## **Assessment**

- School-assessed Coursework (SACs) for Unit 3 contributes 25% to the study score
- School-assessed Coursework (SACs) for Unit 4 contributes 25% to the study score
- The level of achievement for Units 3 & 4 is also assessed by an end of year examination, which contributes 50% to the study score.

## **VCE: VET Sport and Recreation Units 1 & 2**

This Elective gives the students an opportunity to do a VCE/ VET subject from Years 9 to 11.

The VCE/VET Sport and Recreation program provides students with the opportunity to acquire a Certificate II in Community Recreation qualification, in addition to a statement of attainment of selected units of competence from Certificate III Sport and Recreation qualifications.

These nationally recognised qualifications are issued by the Registered Training Organisation (RTO).

This is a scored VCE study where the Units 3 & 4 score can have an ATAR contribution to the primary four subjects or 10% of a student's fifth or sixth study.

Students completing Units 1 & 2 will complete the following additional qualifications:

- Sports Medicine Australia Level 1 Sports Trainers Course
- Apply First Aid Level 2.

Coaching qualifications in the following sporting areas:

- Soccer
- Netball
- AFL.

## **Topics**

- Develop knowledge of the sport and recreation industry
- Develop an understanding of Occupational Health and Safety issues in a range of sporting situations
- Organise and manage sporting events for St Catherine's students
- Develop and run a community recreation event such as a Junior School tournament or skills sessions

- Assist and prepare sport and recreation sessions within Senior and Junior School classes
- Respond to emergency situations
- Develop and extend critical thinking skills
- Organise personal work priorities and development
- Use social media tools for collaboration and engagement
- Provide customer service
- Organise and complete daily work activities
- Develop and update knowledge of coaching practices.

## **Learning Activities**

- Complete Level 2 First Aid
- Complete Netball Level 1 Coaching Qualification
- Complete Sports Medicine Sports Trainers Course
- Assist in preparing and conducting practical sessions for students in the Junior School
- Gain knowledge of accepted instructional practices, styles and legal and ethical responsibilities.

## **Assessment**

- Written assessment and assignment tasks for example outlining the steps involved in promoting and conducting a fun run for the community
- Practical assessment tasks including coaching and umpiring Junior Netball teams and matches
- Conduct games and competitions in association with the Junior School Physical Education classes.

## **VCE: VET Sport and Recreation Units 3 & 4**

This Elective gives the students an opportunity to do a VCE/ VET subject in Years 11 and 12.

The VCE/ VET Sport and Recreation program provides students with the opportunity to acquire a Certificate II in Community Recreation qualification, in addition to a statement of attainment of selected units of competence from Certificate III Sport and Recreation qualifications.

These nationally recognised qualifications are issued by the Registered Training Organisation (RTO).

This is a scored VCE study where the Units 3 & 4 score can have an ATAR contribution to the primary four subjects or 10% of a student's fifth or sixth study.

Students completing Units 3 & 4 will complete the following additional qualifications:

- AUSTSWIM (swimming teaching qualifications)
- Pool Bronze Medallion

Some Saturdays will be utilised to complete these courses.

## Topics

- Leadership and organisation
- Specialist activity – aquatics
- Risk analysis activities
- Conducting a sport and recreation session for participants
- Specialty focus areas will be completed in aquatics and pool safety
- Conduct basic warm-up and cool-down programs
- Facilitate groups
- Manage conflict
- Provide public education on the use of resources.

## Learning Activities

- Complete pool Bronze Medallion
- Complete nationally recognised AUSTSWIM course, enabling employment as Swimming instructor
- Instruct Learn to Swim Program and squad training at St Catherine's School Marigold Southey Sports & Aquatic Centre
- Conduct sessions in an aquatic environment
- Analyse participation patterns
- Undertake risk analysis of activities.

## Assessment

- Written assessment and assignment tasks based on practical experiences
- Online assessment tasks with nationally recognised certificates
- Practical assessment tasks including teaching and coaching in an aquatic environment
- Practical experience in work place setting.

## VCE: Biology Units 1 & 2

In Unit 1 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. Students analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanism play in maintaining the internal environment.



In Unit 2 students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. 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.

There are no set prerequisites for the study of Units 1 & 2 Biology, although a sound performance in Year 10 Science is recommended.

## **Topics**

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

*How do organisms function?*

- Cell size, structure and function
- Crossing the plasma membrane
- Energy transformations
- Functioning systems.

*How do living systems sustain life?*

- Survival through adaptations and regulation
- Organising biodiversity
- Relationships between organisms within an ecosystem.

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

*How does reproduction maintain the continuity of life?*

- The cell cycle
- Asexual reproduction
- Sexual reproduction
- Cell growth and cell differentiation.

*How is inheritance explained?*

- Genomes, genes and alleles
- Chromosomes
- Genotypes and phenotypes
- Pedigree charts, genetic cross outcomes and genetic decision-making.

## Learning Activities

2016 is the introduction of the new VCE Biology Study Design. This is a staged implementation with the introduction of Units 1 & 2 in 2016 and Units 3 & 4 in 2017.

## Assessment

Suitable tasks for assessment of Units 1 & 2 may be selected from the following:

### For Outcomes 1 and 2:

- A report of a fieldwork activity
- Annotations of a practical work folio of investigations
- A bioinformatics exercise
- Data analysis
- Problem solving involving biological concepts, skills and/or issues
- A test comprising multiple choice and/or short answer and/or extended response.

### For Outcome 3 Unit 1:

- A report of a student-design or adapted investigation related to the survival of an organism or a species.

### For Outcome 3 Unit 2:

- A report of an investigation into genetics and/reproductive Science.

## VCE: Biology Units 3 & 4

### Unit 3

Investigation of molecules and biochemical processes that are common to autotrophic and heterotrophic life forms. In addition, detection and response to changing conditions including pathogens is studied.

### Unit 4

Genetics and DNA is studied including protein synthesis, inheritance using pedigrees and Punnett squares. Cell division is revised. Genetic engineering is investigated including the ethical and biological implications. The evidence for evolution of life forms over time is studied to explain the biodiversity of our planet. This includes the evolution of humans.

The knowledge gained and skills developed in the Biology course are cumulative, so in order to embark upon a study of Units 3 & 4, students should have achieved a sound knowledge of Units 1 & 2 Biology.

## Topics

### Unit 3: Signatures of Life

- Structure and function of cells and cell membranes
- Biomolecules in cells: nucleic acids, proteins, polysaccharides, lipids
- Biochemical processes in cells: Photosynthesis, Respiration, role of enzymes
- Coordination and regulation at the cellular level: how cells detect and respond to hormonal and nervous messages, signal transduction
- Immune response, disorders of the immune system and acquired immunity
- Physical and chemical barriers to infection in plants.

### Unit 4: Continuity and Change

- Cell reproduction
- Molecular genetics
- Inheritance, variation and pedigree analysis
- Genetic engineering techniques
- Natural selection, speciation and extinction
- Evidence for evolution and patterns of evolution
- Human evolution
- Human intervention in evolutionary processes.

## Learning Activities

- Identify, draw and explain role of the organelles
- Draw and label a diagram of plasma membrane to show the composition and function
- Create models of the bio macromolecules
- Create a concept map or flow chart of respiration
- Investigation of photosynthesis to observe the production of oxygen
- Use of a series of annotated diagrams flowcharts outlining the human immune system
- Model meiosis to show crossing over and the independent assortment of homologous chromosomes
- Complete applied exercises relating to monohybrid crosses, dihybrid crosses and pedigree analysis
- Analyse case study descriptions and associated second-hand data in relation to evolution
- Topic tests and worksheets throughout both Units.

## Assessment

- The student's level of achievement for Units 3 & 4 is determined by School-assessed Coursework (3 SACs per Unit) and an end of year examination
- School-assessed Coursework includes reports of practical investigations, a poster on an aspect of the immune response and a response to an issue related to human intervention in evolutionary processes
- School-assessed Coursework for Unit 3 contributes 20% to the study score
- School-assessed Coursework for Unit 4 contributes 20% to the study score
- The level of achievement for Units 3 & 4 is assessed by an end of year examination, which contributes 60% to the study score.

## VCE: Chemistry Units 1 & 2

The development and use of materials for specific purposes is an important human endeavour. In Unit 1 students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure, students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Water is the most widely used solvent on Earth. In Unit 2 students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

There are no set prerequisites for the study of Units 1 & 2 Chemistry, although a sound performance in Year 10 Science is recommended.

## Topics

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

*How can knowledge of elements explain the properties of matter?*

- Elements and the periodic table
- Metals
- Ionic compounds
- Quantifying atoms and compounds.

*How can the versatility of non-metals be explained?*

- Materials from molecules
- Carbon lattices and carbon nanomaterials
- Organic compounds
- Polymers.

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

*How do substances interact with water?*

- Properties of water
- Water as a solvent
- Acid-base (proton transfer) reactions in water
- Redox (electron transfer) reactions in water.

*How are substances in water measured and analysed?*

- Water sample analysis
- Measurement of solubility and concentration
- Analysis for salts in water
- Analysis for organic compounds in water
- Analysis for acids and bases in water.

## Learning Activities

2016 is the introduction of the new VCE Chemistry Study Design.

This is a staged implementation with the introduction of Units 1 & 2 in 2016 and Units 3 & 4 in 2017.

## Assessment

Suitable tasks for assessment of Units 1 & 2 may be selected from the following:

### For Outcomes 1 and 2:

- Annotations of a practical work folio of investigations
- A report of a practical activity
- A modelling activity
- Problem-solving involving chemical concepts, skills and/or issues
- Data analysis
- A test comprising multiple choice and/or short answer and/or extended response.

### For Outcome 3 Unit 1:

- A report of an independent investigation.

### For Outcome 3 Unit 2:

- A report of a student-designed quantitative laboratory investigation.

## VCE: Chemistry Units 3 & 4

Chemistry is a key Science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter.

- In Unit 3, students investigate the scope of techniques available to the analytical chemist. Each technique of analysis depends on a particular property or reaction of the chemical being investigated. Students investigate organic reaction pathways and the chemistry of particular organic molecules, such as aspirin
- In Unit 4, students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products and students explore the effect of rate and yield to obtain optimum conditions in the industrial production of a selected chemical. Students investigate the operating principles of galvanic and electrolytic cells in the laboratory and in important commercial and industrial applications.

The knowledge gained and skills developed in the Chemistry course are cumulative, so in order to embark upon a study of Units 3 & 4, students should have achieved a sound knowledge of Units 1 & 2 Chemistry.

### Topics

#### Unit 3: Chemical Pathways

- Gravimetric analysis
- Volumetric analysis
- Analysing acids and bases
- Redox chemistry
- Chromatography
- Spectroscopy
- Organic Reaction Pathways
- Biomolecules (including chemical bonding in proteins; primary and secondary structure of DNA).

#### Unit 4: Chemistry at Work

- Collision Theory and Rate of Reaction
- Chemical equilibrium and its application to an industrial chemical production process
- pH as a measure of strengths of acids and bases
- Comparison of the renewability and efficiency of energy sources
- Thermochemistry
- Electrochemistry.

## Learning Activities

- Gain expertise in techniques of qualitative and quantitative analysis
- Design and carry out a series of experiments to analyse for a specific chemical or chemicals
- Become proficient in analysing second-hand data to construct calibration curves and/or determine quantitatively the chemical(s) present
- Develop skills for identifying functional groups present in organic molecules
- Gain expertise in communicating chemical information and understanding
- Apply the Equilibrium Law and Le Chatelier's Principle to equilibrium systems
- Investigate the industrial production of a selected chemical
- Become proficient in techniques of calorimetry and the construction and operation of various fuel, galvanic and electrolytic cells.

## Assessment

- The student's level of achievement for Units 3 & 4 is determined by School-assessed Coursework (three SACs per Unit) and an end of year examination
- School-assessed Coursework includes an extended experimental investigation, analysis of second-hand data using structured questions, laboratory work and a summary report including annotations of three practical activities
- School-assessed Coursework for Unit 3 contributes 20% to the study score
- School-assessed Coursework for Unit 4 contributes 20% to the study score
- The level of achievement for Units 3 & 4 is assessed by an end of year examination, which contributes 60% to the study score.

## VCE: Physics Units 1 & 2

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

In Unit 1 students explore how Physics explains phenomena, at various scales, which are not visible to the unaided human eye. Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

In Unit 2 students explore the power of experiments in developing models and theories. Students investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of Physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

Students are required to have completed Year 10 Science, and shown a good understanding of the fundamental concepts of Year 10 Mathematics.

## Topics

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

*How can thermal effects be explained?*

- Thermodynamics principles
- Thermodynamics and climate Science
- Issues related to thermodynamics.

*How do electric circuits work?*

- Concepts used to model electricity
- Circuit electricity
- Using electricity
- Electrical safety.

*What is matter and how is it formed?*

- Origins of atoms
- Particles in the nucleus
- Energy from the atom.

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

*How can motion be described and explained?*

- Concepts used to model motion
- Forces and motion
- Energy and motion.

Optional Unit (TBC)

Experimental Design

## Learning Activities

2016 is the introduction of the new VCE Physics Study Design.

This is a staged implementation with the introduction of Units 1 & 2 in 2016 and Units 3 & 4 in 2017.



## Assessment

Suitable tasks for assessment of Units 1 & 2 may be selected from the following:

### For Outcomes 1, 2 and 3:

- An annotated folio of practical activities
- Data analysis
- Design, building, testing and evaluation of a device
- An explanation of the operation of a device
- A proposed solution to a scientific or technological problem
- A report of a selected Physics phenomenon
- A modelling activity
- A summary report of selected practical investigations
- A test comprising multiple choice and/or short answer and/or extended response
- A report of a practical investigation (student-designed or adapted) (Unit 2 Outcome 3).

## VCE: Physics Units 3 & 4

Students will:

- Study key concepts involved in motion, applying them to new situations such as circular motion, planetary or satellite orbits and projectile motion
- Apply circuit models to further aspects of electricity and electronics, and the operation and use of photonics devices
- Investigate the generation and transmission of electricity, the physics of transformers and motors, and the behaviour of magnetic fields
- Study the dual nature of light, including observed wave-like and particle-like properties
- Review the characteristics of sound waves, and their diffraction, refraction and reflection, in the context of studying methods for producing and recording sound.

Students are required to complete Units 1 & 2 as a sequence, as a prerequisite to Units 3 & 4.

## Topics

### Unit 3

- Motion in one and two dimensions
- Electronics and photonics.

## Unit 4

- Electric power
- Interactions of light and matter
- Sound.

### Learning Activities

- Problem solving and inquiry
- Design and complete practical investigations
- Investigate the forces involved with circular motion
- Collect data about electrical circuits and analyse their roles and applications
- Study the interference effects of light and the photoelectric effect
- Investigate the properties and transmission of sound
- Study the behaviour of magnetic fields and current
- Small group and class discussion.

### Assessment

- The student's level of achievement for Units 3 & 4 is determined by School-assessed Coursework and an end of year examination
- School-assessed Coursework includes an extended experimental investigation, a summary report of practical activities, data analysis and topic tests
- School-assessed Coursework for Unit 3 contributes 16% to the study score
- School-assessed Coursework for Unit 4 contributes 24% to the study score
- The level of achievement for Units 3 & 4 is assessed by an end of year examination, which contributes 60% to the study score.

## VCE: Psychology Units 1 & 2

Human development involves changes in thoughts, feelings and behaviours. In Unit 1 students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In Unit 2 students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

There are no set prerequisites for the study of Units 1 & 2 Psychology, although a sound performance in Year 10 Science is recommended.

## Topics

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

*How does the brain function?*

- Role of the brain in mental processes and behaviour
- Brain plasticity and brain damage.

*What influences psychological development?*

- The complexity of psychological development
- Atypical psychological development.

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

*What influences a person's perception of the world?*

- Sensation and perception
- Distortions of perception.

*How are people influenced to behave in particular ways?*

- Social cognition
- Social influences on behaviour.

## Learning Activities

2016 is the introduction of the new VCE Psychology Study Design.

This is a staged implementation with the introduction of Units 1 and 2 in 2016 and Units 3 & 4 in 2017.

## Assessment

Suitable tasks for assessment of Units 1 & 2 may be selected from the following:

### For Outcomes 1 and 2:

- A report of a practical activity involving the collection of primary data
- A research investigation involving the collection of secondary data
- A brain structure modelling activity
- A logbook of practical activities
- Analysis of data/results including generalisations/conclusions
- Problem solving involving Psychological concepts, skills and/or issues
- A test comprising multiple choice and/or short answer and/or extended response.

### For Outcome 3 (Unit 1):

- A report of an investigation into brain function and/or development.

### For Outcome 3 (Unit 2):

- A report of an investigation into internal and/or external influences on behaviour.

## VCE: Psychology Units 3 & 4

Psychology is the scientific study of mental processes and behaviour in humans. It provides students with a framework for understanding complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

Students will:

- Use research methods to collect data, analyse and make evaluations
- Illustrate the application of statistical procedures in the development of models and theories of Psychology
- Study the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour
- Investigate the retention of experiences and memory and the factors that affect retention and recall of information, including factors that affect memory
- Explore the characteristics of learning as a process that plays a part in determining behaviour
- Focus on the different types of learning and behaviour that is not dependent on learning
- Study how biological, psychological and socio-cultural factors interact to contribute to the development of an individual's mental functioning and mental health.

The knowledge gained and skills developed in the Psychology course are cumulative, so in order to embark upon a study of Units 3 & 4, students should have achieved a sound knowledge of Units 1 & 2 Psychology.

### Topics

#### Unit 3: The Conscious Self

- Mind, brain and body
- Memory.

#### Unit 4: Brain, Behaviour and Experience

- Learning
- Mental health.

## Learning Activities

- Analysis and discussion of key concepts
- Building models of key structures (brain)
- Research investigations
- Note taking
- Research analysis
- Use of ICT to source original psychological experiments and investigate practical applications of theories.

## Assessment

- The student's level of achievement for Units 3 & 4 is determined by School-assessed Coursework (four SACs per Unit) and an end of year examination
- School-assessed Coursework includes research investigations, research evaluations and tests
- School-assessed Coursework for Unit 3 contributes 20% to the study score
- School-assessed Coursework for Unit 4 contributes 20% to the study score
- The level of achievement for Units 3 & 4 is assessed by an end of year examination, which contributes 60% to the study score.

## Vocational Education and Training (VET)

Vocational Education and Training refers to enhanced Senior School studies which enable a secondary student to combine their Senior School studies with vocational training.

Students in Year 11 can commence a VET program from the selection of courses listed below.

It is a two-year program combining general VCE studies with accredited vocational education and training. It enables students to complete a nationally recognised vocational qualification (eg Certificate II in Hospitality Operations) and a Senior School certificate (VCE) at the same time. Many VET programs can contribute directly as one of the top four subjects contributing to the ATAR.

Please note there is an additional cost associated with these programs.

## Topics

At St Catherine's School students may have the opportunity to choose from the following list of VET subjects which can **contribute directly to your ATAR** score:

- Business
- Community Services
- Dance

- Engineering
- Equine Industry
- Furnishing
- Hospitality
- Information and Communication Technology
- Integrated Technologies
- Interactive Digital Media
- Music
- Laboratory Skills.

There are many others that can contribute as a fifth or sixth subject:

Automotive, Broadcasting, Building and Construction, Business (international trade), Concept Development for Clothing (fashion) and Hairdressing.

## **Assessment**

- Competency based tasks – closely linked with tasks associated with the qualification
- Practical, hands on tasks
- Structured work placement
- Examination (scored subjects only).



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