



# Years 11 & 12





# Overview



## Contents

General information	04
Subjects offered in 2019 (A-Z)	10
Outdoor Education	50

\* This handbook is intended as a guide only. Full curriculum information is available to students and parents on St Michael's online teaching and learning platform, SchoL.



This curriculum guide is designed to provide students and parents with important information related to all subjects and studies in Years 11 and 12, 2019 at St Michael's Grammar School. More detailed information on individual VCE Studies can be found in the Study Designs described on the VCAA website ([www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)).

The courses offered in any given year are dependent upon an evaluation of the School's physical resources, staff expertise and information about Study Designs. While we make every effort to meet the subject selection preferences of individual students, some courses, even though offered, may not run in a particular year due to insufficient demand.

St Michael's is committed to preparing students to be independent learners and responsible citizens. Our programs are designed to provide an invigorating learning environment in which students acquire knowledge and skills which are critical to becoming life-long learners. Those students who succeed tend to be those who have good organisational skills, lead a balanced lifestyle and who have a sense of optimism about their lives beyond secondary schooling. The challenge for parents and teachers is to provide them with just the right level of support and advice that communicates both our confidence and our trust in them.

**Tim Dorning**

Associate Head (Teaching and Learning)





# General information

## Language Policy

In most circumstances, students will complete a minimum of three years' study of a Language other than English.

The School makes a strong commitment to the study of Languages for the following broad reasons:

### Cultural:

- In direct response to the School's policy on multiculturalism
- To broaden students' world view by introducing them to a wider cultural and linguistic environment
- To give students some understanding of a wider multicultural and international community

### Linguistic:

- To develop students' awareness of language as a tool for communication and an understanding of how it works
- To develop the verbal and non-verbal communication skills necessary for the effective understanding and production of language

### Educational:

- To assist in the development of literacy
- To contribute to students' conceptual development
- To assist in the development of strategies for learning and of problem solving skills that are relevant in all other areas

### Aesthetic:

- To develop a keener appreciation of literature and art
- To broaden the range of leisure pursuits

### Practical:

- To enhance career prospects and job skills

### Which Languages are offered?

- French (Year 1 to Year 12)
- Italian (Year 7 to Year 12)
- Japanese (Year 1 to Year 12)



## Advanced classes

Students who have achieved strong results in Year 10 may be able to complete selected Units 3 & 4 Study in Year 11. The required level of achievement is an average of B for the year's work in Year 10, and a B+ in related subjects.

Students who meet the entry requirements for advanced placement (above) and who achieve the required score in the entry examination, may undertake VCE Mathematical Methods on a Northern Hemisphere timetable. These students commence Unit 1 of VCE Mathematical Methods in July of Year 10 and complete the examinations for Units 3 and 4 in July of Year 12.

Students who are at an advanced stage in a Language other than English may enrol in a Units 3 & 4 sequence of that particular Language before Year 12. These are usually students who have spent considerable time in the country of origin for that language.

The advantage of completing Units 3 & 4 early is to allow a student to complete other units in Year 12 that they may not otherwise have been able to do and to contribute to the ATAR calculation by enabling a student to undertake six Unit 3 and 4 Studies for VCE. In the calculation of the ATAR, 10% of the score achieved in this sixth Study will be counted towards a student's overall results. It is not to create a block of free time in Year 12.

Students who have completed the Units 3 and 4 sequences before Year 12 and reached a certain standard, may apply for a Higher Education VCE Study, which is completed during Year 12.

## Supporting students in Years 11-12

The Faculty of Additional Learning Needs provides educational programs and support in addition to the regular curriculum. Support Teachers and Learning Assistants work closely with regular staff to meet the needs of students who have specific learning needs. A team approach ensures staff are informed about the specific needs of individual students and the best ways in which to support their learning.

### Range of services

Additional Learning Needs staff work closely with subject teachers, Heads of Faculty, Heads of House, House Tutors and other staff members in order to provide the most appropriate, effective and relevant advice in Years 11 and 12. These include:

- Provision of advice to subject teachers, other relevant staff and parents
- Modified teaching and learning in specific subjects where appropriate and possible within the VCE guidelines
- Guidance in the application for VCAA Special Arrangements
- Teacher support during study periods to assist with specific subject tasks, planning and organisation
- Visiting Teacher Service for state funded students
- Internal assessment and referral to external specialists
- For some students, Program Support Group meetings are used to ensure shared decision making and understanding



# General information



## VCE Course Structure

The following are the structures for Year 11 to Year 12 for a typical student study program.

### Year 11 Course

Students in Year 11 undertake:

- English or English Language or Literature (Units 1 & 2)
- Ten other units (usually Study sequence of Units 1 & 2)

Most students in Year 11 will be undertaking a total of six Studies consisting of 12 semester-length units over the year. Students may take one Units 3 & 4 sequence, if they qualify by meeting the required academic standard in Year 10.

### Year 12 Course

Students in Year 12 undertake:

- English or English Language or Literature (Units 3 & 4)
- Four other Units 3 & 4 sequences

Most students in Year 12 will be undertaking a total of five Studies.

Some students with a particular interest in the area may take two of English, Literature or English Language (Units 3 & 4).

### External Subjects

These subjects need to be applied for by the students and are separate to the normal subject selection process. It is the responsibility of the student to alert the relevant staff members and/or external provider.

VETis subjects may be chosen by students entering Year 11 and need to be completed over two years. These subjects are offered by external providers, a fee will apply and students often attend during Wednesday afternoons. VETis subjects are applied for in Term 4. Interested students need to contact the Careers Counsellor.

Languages not offered by the School may be completed at an external provider in the student's own time. Interested students need to contact the Teaching and Learning office.



# How the VCE Works

It is important that students and parents understand how the VCE works.

Where possible, the combination of all the Studies selected should ensure that a range of career pathways are open to the student at the end of Year 12. This is important because a student's choice of career may change, or entry to a desired tertiary course may not be obtained.

## Studies and Units

First, it is important to understand the difference between a Study and a Unit.

A Study is similar to the concept of a 'subject'. Examples of Studies include English, Legal Studies, Physics, Australian and Global Politics and Studio Arts. Most of the Studies will be made up of four Units. Each Unit will last for one semester or half year. Units 1 and 2 of a Study will usually be undertaken in Year 11. Units 3 and 4 will usually be undertaken during Year 12.

## What a student must complete

Over two or three VCE years, most students will, if it is deemed appropriate, complete a total of up to 22 Units from a range of different Studies. A student may do six Units each semester in Year 11 and five Units each semester in Year 12.

Some of these Units will be compulsory and others will be a matter of personal choice. Each student will attempt the following:

- Four English Units at Units 1, 2, 3 and 4 levels
- Eighteen other Units decided upon by the individual student, including at least three Units 3 & 4 sequences

## What a student must achieve

Each Unit will have a set of two to four Outcomes, statements of key knowledge and/or skills. These Outcomes must be achieved for satisfactory completion of the Unit. Achievement of Outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the Unit.

It should be noted that within a given Study, the externally set and marked assessments (Examinations, School-assessed Coursework

and School-assessed Tasks) will occur in Units 3 & 4 (ie, those that are normally done in Year 12).

To gain the VCE, and obtain an ATAR, students will have to pass (satisfactorily complete) at least 16 of the Units they have studied.

These must include:

- At least three of the four Units of English, including Units 3 & 4.  
Note: Students may satisfy the English requirement by studying English Literature or English Language.
- A further six Units made up of three sequences of Units 3 & 4 of particular Studies
- A further six Units, usually Units 1 & 2

## Keeping the options open

One of the great benefits of the VCE is its flexibility in allowing students to keep their options open. Although most students will have developed a plan by the end of Year 10, this may be varied as they progress into Year 11 and Year 12.

As they complete Units and receive their assessment reports, students will be able to review their choices. The wide range of Study options means that students do not have to specialise too narrowly, too early.



# General information

## Selection for Tertiary Courses

### VTAC (Victorian Tertiary Admissions Centre)

VTAC applications are due towards the end of September for entry into most tertiary courses in Victoria for the following year.

### Change of Preference Period

Following the release of the VCE results in mid-December, students will be able to change their list of preferences in light of their Study scores and their Australian Tertiary Admissions Rank (ATAR). Students have one week to change their preferences for Round 1 offers, which is the main round of offers. Preferences may be changed for further Rounds of offers (2-5), but less courses are offered then.

The Careers Counsellor at St Michael's will be available during this period to assist students and their parents.

### Prerequisite Units

These are Units which applicants must have included in their courses of Study in order to gain entrance to particular courses. This information is obtainable from the VTAC website and VICTER, provided to students during Year 10. The VTAC Application system for tertiary courses will be available to Year 12 students in Term 3.

The prerequisites for various university courses may change from year to year and this is expected to continue in the future. Therefore it is essential to read the Victorian Tertiary Entrance Requirements for the particular year that you are seeking to enter a course.

### The Australian Tertiary Admissions Rank (ATAR)

Each student will receive a study score for each Units 3 & 4 Study they complete. Study scores are out of a maximum of 50 with each Study having a mean score of 30. Study scores are then scaled to account for the competition in the various Studies.

Every student in Victoria will have their ATAR calculated by counting their scaled Study scores in English and their next best three subjects and adding on an increment of 10% of the marks gained in their fifth and sixth Studies.

When students receive their results from VTAC in mid-December, the universities and TAFE colleges may use these ATARs to select students. Details of the approximate ATARs needed for all courses are available from the VTAC website. Some courses include selection requirements such as interviews, tests or folios.

### Restrictions

In each of the study areas of English, Mathematics, History, Information Technology, Languages and Music:

- At most, two results can contribute to the primary four
- At most, three results can contribute to the ATAR, be they VCE results, Higher Education VCE Study results, or VETis results.

### Selection

Many tertiary courses are chosen on the basis of the ATAR clearly-in score. Some courses have selection requirements which are used for selection purposes; such as interview, folio, test or audition. Details are on the VTAC website, available to Year 12 students.

### Offers

The first round of offers will be available from VTAC in the third week of January. The first round of offers will total about 90% of all offers. If a student does not receive a first-round offer, or no desired one, they may contact the Careers Counsellor. Further offers may be available.





# Subjects offered in 2019

## Accounting

### Units 3 & 4

A student should consider taking this subject if they:

- Enjoy working with numbers
- Have a liking for ordered work
- Have an interest in the commercial world
- Have a particular interest in finance
- Are interested in a career in commerce or business

Prerequisite information: It is recommended that a student choosing Accounting Units 3 & 4 has completed Finance Units 1 & 2.

### Study overview

**Unit 3:** Financial accounting for a trading business

Area of study 1: Recording and analysing financial data

Area of Study 2: Preparing and interpreting accounting reports

**Unit 4:** Recording, reporting, budgeting and decision making

Area of Study 1: Extension of recording and reporting

Area of Study 2: Budgeting and decision making



# Art

## Units 1 - 4

A student should consider taking this subject if they enjoy and are interested in:

- Lateral thinking
- Problem solving
- Discussing art and visiting galleries
- Analysing how or why
- Expressing ideas or feelings visually through drawing, painting, printmaking or digital media

Students who aim to go on to visual art related studies post VCE should also consider the subjects below so that they can develop a broad and diverse folio for interview:

- Studio Arts (Photography)
- Studio Arts (Mixed Media – 3D)
- Studio Arts (New Media)
- Visual Communication Design
- Product Design and Technology

Prerequisite information:

Units 1 & 2: It would be highly advantageous for students contemplating taking this subject to have completed at least one semester of Year 10 Visual Arts. Students who have not done so would need to present a folio of work to the Head of Visual Arts and Design.

Units 3 & 4: It is strongly recommended that students have satisfactorily completed Art Units 1 & 2. Students without this preparation would need to present a folio of work to the Head of Visual Arts and Design.

## Study overview

**Unit 1:** Artworks, experience and meaning

Area of Study 1: Artworks and meaning

Area of Study 2: Art making and meaning

**Unit 2:** Artworks and contemporary culture

Area of Study 1: Art and culture

Area of Study 2: Art making and cultural expression

**Unit 3:** Artworks, ideas and values

Area of Study 1: Interpreting art

Area of Study 2: Investigation and interpretation through art making

**Unit 4:** Artworks, ideas and viewpoints

Area of Study 1: Discussing art

Area of Study 2: Realisation and resolution





# Subjects offered in 2019

## Australian and Global Politics

### Units 1 & 2

Australian and Global Politics is the study of contemporary power at both national and global levels. It consists of six units providing two separate sequences of study: VCE Australian Politics and VCE Global Politics. It enables students to understand and reflect on contemporary national and international issues, problems and events. It offers students the opportunity to become more informed citizens, voters and participants in their local, national and international communities.

A student should consider taking this subject if they:

- Are interested in national and global politics, movements and issues
- Want to understand how power is exercised in the world and by whom
- Want to develop a strong capacity for research, analysis and persuasive written argument
- Are interested in developing ICT and research skills
- Are interested in pursuing a career in law, journalism, government, academia, management, public service, social welfare or education

Prerequisite information: No prerequisite. Enjoyment of and success in Year 10 '21st Century Citizenship' and/or Year 10 History would be advantageous.

### Study overview

#### Unit 1: Ideas, actors and power

This unit provides a preparation for Australian Politics Units 3 & 4 (formerly National Politics Units 3 & 4).

Area of Study 1: Power and ideas

Area of Study 2: Political actors and power

#### Unit 2: Global connections

This unit provides a preparation for Global Politics Units 3 & 4 (formerly International Studies Units 3 & 4).

Area of Study 1: Global links

Area of Study 2: Global cooperation and conflict

# Biology

## Units 1 & 2

A student should consider taking this subject if they:

- Are interested in investigating the processes involved in sustaining life at cellular, system, species and ecosystem levels
- Are curious about how knowledge can be used by society to resolve problems and make advancements
- Enjoy practical work
- Are interested in a career path in biological sciences
- Are interested in undertaking further related studies, such as Biology Units 3 & 4

Prerequisite information: No prerequisite. Satisfactory completion of Year 10 Science is desirable.

### Study overview

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

Area of Study 1: How do organisms function?

Area of Study 2: How do living systems sustain life?

Area of Study 3: Practical investigation

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

Area of Study 1: How does reproduction maintain the continuity of life?

Area of Study 2: How is inheritance explained?

Area of Study 3: Investigation of an issue

## Units 3 & 4

A student should consider taking this subject if they:

- Have an interest in learning how technological advances are enhancing our knowledge of how humans function
- Wish to consider issues and implications associated with the application of biological techniques and technologies
- Are considering a career path in biological sciences

Prerequisite information: Satisfactory completion of Biology Units 1 & 2 or the Year 10 Enhanced Biology Unit 1 and VCE Biology Unit 2. Satisfactory completion of Year 10 Science is desirable.

### Study overview

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

Area of Study 1: How do cellular processes work?

Area of Study 2: How do cells communicate?

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

In this unit students focus on molecular genetics, the process of natural selection and how species change over time.

In this unit students consider the continual change and challenges to which life on earth has been subjected.

Area of Study 1: How are species related?

Area of Study 2: How do humans impact on biological processes?

Area of Study 3: Practical Investigation



# Subjects offered in 2019

## Business Management

### Units 1 & 2

A student should consider taking this subject if they:

- Enjoy investigating potential business ideas
- Would like to develop an appreciation and understanding of how to establish and run a small business and how to measure the success of a small business
- Enjoy interpreting and analysing real-life case studies of small businesses
- Are interested in possibly operating their own business

Prerequisite information: No prerequisite. Satisfactory completion of Year 10 Humanities is desirable.

### Study overview

#### Unit 1: Planning a business

Area of Study 1: The business idea

Area of Study 2: External environment

Area of Study 3: Internal environment

#### Unit 2: Establishing a business

Area of Study 1: Legal requirements and financial considerations

Area of Study 2: Marketing a business

Area of Study 3: Staffing a business

### Units 3 & 4

A student should consider taking this subject if they:

- Are interested in learning about the operation of small, medium and large organisations
- Enjoy interpreting and analysing real-life case studies of large businesses
- Are interested in operations management, human resource management and management styles and skills
- Are considering pursuing a career in commerce, economics or business

Prerequisite information: No prerequisite. It is recommended that students have undertaken Business Management Units 1 & 2.

### Study overview

#### Unit 3: Managing a business

Area of Study 1: Business foundations

Area of Study 2: Managing employees

Area of Study 3: Operations management

#### Unit 4: Transforming a business

Area of Study 1: Reviewing performance: the need for change

Area of Study 2: Implementing change

# Chemistry

## Units 1 & 2

A student should consider taking this subject if they:

- Enjoy designing and performing scientific experiments to explain and quantify natural phenomena
- Would like to undertake practical activities to analyse and synthesise a variety of materials
- Would like to further develop skills to communicate scientific understanding
- Enjoy performing calculations based on chemical reactions
- Have an appreciation of scientific study that includes curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- Are interested in the many careers that are related to the study of Chemistry.

Prerequisite information: No prerequisite. Satisfactory completion of Year 10 Science is desirable.

### Study overview

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

Area of Study 1: How can knowledge of elements explain the properties of matter?

Area of Study 2: How can the versatility of non-metals be explained?

Area of Study 3: Research Investigation: Student-selected research investigation into materials with a choice of ten options.

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

Area of Study 1: How do substances interact with water?

Area of Study 2: How are substances in water measured and analysed?

Area of Study 3: Practical Investigation: design and undertake an investigation into an aspect of water quality.

## Units 3 & 4

A student should consider taking this subject if they:

- Enjoy designing and performing scientific experiments to explain and quantify natural phenomena
- Would like to undertake practical activities to analyse and synthesise a variety of materials
- Would like to further develop skills to communicate scientific understanding
- Enjoy performing calculations based on chemical reactions
- Have an appreciation of scientific study that includes curiosity, open-mindedness, creativity, flexibility, integrity, attention to detail and respect for evidence-based conclusions
- Are interested in the many careers that are related to the study of chemistry

Prerequisite information: Satisfactory completion of Chemistry Units 1 & 2 is strongly recommended. Students should ideally have studied, or be studying, Mathematical Methods CAS Units 3 & 4.

### Study overview

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

Area of Study 1: What are the options for energy production?

Area of Study 2: How can the yield of a chemical product be optimised?

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

Area of Study 1: How can the diversity of carbon compounds be explained and categorised?

Area of Study 2: What is the chemistry of food?

Area of Study 3: Practical Investigation



# Subjects offered in 2019

## Computing

### Units 1 & 2

A student should consider taking this subject if they:

- Are enthusiastic about new technologies and how they are used
- Enjoy developing applications for Web 2.0
- Want to use a variety of hardware and software to create information products, for example, animations, films, websites, etc.

Prerequisite information: Satisfactory completion of the Information Technology Web Media elective in Year 10 is an advantage.

### Study overview

**Unit 1:** In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation.

In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented.

In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Area of Study 1: Data and graphic solutions

Area of Study 2: Networks

Area of Study 3: Collaboration and communication

**Unit 2:** In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

In Area of Study 1 students develop their computational thinking skills when using programming or scripting language to create solutions. They engage in the design and development stages of the

problem-solving methodology.

In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data.

In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Area of Study 1: Programming

Area of Study 2: Data analysis and visualisation

Area of Study 3: Data management

# Dance

## Units 1 & 2

A student should consider taking this subject if they:

- Have had training, in any style of dance, within the past four years
- Love to dance and wish to learn more about it
- Have an interest, not necessarily any experience, in the art of choreography
- Enjoy responding to a stimulus, sharing ideas and using dance as a tool to communicate and express ideas and feelings
- Want to pursue and develop their dance technique and skills
- Would enjoy viewing professional dancers and dance performances, both live and on video and analysing them in terms of their form, style and movement vocabulary

Prerequisite information: There are no School prerequisites. Students must be technically proficient in at least one style. This is not a course for beginners. Students must also be proficient in writing skills.

## Study overview

### Unit 1:

Area of Study 1: Dance perspectives  
Area of Study 2: Choreography and performance  
Area of Study 3: Dance technique and performance  
Area of Study 4: Awareness and maintenance of the dancer's body

### Unit 2:

Area of Study 1: Dance perspectives  
Area of Study 2: Choreography and performance  
Area of Study 3: Dance technique, performance and dance analysis

## Units 3 & 4

A student should consider taking this subject if they:

- Have a passion for dance and its capacity as a tool for the communication of ideas
- Love to create and perform dance
- Have an interest in the analysis of dance as an art form and its impact on society
- Enjoy viewing dance performances and analysing their impact on the audience
- Are prepared to take risks, push their own technique and body to express and communicate original ideas through choreography

Prerequisite information: Students are strongly advised to enter into this study only after having completed Dance Units 1 & 2, or if they are highly experienced technically and highly proficient. Students must be proficient in writing skills.

## Study overview

### Unit 3:

Area of Study 1: Dance perspectives: prescribed solo dance works  
Area of Study 2: Choreography, performance and dance-making analysis of a skills based solo dance work  
Area of Study 3: Dance technique, performance and dance analysis of learnt dance work

### Unit 4:

Area of Study 1: Dance perspectives: prescribed group dance works  
Area of Study 2: Choreography, performance and dance-making analysis



# Subjects offered in 2019

## Drama

### Units 1 & 2

A student should consider taking this subject if they:

- Have a passion for drama and its capacity as a tool for the exploration and communication of ideas
- Love to create and perform and extend themselves in all aspects of drama
- Have an interest in the analysis of drama as an art form and its impact on society
- Enjoy going to theatrical performances of differing styles and analysing their impact on the audience
- Are prepared to take risks and develop their own technique and bodies in order to express and communicate their original ideas through their own writing and performing
- Are interested in the challenge of creating and performing and analysing different characters from an actor's perspective
- Are interested in developing their communication skills – their bodies and themselves are the only text books required
- Enjoy and engages with non-naturalism
- Have a passion for drama and its capacity as a tool for the exploration and communication of ideas
- Love to create and perform and extend themselves in all aspects of drama
- Have an interest in the analysis of drama as an art form and its impact on society
- Enjoy going to theatrical performances of differing styles and analysing their impact on the audience
- Are prepared to take risks and develop their own technique and bodies in order to express and communicate their original ideas through their own writing and performing
- Are interested in the challenge of creating and performing and analysing different characters from an actors' perspective
- Are interested in developing their communication skills – their bodies and themselves are the only text books required
- Enjoy and engage with non-naturalism

Prerequisite information: No prerequisite.

### Study overview

#### Unit 1:

Area of Study 1: Creating and presenting a devised performance

Area of Study 2: Analysing a devised performance

Area of Study 3: Analysing drama performances presented by other practitioners

#### Unit 2:

Area of Study 1: Using Australia as inspiration

Area of Study 2: Creating and presenting a devised performance

Area of Study 3: Analysing an Australian drama performance

### Units 3 & 4

A student should consider taking this subject if they:

- Have a sense of belief in their dramatic experience and level of performance that suggests they are ready to tackle the demands of writing, creating and performing their own work
- Have the maturity to work both as an individual and as a member of a creative ensemble

Prerequisite information: The best pathway to this subject is to follow directly on from Drama Units 1 & 2. In exceptional circumstances, some students may be considered for entry into Units 3 & 4 without having completed Units 1 & 2. These students would need to be highly skilled and experienced performers.

### Study overview

#### Unit 3:

Area of Study 1: Devising and presenting non-naturalistic ensemble performance

Area of Study 2: Responding to devised ensemble performances

Area of Study 3: Analysing non-naturalistic performance

#### Unit 4:

Area of Study 1: Working with stimulus material

Area of Study 2: Devising a non-naturalistic solo performance

Area of Study 3: Analysing devised non-naturalistic solo performance

# Economics

## Units 3 & 4

A student should consider taking this subject if they:

- Are interested in acquiring knowledge of the Australian economy and how it works
- Would like to regularly read about and consider issues and policies on and around living standards, employment, inflation, production, government, budgets, distribution of income and wealth, and interest rates

Prerequisite information: No prerequisite. A sound performance in Finance Units 1 & 2 would be an advantage.

## Study overview

### Unit 3: Australia's economic prosperity

Area of Study 1: An introduction to microeconomics: the market system, resource allocation and government intervention

Area of Study 2: Domestic macroeconomic goals

Area of Study 3: Australia and the world economy

### Unit 4: Managing the economy

Area of Study 1: Aggregate demand policies and domestic economic stability

Area of Study 2: Aggregate supply policies

# English

## Units 1 - 4

A student should consider this subject if they are interested in:

- Extending their English language skills through thinking, listening, speaking, reading, viewing and writing

Enhancing their understanding, enjoyment and appreciation of the English language in its written, spoken and multi-modal forms

- Analysing and discussing a range of texts from different periods, styles, genres and contexts
- Understanding how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- Understanding how ideas are presented by analysing form, purpose, context, structure and language
- Analysing their own and others' texts, and making relevant connections to themselves, their community and their world
- Conveying ideas, feelings, observations and information effectively in written, spoken and multi-modal forms to a range of audiences

Prerequisite information: No prerequisite.

## Study overview

### Unit 1:

Area of Study 1: Reading and creating texts

Area of Study 2: Analysing and presenting argument

### Unit 2:

Area of Study 1: Reading and comparing texts

Area of Study 2: Analysing and presenting argument

### Unit 3:

Area of Study 1: Reading and creating texts

Area of study 2: Analysing argument

### Unit 4:

Area of Study 1: Reading and comparing texts

Area of Study 2: Presenting argument



# Subjects offered in 2019

## English Language

### Units 1 - 4

A student should consider taking English Language if they:

- Enjoy learning about the nature and function of language
- Like to use English effectively and creatively through activities which involve linguistic analysis and critical reflection
- Have an interest in the way language is used in society to create identity (sociolinguistics)
- Would like to investigate relationships between structure, function, context and meaning in English texts, and to describe, reflect upon and comment critically on these relationships
- Are interested in learning metalanguage – a language for talking about language and language use
- Are attracted to a systematic exploration of the nature of English
- Demonstrate strong analytical and evaluative skills in subjects requiring independent investigation and critical thinking

Prerequisite information: Students achieving less than a B grade average in Year 10 may find the content of VCE English Language challenging. Students achieving less than a B grade average in Year 10 must consult the Head of English prior to making a subject choice.

### Study overview

#### Unit 1: Language and communication

Area of Study 1: Nature and functions of human language

Area of Study 2: Language acquisition

#### Unit 2: Language change

Area of Study 1: English across time

Area of Study 2: Englishes in contact

#### Unit 3: Language variation and social purpose

Area of Study 1: Informal language

Area of Study 2: Formal language

#### Unit 4: Language variation and identity

Area of Study 1: Language variation in Australian society

Area of Study 2: Individual and group identities

## Finance

### Units 1 & 2

A student should consider taking this subject if they:

- Enjoy working with social issues
- Would like to develop an appreciation of commercial, government and individual involvement in the satisfaction of society's material needs and wants
- Are interested in current affairs focused on aspects of personal, business and government behaviour and policies related to economic and financial matters

Prerequisite information: No prerequisite. Satisfactory completion of Year 10 English and Year 10 Humanities is desirable.

### Study overview

#### Unit 1: Finance - Markets, Consumption and Business (VCE Unit 1

Economics - The Behaviour of Consumers and Business)

Area of Study 1- Thinking like an economist

Area of Study 2- Decision making in markets

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

Area of Study 1- Accounting for inventory

Area of study 2- Accounting for and managing accounts receivable and accounts payable

# Food Studies

## Units 1 & 2

A student should consider taking this subject if they are interested in:

- Understanding the major influences on world culinary history
- Understanding regional cuisines and food practices
- Gaining insight into Australia's food industries and cultures
- Demonstrating the use of foods both indigenous to Australia and introduced through migration
- Understanding commercial food production
- Developing an understanding of the design process in relation to food product development

Prerequisite information: No prerequisite.

## Study overview

**Unit 1:** History & culture of food

Area of Study 1: Food around the world  
Area of Study 2: Food in Australia

**Unit 2:** Food supply & distribution

Area of Study 1: Food industries  
Area of Study 2: Food in the home

## Units 3 & 4

A student should consider taking this subject if they are interested in:

- The biology behind eating and digesting food
- The causes and effects of food allergies and food contamination
- Understanding nutrition and analysing food selection models
- Understanding factors that affect food access
- Influences on food values, beliefs and behaviours
- Understanding issues such as ethics, sustainability and food security at an international level

Prerequisite information: No prerequisite. Completion of Food Studies Units 1 & 2 is an advantage.

## Study overview

**Unit 3:** Food in daily life

Area of Study 1: The science of food  
Area of Study 2: Food choice, health & wellbeing

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

Area of Study 1: Environment, ethics and equity  
Area of Study 2: Navigating food information



# Subjects offered in 2019

## Further Mathematics

### Units 3 & 4

A student should consider taking this subject if they are interested in:

- Applying statistics in a range of situations, including analysing real life data, modelling this data and making predictions, exploring and quantifying the effect that one variable has on another variable in practical situations (such as measuring the effect temperature has on ice cream sales)
- Analysing and modelling financial situations
- Modelling and solving first order linear matrix recurrence relations
- Using undirected and directed graphs to model and solve problems, including allocation and scheduling
- Investigating situations that require optimisation of time, traffic flow, etc.
- Analysing changes in behaviour over time such as fluctuations in consumer preferences, changes in animal populations in an ecosystem, etc.

Prerequisite information: Completion of General Mathematics C Units 1 & 2 or Mathematical Methods Units 1 & 2 is essential as they contain assumed knowledge for this Study.

### Study overview

#### Core:

1. Data Analysis Statistics
2. Recursion and Financial Modelling

#### Applications:

1. Matrices
2. Networks and Decision Mathematics

## General Mathematics

### Units 1 & 2

A student should consider taking this subject if they:

- Enjoy performing calculations involving real numbers, real situations and real outcomes
- Want to consolidate their understanding of mathematics topics studied in earlier years
- Are interested in applying statistics to topics like sport, finance and nature
- Are considering studying Further Mathematics Units 3 & 4

Prerequisite information: Satisfactory completion of Year 10 Mathematics is recommended.

### Study overview

#### Units 1 & 2:

Area of Study 1: Arithmetic

Area of Study 2: Data Analysis and Simulation

Area of Study 3: Algebra

Area of Study 4: Graphs of Linear and Non-linear Relationships

Area of Study 5: Decision and Business Mathematics

Area of Study 6: Geometry and Trigonometry

# Geography

## Units 1 & 2

A student should consider taking this subject if they:

- Are interested in examining natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface
- Are interested in the role and application of Geography in the planning and management of human welfare and the environment
- Would like to engage in fieldwork and investigation
- Have an interest in a career related to Environmental Science, Urban Planning, Cartography and Tourism
- Enjoy travel and learning about new countries and cultures

Prerequisite information: No prerequisite.

## Study overview

### Unit 1: Hazards and disasters

Area of Study 1: Characteristics of hazards: analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.

Area of Study 2: Response to hazards and disasters: analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

### Unit 2: Tourism

Area of Study 1: Characteristics of tourism: analyse, describe and explain the nature of tourism at a range of scales.

Area of Study 2: Impact of tourism: analyse and explain the impacts of tourism on people, places and environments; and evaluate the effectiveness of strategies for managing tourism.

## Units 3 & 4

A student should consider taking this subject if they:

- Are interested in examining natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface
- Are interested in the role and application of Geography in the planning and management of human welfare and the environment
- Would like to engage in fieldwork and investigation
- Have an interest in a career related to Environmental Science, Urban Planning, Cartography and Tourism
- Enjoy travel and learning about new countries and cultures

Prerequisite information: No prerequisite. Completion of Geography Units 1 & 2 is desirable.

## Study overview

### Unit 3: Changing the land

Area of Study 1: Land use change: analyse, describe and explain land use change and assess its impacts

Area of Study 2: Land cover change: analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes

### Unit 4: Human population – trends and issues

Area of Study 1: Population dynamics: analyse, describe and explain population dynamics on a global scale

Area of Study 2: Population issues and challenges: analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses



# Subjects offered in 2019

## Global Politics

### Units 3 & 4

Australian and Global Politics is the study of contemporary power at both national and global levels. It consists of six units providing two separate sequences of study: VCE Australian Politics and VCE Global Politics. It enables students to understand and reflect on contemporary national and international issues, problems and events. It offers students the opportunity to become more informed citizens, voters and participants in their local, national and international communities.

A student should consider taking this subject if they:

- Are interested in current global politics, movements and issues
- Want to understand how power is exercised on the global stage
- Want to develop a strong capacity for research, analysis and persuasive written argument
- Are interested in pursuing a career in law, journalism, government, international relations, academia, public advocacy, social welfare or education

Prerequisite information: No prerequisite. Enjoyment and success in Australian and Global Politics Units 1 & 2 and/or History Units 1 & 2 would be a distinct advantage.

### Study overview

#### Unit 3: Global Actors

Area of Study 1: Global actors

Area of Study 2: Power in the Asia-Pacific region

#### Unit 4: Global Crises

Area of Study 1: Ethical issues and debates

Area of Study 2: Global crises

# Health and Human Development

## Units 1 & 2

A student should consider taking this subject if they are interested in:

- Nutrition
- Health promotion
- Youth health
- Growth and development across the lifespan, from conception
- Health issues during the lifespan
- The role of government in maintaining Australia's health
- Working in the health care industry, for example: volunteer aid work, dietetics, social work, nursing, child care
- Subjects such as Psychology, Biology and Physical Education

Prerequisite information: No prerequisite.

## Study overview

**Unit 1:** Understanding health and wellbeing

Area of Study 1: Health perspectives and influences

Area of Study 2: Health and nutrition

Area of Study 3: Youth health and wellbeing

**Unit 2:** Managing health and development

Area of Study 1: Developmental transitions

Area of Study 2: Health care in Australia

## Units 3 & 4

A student should consider taking this subject if they are interested in:

- Nutrition
- Health issues of Australians
- Health issues of low income countries
- Health prevention and promotion
- Global issues impacting on health
- United Nations, WHO, NGO, effective aid programs
- Working within the health care industry, for example: volunteer aid work, dietetics, health sciences, social work, nursing, child care
- Subjects such as Psychology, Biology and Physical Education

Prerequisite information: No prerequisite. Completion of Health and Human Development Units 1 & 2 is an advantage.

## Study overview

**Unit 3:** Australia's health in a globalised world

Area of Study 1: Understanding health and wellbeing

Area of Study 2: Promoting health and wellbeing

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

Area of Study 1: Health and wellbeing in a global context

Area of Study 2: Health and the sustainable development goals

# Subjects offered in 2019

## History

### Units 1 & 2: Twentieth Century History

A student should consider taking this subject if they:

- Are curious about the ideas, individuals and events that shaped the 20th Century
- Are interested in developing arguments about causation and change
- Enjoy developing inquiry and independent research skills

Prerequisite information: No prerequisite.

#### Study overview

##### Unit 1: Twentieth Century History 1919-1939

Area of Study 1: Ideology and conflict

Area of Study 2: Social and cultural change

In Area of Study 1, students will explain the consequences of the peace treaties which ended World War I, the impact of ideologies on nations and the events that led to World War II. In Area of Study 2, students will explain patterns of social life and cultural change in Germany and the USA, and analyse the factors which influenced changes to social life and culture in the inter-war years.

##### Unit 2: Twentieth Century History 1945-2000

Area of Study 1: Competing Ideologies

Area of Study 2: Challenge and Change

In Area of Study 1, students will explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to Berlin, the Vietnam War and an individual research inquiry. In Area of Study 2, students will explain the causes and nature of challenge and change in the second half of the twentieth century in relation to the Cold War, the Northern Ireland Conflict and an individual research inquiry, and analyse the consequences for nations and people.

### Units 3 & 4: Revolutions

A student should consider taking this subject if they:

- Are curious about the ideas, individuals and events that cause revolutions and their consequences
- Are interested in developing arguments about causation and change
- Are interested in how the Russian and Chinese Revolutions shaped the 20th Century and continue to shape the 21st Century
- Enjoy developing inquiry and independent research skills

Prerequisite information: No prerequisite; however, History Units 1 & 2 subject would be an advantage.

#### Study overview

##### Unit 3: The Russian Revolution 1896-1928

Area of Study 1: Causes of the Russian Revolution 1896 - October 1917

Area of Study 2: Consequences of the Russian Revolution October 1917-1928

In Area of Study 1, students will analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. In Area of Study 2, students will analyse the consequences of revolution and evaluate the extent of change brought to society.

##### Unit 4: The Chinese Revolution 1912-1971

Area of Study 1: Causes of the Chinese Revolution 1912-1949

Area of Study 2: Consequences of the Chinese Revolution 1949-1971

In Area of Study 1, students will analyse the causes of the revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. In Area of Study 2, students will analyse the consequences of revolution and evaluate the extent of change brought to society.



# Informatics

## Units 3 & 4

A student should consider taking this subject if they:

- Are enthusiastic about new technologies and how they are used
- Enjoy developing applications for Web 2.0
- Want to use a variety of hardware and software to create information products, for example, animations, films, websites, etc.

Prerequisite information: Satisfactory completion of the Information Technology Web Media elective in Year 10 is an advantage.

## Study overview

**Unit 3:** In Informatics Units 3 & 4, students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

In Area of Study 1, students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making.

In Area of Study 2, students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

Area of Study 1: Organisations and data management

Area of Study 2: Data analytics: drawing conclusions

**Unit 4:** In this unit, students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multi-modal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Area of Study 1: Data analytics: presenting the findings

Area of Study 2: Information management

# Subjects offered in 2019

## Languages:

### French, Italian, Japanese as a Second Language

#### Units 1 - 4

A student should consider taking these subjects if they:

- Are interested in cultures and their expressions beyond their own
- Enjoy the personal and intellectual stimulation that comes from exploring another language
- Enjoy the idea that learning another language might provide a better understanding of their own language and culture
- Wish to travel, live or work in another country
- Have plans to work in a cross-cultural environment
- Are interested in history; in particular, the history of the country of origin and of where the language is now spoken
- Has a curious mind and seeks 'other' ways

Prerequisite information: Satisfactory completion of Year 10 in the relevant language and an interested and enquiring mind.

#### Study overview

Studying a Language at St Michael's Grammar School is not compulsory beyond Year 9. From Year 10, the conceptual approach to language is maturing and progress can be achieved at an accelerated rate.

In the Year 11 to 12 courses, students study:

- Topics chosen for the cultural interest they offer as well as their communicative potential; those studied include relationships, countries and regions, famous people, tourism, food, historical events, literature, art, philosophy, language as a culture, etc.
- Examples of poetry, songs, films and art which are regularly introduced when relevant. All text-types are explored through the themes studied.

Students develop the ability to:

- Speak, listen, read and write, with purpose and enjoyment in the language
- Develop and extend their awareness, knowledge and understanding of the relationship between language and culture
- Develop their knowledge of the linguistic patterns used to construct different texts and to apply this knowledge in their writing
- Communicate effectively in the Language of their choice through the acquisition of skills and strategies
- Interact with groups and individuals within Australia and overseas via facilities such as the internet, for the purpose of extending their knowledge and language ability
- Experience first-hand the art, theatre, cinema and history of another culture, both in Australia and overseas
- Entertain themselves and others while using the target language

# Legal Studies

## Units 1 & 2

A student should consider taking this subject if they:

- Enjoy working with social issues
- Are interested in applying principles to actual/hypothetical scenarios, explore solutions to legal problems and form reasoned conclusions
- Want to understand legal rights and responsibilities, and know how rights are protected in Australia
- Are interested in proposing changes/reforms to improve our legal system
- Would like to develop an appreciation of the legal system, where we get our laws from and how we can participate in changing the law, and gain an understanding of the court hierarchy, of the criminal and civil justice system and of the factors which affect a person's ability to get justice within our legal system
- Are interested in current affairs and, in particular, understanding how the law affects a person's life on a day-to-day basis

Prerequisite information: No prerequisite. Satisfactory completion of Year 10 English and Humanities is desirable.

## Study overview

### Unit 1: Guilt and Liability

Area of Study 1: Legal foundations

Area of Study 2: The presumption of innocence

Area of Study 3: Civil liability

### Unit 2: Sanctions, remedies and rights

Area of Study 1: Sanctions

Area of Study 2: Remedies

Area of Study 3: Rights

## Units 3 & 4

A student should consider taking this subject if they:

- Are interested in the concept of justice and how it could be assessed
- Are interested in acquiring knowledge of the Australian legal system and how it works in both criminal and civil disputes, including alternative methods of dispute resolution
- Are interested in the rights of citizens when dealing with the legal system
- Would like to gain a detailed understanding of our sources of law (including the role, function and structure of Parliament, the division of power in the Constitution and the role of the High Court in interpreting the Constitution and how judges make laws)
- Are interested in the relationship between parliament and the courts

Prerequisite information: No prerequisite. A sound performance in Legal Studies Units 1 & 2 would be an advantage.

## Study overview

### Unit 3 : Rights and Justice

Area of Study 1: The Victorian Criminal Justice System

Area of Study 2: The Victorian Civil Justice System

### Unit 4: The People and the Law

Area of Study 1: The people and the Australian Constitution

Area of Study 2: The people, the parliament and the courts



# Subjects offered in 2019

## Literature

### Units 1 - 4

A student should consider taking Literature if they would like to:

- Develop an enjoyment of language and literature through reading deeply, widely and critically
- Appreciate the stylistic and aesthetic qualities of a text, and develop an understanding of and sensitivity to nuances in English language
- Read closely, developing the ability to engage in detailed critical analysis of the key literary features of individual texts and to make relevant connections between them
- Demonstrate an understanding that the context and perspective of both author and reader influence the reading experience
- Develop the capacity for critical thinking and understanding of the relationship between literature and society
- Develop an understanding of literary criticism
- Develop the capacity to engage with and contest complex and challenging ideas in order to develop their interpretation informed by a range of literary criticism
- Develop the capacity for creativity and self-expression, and the ability to write confident analytical and creative responses to texts.

Prerequisite information: No prerequisite.

### Study overview

#### Unit 1: Approaches to Literature

Area of Study 1: Reading practices

Area of Study 2: Ideas and concerns in texts

#### Unit 2: Context and Connections

Area of Study 1: The text, the reader and their context

Area of Study 2: Exploring connections between texts

#### Unit 3: Form and Transformation

Area of Study 1: Adaptations and transformations

Area of Study 2: Creative responses to texts

#### Unit 4: Interpreting Texts

Area of Study 1: Literary Perspectives

Area of Study 2: Close analysis

## Mathematical Methods: Northern Hemisphere Timetable

Students who meet the entry requirements for advanced placement and who achieve the required score in the entry examination, may undertake VCE Mathematical Methods on a Northern Hemisphere timetable. These students commence Unit 1 of VCE Mathematical Methods in July of Year 10 and complete the examinations for Units 3 and 4 in July of Year 12.

**See the Units 1 - 4 Mathematical Methods CAS course description for an explanation of the content.**

# Mathematical Methods CAS

## Units 1 & 2

A student should consider taking this subject if they:

- Are interested in utilising concepts relating to algebra and proficient in performing algebraic manipulations
- Are competent in using CAS technology to graph various functions and solve algebraic equations
- Would like to sketch graphs and learn new and interesting graph shapes
- Are interested in using functions to model and investigate real life situations such as oil spills, growth of bacteria, etc.
- Are planning to study Mathematical Methods CAS Units 3 & 4

Prerequisite information: A sound understanding of algebra-related topics in Year 10 Mathematics, as well as successful completion of the 10A coursework, is essential.

## Study overview

### Units 1 & 2:

Area of Study 1: Functions and Graphs

Area of Study 2: Algebra

Area of Study 3: Calculus

Area of Study 4: Probability and Statistics

## Units 3 & 4

A student should consider taking this subject if they:

- Want to continue the study of algebra and functions
- Are interested in continuing and extending the study of the behaviour of graphs
- Enjoy applying mathematical concepts in situations like bush walking trails, reliability of opinion polls, design of roller coasters and a piranha attack.

Prerequisite information: Completion of Mathematical Methods CAS Units 1 & 2 is essential as it contains the knowledge assumed for this course.

## Study overview

### Units 3 & 4:

Area of Study 1: Functions and Graphs

Area of Study 2: Algebra

Area of Study 3: Calculus

Area of Study 4: Probability

# Subjects offered in 2019

## Media

### Units 1 - 4

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

A student should consider taking this subject if they enjoy and are interested in:

- Digital image making
- Moving image
- Marketing and the impact of image
- Copywriting
- Film and television
- Game/web design
- Recording and presenting the world around them

Prerequisite information: No prerequisite.

Students who are aiming to go on to visual art-related studies post-VCE should consider the subjects below so that they can develop a broad and diverse folio for interview.

- Art
- Visual Communication Design
- Studio Arts
- Product Design and Technology

Prerequisite information: No prerequisite.

### Study overview

#### Unit 1: Media forms, representations and Australian stories

Area of Study 1: Media representations

Area of Study 2: Media forms in production

Area of Study 3: Australian stories

#### Unit 2: Narrative across media forms

Area of Study 1: Narrative, style and genre

Area of Study 2: Narratives in production

Area of Study 3: Media and change

#### Unit 3: Media narratives and pre-production

Area of Study 1: Narrative and ideology

Area of Study 2: Media production development

Area of Study 3: Media production design

#### Unit 4: Media production and issues in media

Area of Study 1: Media production

Area of Study 2: Agency control in and of the media





# Subjects offered in 2019

## Music Performance

### Units 1 & 2

A student should consider taking this subject if they:

- Play a musical instrument or sing at an advanced level (Grade 5 AMEB and above, or equivalent)
- Have experienced prior learning as a solo performer over a number of years
- Enjoy listening to music, talking about music, investigating different styles of music and performing music
- Are confident in reading music and have some basic knowledge of theory (Grade 2 AMEB or equivalent)

Prerequisite information: The ability to read music notation is essential for all instrumental and vocal students. Students should also have a history of solo music performance and participation in music performance.

Students are encouraged to seek advice from their instrumental teachers and measure their performance ability against the Prescribed VCAA List of Notated Solo Works.

### Study overview

#### Unit 1:

Area of Study 1: Performance

Area of Study 2: Preparing for performance

Area of Study 3: Music language

#### Unit 2:

Area of Study 1: Performance

Area of Study 2: Preparing for performance

Area of Study 3: Music language

Area of Study 4: Organisation of sound

### Units 3 & 4 (solo or group)

A student should consider taking this subject if they:

- Play a musical instrument as a solo performer at an advanced level (Grade 5 AMEB and above, or equivalent)
- Have considerable prior experience as a solo or group instrumental performer spanning a number of years
- Enjoy listening to and talking about music, investigating different styles of music and performing music

Prerequisite information: Students should have achieved at least a Credit in Grade 5 AMEB (or equivalent) and completed Music Performance Units 1 & 2 and Theory or Music Craft (Grade 2 minimum achievement preferred or equivalent). Students are encouraged to seek advice from their instrumental teachers and measure their performance ability against the Prescribed VCAA List of Notated Solo Works.

This subject is suited to students who wish to study along the same model as Music Performance Units 1 & 2, and/or for students wishing to do Group Performance rather than Solo Performance.

### Study overview

#### Unit 3:

Area of Study 1: Performance

Area of Study 2: Preparing for Performance

Area of Study 3: Music Language

#### Unit 4:

Area of Study 1: Performance

Area of Study 2: Preparing for Performance

Area of Study 3: Music Language

# Philosophy

## Units 1 & 2

A student should consider taking this subject if they:

- Are interested in developing high-level argumentative, critical-thinking, problem-solving and writing skills
- Wish to explore some of the age-old 'big' questions that have been perplexing humanity for millennia
- Are open-minded and up for an intellectual challenge
- Often find themselves wondering what 'it' is all about

Prerequisite information: No prerequisite.

## Study overview

**Unit 1:** Existence, knowledge and reasoning

Area of Study 1: Metaphysics

Area of Study 2: Epistemology

Area of Study 3: Introduction to logic and reasoning

In Area of Study 1, students examine questions such as:

- Are physical objects the only things that exist?
- Is there a spiritual realm?
- Can we be free if there are causes for all our actions?

In Area of Study 2, students examine questions such as:

- What is the difference between knowing and believing?
- What is the significance of the 'post-truth' era?
- What influence has the patriarchy had on systems of knowledge and truth?

Area of Study 3 is studied concurrently, in which students learn the skills of philosophy: how to formulate arguments clearly and logically, and developing the ability to critically evaluate the reasoning of others' arguments.

**Unit 2:** Questions of value

Area of Study 1: Ethics and moral philosophy

Area of Study 2: Further problems in value theory

Area of Study 3: Techniques of philosophical inquiry

In Area of Study 1, students examine questions such as:

- How do we decide what is right and what is wrong?
- Does what is right and what is wrong vary according to cultural factors?
- Does morality even exist, or matter?

In Area of Study 2, students examine questions such as:

- What determines the content and extent of human rights?
- What is justice?
- Why do we punish criminals, and is it effective?

In Area of Study 3, students continue from their understanding of logic and reasoning in Unit 1 to learn in further depth how to write clearly, reason well and identify poor reasoning in others' work.



# Subjects offered in 2019

## Philosophy (continued)

### Units 3 & 4

A student should consider taking this subject if they:

- Want to impress prospective employers with a broad range of highly valued employee attributes such as critical thinking, problem solving, clear writing and argumentative skills
- Wish to explore some of the age-old 'big' questions that have been perplexing humanity for millennia
- Are open-minded and up for an intellectual challenge
- Wish to examine their identity, life and purpose

Prerequisite information: Philosophy Units 1 & 2 is strongly recommended.

### Study overview

#### Unit 3: Minds, bodies and persons

Area of Study 1: Minds and bodies

Area of Study 2: Personal identity

In Area of Study 1, students examine the views of those who deny the existence of anything that falls outside the scope of physics, as well as those who have argued that the psyche or the mind is something quite different from the physical body, and can exist independently of it. In Area of Study 2, students explore selected Western and Buddhist theories of personal identity and the arguments for and against them, including theories that the continuity of self is an illusion. During both Areas of Study, students learn how to formulate arguments clearly and logically, and develop the ability to critically evaluate the reasoning of others' arguments.

#### Unit 4: The good life

Area of Study 1: Conceptions of the good life

Area of Study 2: Living the good life in the 21st Century

In Area of Study 1, students examine philosophical debates and perspectives on the nature of the good life through a study of philosophical texts from ancient, modern and contemporary sources. As they reflect on the implications of accepting the views and arguments presented by these thinkers, they develop their own critical responses to the authors' viewpoints and arguments. In Area of Study 2, students relate what they have already learnt to contemporary questions and debates about the good life, including consumerism, technology and our obligations to others. During both Areas of Study, students learn how to formulate arguments clearly and logically, and develop the ability to critically evaluate the reasoning of others' arguments.

# Physical Education

## Units 1 & 2

A student should consider taking this subject if they are interested in:

- Being active and/or playing sports
- Human anatomy and physiology in relation to sports performance
- Developing their own sport skills
- Physical activity and health
- Health risks of inactivity
- Sport injury causes and prevention
- Performance enhancement associated with illegal and legal substances
- Contemporary issues in sport

Prerequisite information: No prerequisite.

## Study overview

### Unit 1: The human body in motion

Area of Study 1: How does the musculoskeletal system work to produce movement?

Area of Study 2: How does the cardio respiratory system function at rest and during physical activity?

### Unit 2: Physical activity, sport and society

Area of Study 1: What are the relationships between physical activity, sport, health and society?

Area of Study 2: What are the contemporary issues associated with physical activity and sport?

## Units 3 & 4

A student should consider taking this subject if they are interested in:

- Being active and playing sports
- Elite sports performance
- Working within the sports industry
- Human anatomy/physiology and sports performance
- Developing own fitness
- Sports nutrition
- How an athlete trains
- Sports recovery practices
- Illegal and legal sports performance enhancement
- Subjects such as Biology, Chemistry, Sport, Physiology, Health & Human Development and Coaching

Prerequisite information: Students are encouraged to have completed Physical Education Units 1 & 2 before completing Physical Education Units 3 & 4. Aspects from Units 1 & 2 may be examinable in Units 3 & 4 Coursework. Students who have studied Biology may also find this to be beneficial.

## Study overview

### Unit 3: Movement skills and energy for physical activity

Area of Study 1: How are movement skills improved?

Area of Study 2: How does the body produce energy?

### Unit 4: Training to improve performance

Area of Study 1: What are the foundations of an effective training program?

Area of Study 2: How is training implemented to effectively improve fitness?

# Subjects offered in 2019

## Physics

### Units 1 & 2

A student should consider taking this subject if they:

- Are interested in looking at the way matter and energy interact through observations, measurements and experiments
- Are curious about the underlying laws of nature
- Enjoy practicals
- Would like to pursue a career in fields such as: cosmology, energy research, engineering, instrumentation, medical physics and radiography

Prerequisite information: No prerequisite. Satisfactory completion of Year 10 Science and a B standard or above in Year 10 Mathematics is desirable.

### Study overview

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

Area of Study 1: How can thermal effects be explained?

Area of Study 2: How do electric circuits work?

Area of Study 3: What is matter and how is it formed?

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

Area of Study 1: How can motion be described and explained?

Area of Study 2: Twelve options are available:

- What are stars?
- Is there life beyond Earth's Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things fly?
- How do fusion and fission compare as viable nuclear energy power sources?
- How is radiation used to maintain human health?
- How do particle accelerators work?
- How can human vision be enhanced?
- How do instruments make music?
- How can performance in ball sports be improved?
- How does the human body use electricity?

Area of Study 3: Practical investigation

### Units 3 & 4

A student should consider taking this subject if they:

- Have an interest in examining the fundamental nature of matter
- Have an interest in using and understanding electronic circuits
- Enjoy practical work
- Have an interest in learning about the fundamental forces and laws of the universe
- Have an interest in pursuing a career in research science, engineering or applied science

Prerequisite information: No prerequisite. Satisfactory completion of Physics Units 1 & 2 is strongly recommended. Satisfactory completion of Year 10 Science and Mathematical Methods Units 1 & 2 is recommended.

### Study overview

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

Area of Study 1: How do things move without contact?

Area of Study 2: How are fields used to move electrical energy?

Area of Study 3: How fast can things go?

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

Area of Study 1: How can waves explain the behaviour of light?

Area of Study 2: How are light and matter similar?

Area of Study 3: Practical investigation

# Product Design and Technology

## Units 1 & 2 - Resistant Materials

A student should consider taking this subject if they are interested in:

- Designing and generating interesting and innovative products that aim to improve the everyday lives of people
- Being creative and working with their hands
- Developing critical thinking skills
- Developing research and analytical skills
- Sustainability

Based on practical projects, and with a focus on sustainability, students will research, analyse, and produce pieces that explore contemporary trends.

Product Design and Technology focuses on assisting students to recognise their potential as designers. Students are supported as they assume the role of a designer-maker in the design and creation of a product. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

## Study overview

### Unit 1:

In this unit, students are introduced to the Product design process, Intellectual Property and the Product design factors. The unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and sustainability. Students examine case studies of designers who use sustainable practices. They design and produce a re-designed product using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in their design brief.

### Unit 2:

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

### Assessment

In Unit 1, students submit a design folio in which they document their design process, and a re-designed product. Students are also assessed on a research module submitted as a case study, as well as a Unit 1 examination. In Unit 2, students submit a design folio in which they document their individual design process and their contribution to the team product. This includes a client profile, idea generation, research, working methods, materials and techniques, and documentation of the production of the final product. Students investigate the role of designers in a case study as well as undertaking an end of Unit examination.

Subject prerequisites: There are no prerequisites for this subject. Students should be aware that it involves research as well as the making of an object.



# Subjects offered in 2019

## Product Design and Technology (continued)

### Units 1 & 2 - Fashion/Textiles

A student should consider taking this subject if they are interested in:

- Designing and generating interesting and innovative products that aim to improve the everyday lives of people
- Being creative and working with their hands
- Developing critical thinking skills
- Developing research and analytical skills
- Sustainability

Product Design & Technology (Fashion/Textiles) is an introduction to the areas of fashion design & textile design. Based on practical projects, and with a focus on sustainability, students will research, analyse, and produce pieces that explore contemporary trends. Possible career paths include fashion design, fashion merchandising, textile design & production, visual merchandising, footwear, and product development.

VCE Product Design and Technology Unit 1 & 2 focuses on assisting students to recognise their potential as designers. Students are supported as they assume the role of a designer-maker in the design and creation of a product. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

### Study overview

#### Unit 1:

In this unit, students are introduced to the Product Design process, Intellectual Property and the Product Design factors. The unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and sustainability. Students examine case studies of designers who use sustainable practices. They design and produce a re-designed product using tools, equipment, machines and materials, compare it with the original design and evaluate it against the needs and requirements outlined in their design brief.

#### Unit 2:

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

#### Assessment

In Unit 1, students submit a design folio in which they document their design process, and a re-designed product. Students are also assessed on a research module submitted as a case study, as well as a Unit 1 examination. In Unit 2, students submit a design folio in which they document their individual design process and their contribution to a team product. This includes a client profile, idea generation, research, working methods, materials and techniques, and documentation of the production of the final product. Students investigate the role of designers in a case study as well as undertaking an end of Unit examination.

# Product Design and Technology (continued)

## Units 3 & 4

A student should consider taking this subject if they are interested in:

- A career in design, product design, engineering, fashion design, interior design, computer aided design, industrial design, production planning or any related field
- Being creative
- Developing critical thinking skills

Prerequisite information: Satisfactory completion of Product Design and Technology Units 1 & 2.

## Study overview

### Unit 3: Applying the Product design process

Area of Study 1: The designer, client and/or end-user in product development

Area of Study 2: Product development in industry

Area of Study 3: Designing for others

### Unit 4: Product development, evaluation

Area of Study 1: Product analysis and comparison

Area of Study 2: Product manufacture

Area of Study 3: Product evaluation

# Subjects offered in 2019

## Psychology

### Units 1 & 2

A student should consider taking this subject if they are interested in:

- Becoming more self-aware and gaining a better understanding of themselves
- Gaining basic knowledge of the principles of human behaviour
- Exploring their relationships with others and society
- A career as a psychologist or in other fields such as the social services, business, education, medicine or the law

Prerequisite information: No prerequisite. Satisfactory completion of Year 10 Science is desirable.

### Study overview

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

Area of Study 1: How does the brain function?

Area of Study 2: What influences psychological development?

Area of Study 3: Research investigation

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

Area of Study 1: What influences a person's perception of the world?

Area of Study 2: How are people influenced to behave in particular ways?

Area of Study 3: Practical investigation

### Units 3 & 4

A student should consider taking this subject if they are interested in:

- Becoming more self-aware and gaining a better understanding of themselves
- Gaining basic knowledge of the principles of human behaviour
- Exploring their relationships with others and society
- A career as a psychologist or in other fields such as the social services, business, education, medicine or the law

Prerequisite information: Satisfactory completion of Psychology Units 1 & 2 is strongly recommended, particularly in the Research Methods component.

### Study overview

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

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

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

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

Area of Study 1: How do levels of consciousness affect mental processes and behaviour?

Area of Study 2: What influences mental wellbeing?

Area of Study 3: Practical Investigation



# Religion and Society

## Units 3 & 4

A student should consider taking this subject if they are interested in:

- Searching for answers to the most profound questions of life related to: origin, meaning, morality, destiny, ethics, spirituality and religious experience
- Spiritual and social currency of pluralistic society
- Anthropology, Theology and Philosophy, and international studies

Prerequisite information: No prerequisites.

VCE Religion and Society enables students to understand the interactions between religion and society over time, fostering an appreciation of the complexity of societies where multiple world views exist. Students come to appreciate the dynamic and changing role of religion in society and as an institution supporting adherents to grapple with the big questions of life. They study the value systems that guide religious traditions and the religious beliefs and other aspects of religion that express these.

Students develop skills in research and analysis, assisting them to become informed citizens and preparing them for work and further study in fields such as anthropology, theology, philosophy, sociology, journalism, politics and international relations.

## Study overview

### Unit 3: The search for meaning

In this unit, students study the purposes of religion generally and then consider the religious beliefs developed by one religious tradition in response to the big questions of life. Students study how particular beliefs within religious tradition/s or denomination/s may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

Area of Study 1: Responding to the search for meaning

Area of Study 2: Expressing meaning

Area of Study 3: Significant life experience, religious beliefs and faith

### Unit 4: Religion, challenge and change

This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions are living institutions that participate in and contribute to wider societies – both positively and negatively. They stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

Area of Study 1: Challenge and response

Area of Study 2: Interaction of religion and society



# Subjects offered in 2019

## Software Development

### Units 3 & 4

A student should consider taking this subject if they:

- Are interested in how web applications function
- Would like to program applications for mobile devices
- Are interested in computer networking

Prerequisite information: No prerequisite but satisfactory completion of Year 9 Software Design is an advantage.

### Study overview

#### Unit 3:

Area of Study 1: Programming practice

Area of Study 2: Analysis and design

In Software Development Units 3 & 4, students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3, students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. In Area of Study 1, students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2, students analyse a need or opportunity; plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

#### Unit 4:

Area of Study 1: Software solutions

Area of Study 2: Interactions and impact

In this unit, students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3. In Area of Study 1, students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. In Area of Study 2, students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

# Specialist Mathematics

## Units 1 & 2

A student should consider taking this subject if they:

- Want to study mathematics at an advanced level
- Enjoy using technology to support their mathematics
- Are prepared to be organised and motivated to complete the substantial number of exercises involved in the course
- See the potential for mathematics in unusual situations like snowflakes, tides and urns
- Are considering studying Specialist Mathematics Units 3 & 4

Prerequisite information: Mathematical Methods CAS Units 1 & 2 must be either taken in conjunction with Specialist Mathematics Units 1 & 2 or be completed previously.

## Study overview

### Units 1 & 2:

Area of Study 1: Algebra and Structure  
 Area of Study 2: Arithmetic and Number  
 Area of Study 3: Discrete Mathematics  
 Area of Study 4: Geometry, measurement and trigonometry  
 Area of Study 5: Graphs of linear and non-linear relations  
 Area of Study 6: Statistics

## Units 3 & 4

A student should consider taking this subject if they:

- Are interested in studying mathematics at an advanced level
- Are interested in challenging themselves mathematically
- Are interested in applying mathematics to situations such as heating and cooling, population modelling and projectile motion
- Are taking or have completed Units 3 & 4 Mathematical Methods CAS

Prerequisite information: Completion of General Mathematics A Units 1 & 2 is recommended but not required. Mathematical Methods CAS Units 3 & 4 must be either taken in conjunction with Specialist Mathematics Units 3 & 4 or be completed previously.

## Study overview

### Units 3 & 4: Specialist Mathematics

Area of Study 1: Functions and Graphs  
 Area of Study 2: Algebra  
 Area of Study 3: Calculus  
 Area of Study 4: Vectors  
 Area of Study 5: Mechanics  
 Area of Study 6: Probability and statistics

# Subjects offered in 2019

## Studio Arts (Mixed Media)

### Units 1 - 4

A student should consider taking this subject if they enjoy and are interested in:

- Recording the world around them
- Expressing ideas/feelings visually
- Responding to visual imagery
- Communicating ideas in three dimensions
- Ceramics (sculptural or functional)
- Mixed media ( exploration of untraditional materials)
- Textiles/jewellery/wearable art
- Curatorship

Students who are aiming to go on to visual art related studies post-VCE should also consider the subjects below so that they can develop a broad and diverse folio for interview.

- Art
- Visual Communication Design
- Media
- Product Design and Technology

Prerequisite information:

Units 1 & 2: It would be highly advantageous for students contemplating taking this subject to have completed at least a semester of Year 10 Art, Year 10 Visual Communication Design or Year 10 Design and Multimedia. Students who have not completed a folio-based subject (Art or Visual Communication Design) would need to present a folio of work to the Head of Visual Arts and Design.

Units 3 & 4: It is strongly recommended that students have satisfactorily completed Studio Arts (Mixed Media) Units 1 & 2. Students without this preparation would need to present a folio of work to the Head of Visual Arts and Design.

### Study overview

#### Unit 1: Studio inspiration and techniques

Area of Study 1: Research and recording ideas

Area of Study 2: Studio practice

Area of Study 3: Interpreting art ideas and use of materials and techniques

#### Unit 2: Studio exploration and concepts

Area of Study 1: Exploration of studio practice and development of artworks

Area of Study 2: Ideas and styles in artworks

#### Unit 3: Studio practices and processes

Area of Study 1: Exploration proposal

Area of Study 2: Studio process

Area of Study 3: Artists and studio practices

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

Area of Study 1: Production and presentation of artworks

Area of Study 2: Evaluation

Area of Study 3: Art industry contexts

# Studio Arts (Photography)

## Units 1 - 4

A student should consider taking this subject if they enjoy and are interested in:

- Recording the world around them
- Expressing ideas/feelings visually
- Responding to visual imagery
- Studio practice in the darkroom
- Photographic processes
- Science (chemistry, physics)
- Extending skills in digital media and software applications such as Adobe Photoshop

Students who are aiming to go on to visual art-related studies post-VCE should also consider the subjects below so that they can develop a broad and diverse folio for interview.

- Art
- Visual Communication Design
- Media
- Product Design and Technology

Prerequisite information:

Units 1 & 2: It would be highly advantageous for students contemplating taking this subject to have completed at least one semester of Year 10 Art, Year 10 Visual Communication Design or Year 10 Design and Multimedia. Students who have not completed a folio-based subject (Art or Visual Communication Design) would need to present a folio of work to the Head of Visual Arts and Design.

Units 3 & 4: It is strongly recommended that students have satisfactorily completed Studio Arts (Photography) Units 1 & 2. Students without this preparation would need to present a folio of work to the Head of Visual Arts and Design.

## Study overview

**Unit 1:** Studio inspiration and techniques

Area of Study 1: Research and recording ideas

Area of Study 2: Studio practice

Area of Study 3: Interpreting art ideas and use of materials and techniques

**Unit 2:** Studio exploration and concepts

Area of Study 1: Exploration of studio practice and development of artworks

Area of Study 2: Ideas and styles in artworks

**Unit 3:** Studio practices and processes

Area of Study 1: Exploration proposal

Area of Study 2: Studio process

Area of Study 3: Artists and studio practices

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

Area of Study 1: Production and presentation of artworks

Area of Study 2: Evaluation

Area of Study 3: Art industry contexts





# Subjects offered in 2019

## Theatre Studies

### Units 1 - 4

A student should consider taking this subject if they are interested in:

- The total theatre experience
- Design in theatre through stagecraft, from set through to make-up and music
- Performing and/or designing in the medium of the theatre
- Collaborating with others to create a product
- Design or performance skills in preparation for tertiary study
- A career as a theatre maker either as an actor, director, set designer, lighting designer, etc.

Prerequisite information: No prerequisite.

### Study overview

#### Unit 1: Theatrical styles of the pre-modern era

Area of Study 1: Pre-modern theatre

Area of Study 2: Interpreting play scripts

Area of Study 3: Analysing a play in performance

#### Unit 2: Theatrical styles of the modern era

Area of Study 1: Modern theatre

Area of Study 2: Interpretation through stagecraft

Area of Study 3: Analysing a play in performance

#### Unit 3: Production development

Area of Study 1: Production process

Area of Study 2: Stagecraft influence

Area of Study 3: Production analysis

#### Unit 4: Performance interpretation

Area of Study 1: Monologue interpretation through acting and directing or design

Area of Study 2: Monologue and scene treatment

Area of Study 3: Performance analysis



# Visual Communication Design

## Units 1 - 4

A student should consider taking this subject if they enjoy and are interested in:

- Drawing & designing
- Making models
- Environmental design
- Problem solving with design
- Communicating visually but likes to work within defined design constraints
- Digital multimedia

Students who are aiming to go on to visual art related studies post VCE should also consider the subjects below so that they can develop a broad and diverse folio for interview.

- Studio Arts
- Art
- Media
- Product Design and Technology

Prerequisite information:

Units 1 & 2: It would be highly advantageous for students contemplating taking this subject to have completed Year 10 Visual Communication Design or Year 10 Design and Multimedia. Students who have not completed Year 10 Visual Communication Design or Year 10 Design and Multimedia would need to present a folio of work to the Head of Visual Arts and Design.

Units 3 & 4: It is strongly recommended that students have satisfactorily completed Art Units 1 & 2. Students without this preparation would need to present a folio of work to the Head of Visual Arts and Design.

## Study overview

### Unit 1: Introduction to Visual Communication Design

Area of Study 1: Drawing as a means of communicating

Area of Study 2: Design elements and design principles

Area of Study 3: Visual Communication Design in context

### Unit 2: Applications of Visual Communication within Design Fields

Area of Study 1: Technical drawing in context

Area of Study 2: Type and imagery

Area of Study 3: Applying the design process

### Unit 3: Visual Communication Design Practices

Area of Study 1: Analysis and practice in context

Area of Study 2: Design industry practice

Area of Study 3: Developing a brief and generating ideas

### Unit 4: Visual Communication Design Development, Evaluation and Presentation

Area of Study 1: Development, refinement and evaluation

Area of Study 2: Final presentations





# Outdoor Education

Outdoor Education is compulsory for students from Year 3 to Year 11. The emphasis is on personal growth through outdoor experiences focusing on three strands: self, others and the natural world. Each year level has a specific theme designed to build sequentially on students' past experiences.

## Year 11 Exodus – Choice of Challenge

In Year 11, students have a chance to choose the program they participate in for Exodus. The theme for this year level is "Choice of Challenge". There are five different programs to choose from varying in activity, venue, length and level of challenge.

The programs consist of the following:

- Marysville Sustainability Program (5 Days)
- Arapiles Rock Climbing (5 Days)
- Wilsons Prom Coastal Experience (5 Days)
- Tasmania Cycle (7 Days)
- Mt Kosciuszko to Coast Expedition (20 Days)

On each program, students work in small groups of approximately 14. Every group member has the opportunity to assist with the planning of the program in conjunction with a staff member.

All programs except for the Kosciuszko to the Coast require students to self-cater. Students should be very familiar with this concept and accordingly, there are higher expectations of what they can achieve. When self-catering, students draw upon their skills from previous years by preparing entrees, desserts and snacks that take into account nutrition, taste and packaging.

Groups come together throughout Term 3 to prepare for their Exodus; however, the bulk of the work will be done outside of this time, in line with many responsibilities of this year level.

The leadership component for Year 11 is significant and groups are expected to put into practice all they have learnt, observed and discovered over their years in Outdoor Education.











St Michael's Grammar School  
25 Chapel Street, St Kilda  
VIC 3182  
Australia

Telephone: +61 3 8530 3200  
Facsimile: +61 3 9510 9392

[community@stmichaels.vic.edu.au](mailto:community@stmichaels.vic.edu.au)  
[stmichaels.vic.edu.au](http://stmichaels.vic.edu.au)

CRICOS Provider 00345G