

VCE SUBJECTS 2015



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Overview

At Covenant College the VCE is a minimum two year course during which students are required to complete a minimum of 16 semester-length units of study. Each unit involves 100hours of study, of which about half are provided in formal classroom situations.

A VCE course chosen by students will consist of a compulsory subject and interest based studies. English is the compulsory subject, and students must choose a minimum of five other interest based subjects. Students may choose subjects from the following categories: Languages, The Arts, Health and Physical Education, Business Studies, Science, Mathematics and Technology. Subjects offered at Covenant College are included in this document.

Students should plan their VCE program, linking their programs to their preferred career pathways.

Students entering Year 10 will normally commence one VCE subject, having two units spread over two semesters. This subject is one selected from the proposed two-year VCE (Year 11&12) plan.

Students in Year 11 at Covenant College will be required to commence English (Units 1&2) and another 4 (Units 1&2) subjects that have 10 units spread over the two semesters. Students will also be completing Units 3&4 of the VCE subject they started in Year 10, making the total number of subjects studied in Year 11 to be 6.

Year 12 students will be required to commence Units 3&4 of the 5 subjects they started in Year 11, which will be spread over 2 semesters.

Subject levy

Some VCE subjects come with a Subject Levy. This is an additional cost to students and parents beyond school fees, and covers subject specific excursion expenses. These amounts are still being calculated for 2015. Please speak to the subject staff regarding proposed subject levy amounts.

Payment for materials for Art and Design subjects

School fees and subject levies do not cover the cost of the materials used for projects and folios in Folio-based subjects. Please speak to the subject staff regarding details of the sorts of costs that might be expected in these subjects.

Studies Offered

The following VCE studies are currently offered at Covenant College. If there are insufficient enrolments in a particular Unit, the Unit may not be offered.

Unit 1&2	Unit 3&4
Biology	Biology
Business Management	Business Management
Chemistry	Chemistry
English	English
English Literature	English Literature
Food and Technology	Food and Technology
Health and Human Development	Health and Human Development
History	History
Information Technology	Information Technology
Legal Studies	Legal Studies
LOTE- Japanese	LOTE- Japanese
Mathematics- General Mathematics	Mathematics- Further Mathematics
Mathematics- Mathematical Methods (CAS)	Mathematics- Mathematical Methods (CAS)
Media	Media
Music Performance	Music Performance
Outdoor and Environmental Studies	Outdoor and Environmental Studies
Physical Education	Physical Education
Physics	Physics
Product Design and Technology	Product Design and Technology
Psychology	Psychology
Studio Arts	Studio Arts
Theatre Studies	
Visual Communication Design	Visual Communication Design

Details of the individual VCE course Units are available via the VCAA website (<http://www.vcaa.vic.edu.au/pages/vce/studies/index.aspx>)

Biology

VCE UNITS 1-4

Rationale

Biology is the study of living things from complex multicellular organisms to single celled micro-organisms. It is a study of the relationships between living things, and the processes that maintain life. Modern biology draws on increasingly specialised fields of bioscience such as biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, and cell and molecular biology including studies of genomics and proteomics. The values and attributes that students develop will help them to recognise the strengths and limitations of science, respect evidence and be sensitive to differences in views and beliefs held by others.

As people, we have been given a mandate from God to care for his creation. In order to understand how we can best use the resources God has given us, we need to learn as much as we can about how he has designed creation to work. Equipped with this knowledge, biology students learn about the world around them through the understanding that it has been created 'intricately and masterfully' by God, the Creator. Biology may have a profound influence on the development of worldview by the student.

STRUCTURE

The study is made up of four units:

UNIT 1

In this unit students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments.

UNIT 2

Students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. They also investigate how energy flows and matter is cycled between the living and non-living components of the environment.

UNIT 3

In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomacromolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. This includes the structure and function of DNA, Proteins, Lipids and Carbohydrates.

UNIT 4

In this unit students examine the possible evidence for evolution of life forms over time. Students explore hypotheses that may explain how changes to species have come about. In addition to observable similarities and differences between organisms, students investigate the conservations of genes over time.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. Percentage contributions to the study score in Business Management are as follows:

Unit 3 SAC's:	20%
Unit 4 SAC's:	20%
End-of-year Exam:	60%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/biology/biologyindex.aspx>

Business Management

VCE UNITS 1-4

Rationale

In contemporary Australian society, there is a wide variety of business organisations which vary in terms of size, ownership, objectives, resources and location. These organisations are managed by people who put in place systems and processes to achieve a range of objectives.

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

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Through their studies in this subject, students are encouraged to consider, among others, the biblical principle of stewardship. The Business Management course is not designed to educate students in becoming rich. Our hearts and motivations for business and personal financial success need to be genuine and have the overall aim of furthering God's kingdom. People who want to get rich fall into temptation and a trap and into many foolish and harmful desires that plunge men into ruin and destruction. Money cannot satisfy our deepest needs. God must be placed first in our lives. *Money* itself is not the root of all kinds of evil – the *love* of it is. (1 Tim 6:10)

STRUCTURE

The study is made up of four units:

Unit 1: Small Business Management

This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success.

Unit 2: Communication and Management

This unit focuses on the importance of effective communication in achieving business objectives.

Unit 3: Corporate Management

In this unit students investigate how large-scale organisations operate.

Unit 4: Managing People and Change

Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. Percentage contributions to the study score in Business Management are as follows:

Unit 3 SAC's:	25%
Unit 4 SAC's:	25%
End-of-year exam	50%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/busmngmnt/businessindex.aspx>

Chemistry

VCE UNITS 1-4

The study is made up of four units:

Unit 1: The big ideas of chemistry

Unit 2: Environmental chemistry

Unit 3: Chemical pathways

Unit 4: Chemistry at work

RATIONALE

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

The development of modern society has been intimately linked with the successful integration of chemical knowledge into new technologies. Studying Chemistry can enrich students' lives through the development of particular knowledge, skills and attitudes, and enable them to become scientifically capable members of society. Many people develop an 'applied' knowledge of chemistry through their careers and day-to-day pursuits. The chemistry undertaken in this study is representative of the discipline and the major ideas of chemistry.

The cultural mandate in Genesis states that God has placed mankind on earth to care for his creation. Students need to see that through science, such as chemistry, they are carrying out that task of caring for creation. Students develop the skills and knowledge to enable them to understand and develop areas such as "green chemistry" and live as people who honour God in science.

STRUCTURE

Unit 1

This unit begins with a closer look at the Periodic Table, its formation, its structure and its usefulness to the understanding of chemistry. Gaining a better understanding about the internal structure of the atom leads to an explanation of the models for bonding which form many of our modern materials.

Unit 2

This unit examines the way living things use water and gases of the atmosphere and the chemicals that sustain them. Students will investigate global warming, acids and bases, green chemistry, redox reactions and gas laws.

Unit 3

In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital to research, food manufacturing, geology, medicine and environmental studies. Students will also learn more about organic chemistry.

Unit 4

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Students will continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Individual school based decisions are made on levels of achievement. These assessments will not be reported to VCAA, however a pass (S), fail (N), or withdrawn (J), is lodged with VCAA.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4. In Chemistry the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the study score in Chemistry are as follows:

Unit 3 SACs:	20 %
Unit 4 SACs:	20 %
End-of-year exam:	60%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/chemistry/chemindex.aspx>

English

VCE UNITS 1-4

Rationale

This study aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations, ranging from the personal and informal to more public occasions, and to develop a level of competence adequate for the demands of post-school employment, further education, and participation in a democratic society.

English is about the study of verbal communication, both written and spoken. It is about getting a message across - about sharing your perspective on life with others, as well as allowing others to shape your perspective. We all think, we all feel, we all need to relate, therefore the study of English is essential.

English is also about expressing our built in creativity. Our God is a creative God; just one look at creation reminds us of this. God not only created the universe, He also built us as the Bible says, "intricately and masterfully", He "knit us together inside our mother's womb". Not only did He create us, He created us in His own image; that means every aspect of the creativity existing in God, is also expressed and capable of being expressed through you and me. English is about exploring and expressing that creativity.

STRUCTURE

This area of study comprises three main outcomes in each unit:

Units 1 - 4

Area of Study 1: Reading and Responding

Students are required to identify and discuss how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

Area of Study 2: Creating and Presenting

Students draw on ideas and/or arguments suggested by a chosen Context to create expository, persuasive or creative written texts for a specified audience and purpose.

Area of Study 3: Using Language to Persuade

Students read, view and listen to a variety of persuasive media texts in order to analyse and compare the ways in which verbal and non-verbal language of these texts is used to persuade readers and viewers to share the point/s of view being presented. Students are also required to present a reasoned contention on a topical issue in the Australian media.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE English students' level of achievement will be determined by School-assessed Coursework and an end-of-year examination. Percentage contributions to the study score in Chemistry are as follows:

Reading and Responding:	20%
Creating and Presenting:	20%
Using Language to Persuade:	10%
End-of-year exam:	50%
(+moderation)	

Further Details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx>

English Literature

VCE UNITS 1-4

Rationale

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Literature provides students with the opportunity to be exposed to and reflect upon various views and values, from a biblical perspective. The study of literature will also enhance literacy skills as well as foster a deep appreciation of literary compositions that demonstrate beauty and nobility of thought

STRUCTURE

UNIT 1

Readers and their responses

Ideas and concerns in texts

Interpreting non-print texts

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively.

UNIT 2

The text, the reader and their contexts

Comparing texts

The focus of this unit is on students' critical and creative responses to texts.

UNIT 3

Adaptations and transformations

Views, values and contexts

Considering alternative viewpoints

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader.

UNIT 4

Creative responses to texts

Close analysis

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4.

In English Literature the student's level of achievement will be determined by school-assessed coursework (SAC) and an end-of-year examination. Percentage contributions to the final assessment are as follows:

Units 3 and 4

Unit 3 School-assessed Coursework	25 %
Unit 4 School-assessed Coursework	25 %
End-of-year exam	50 %

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/literature/literatureindex.aspx>

Food and Technology

VCE UNITS 1-4

Rationale

Food and Technology is a study designed to give students a greater understanding of food as a commodity and knowledge of food preparation and production from a small-scale perspective to mass production in industry. Students will develop skills in planning, preparation and evaluation of food products.

This subject informs students about making informed choices when selecting, storing, purchasing preparing and consuming foods that will contribute to a healthy life style. Food and Technology is a study related to individuals in their everyday lives and walk with God. Its focus is on the management of the resources God has given us in creative and satisfying ways. In particular, the study is concerned with physical, social, economic, environmental and spiritual factors of food and hospitality within our homes, workplace and society. Recognising that humans are wonderfully made, in the image of God, students learn about the care of the human body, and the design and production of nutritious foods.

STRUCTURE

The study is made up of four units:

Unit 1: Food safety and properties of food

Unit 2: Planning and preparation of Food

This area of study provides students with an understanding of the work practices involved in preparing food hygienically to prevent food spoilage and food poisoning, and the principles of working safely when preparing food. Students examine causes of food spoilage and poisoning, and the requirements for the correct storage of food. They use tools and equipment safely to produce quality outcomes in food production.

Unit 3: Food Preparation, Processing and Food Controls

Unit 4: Food Product Development and Emerging Trends

In these units students study food preparation and production on an individual scale, exploring the development, analysis and marketing of food products. This includes the development of new and modified food products and different methods of preparing and processing food. It will also study controls on food supply that influence the type of food available in Australia.

Students write and implement a Design Brief where they apply the knowledge they have gained during the duration of the course.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4.

In Food and Technology the student's level of achievement will be determined by school-assessed coursework, a school-assessed task and an end-of-year examination. Percentage contributions to the final assessment are as follows:

Unit 3 SAC	18%
Unit 4 SAC	12%
Units 3 & 4 SACs	40%
End of Year Exam	30%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/foodtech/foodtechindex.aspx>

Further Mathematics

VCE UNITS 3-4

Rationale

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

This subject is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students.

Number, sequence and order are part of God's creation that we all deal with every day. One of the goals of this class is to prepare students to deal with some of the more complex but exciting mathematical aspects of creation, enabling and preparing them for further studies in any areas (business, science, maths, technology) that God is calling them into.

ENTRY

There are no prerequisites for entry to Further Mathematics Units 3 and 4, however students attempting Further Maths are expected to have completed General Maths Units 1 and 2 or another suitable Maths class.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

STRUCTURE

The study is made up of two units:

Unit 3: Data Analysis and one other module

Unit 4: Two more Applications modules

Units 3 and 4

Further Mathematics consists of a compulsory area of study "Data analysis" which includes examination of univariate and bivariate data along with regression analysis. The rest of Units 3 and 4 are a selection of three from six possible modules in the "Applications" area of study.

Number patterns and applications

Geometry and trigonometry

Graphs and relations

Business related mathematics

Networks and decision mathematics

Matrices

In recent years at Covenant College, the second, fourth and fifth modules have been selected as areas of study.

LEVELS OF ACHIEVEMENT

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4.

In Further Mathematics the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

Unit 3 SACs: 20 %

Unit 4 SACs: 14 %

End-of-year Exam 1: 33 %

End-of-year Exam 2: 33%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/further/furthermathindex.aspx>

General Mathematics

VCE UNITS 1-2

Rationale

At Creation, God established laws of order in the universe and commanded that man must live in his creation in an orderly manner. God revealed His majesty in concepts of number, space, form and symmetry in the laws that govern the existence and harmony of all things created. Mathematical laws are not the creation of man, but explain the structure of the way God created and designed the earth. This unit studies the function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage the environment around them in which God created. Essential mathematical activities include applying, investigating, modelling and problem solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life, as stewards over creation, in an increasingly technological society. This unit will also give students confidence in making effective use of mathematical ideals, techniques and processes.

STRUCTURE

General Mathematics covers the following areas of study:

UNIT 1&2

1. Arithmetic
2. Data analysis and simulation
3. Algebra
4. Graphs of linear and non-linear relations
5. Decision and Business Mathematics
6. Geometry and trigonometry

General Mathematics Units 1 and 2 consists of the following topics: Univariate Data, Linear Graphs and Modelling, Linear Relations and Equations, Bivariate Data, Shape and Measurement, Trigonometric Ratios and their Applications, Networks, Matrices and Financial Arithmetic

LEVELS OF ACHIEVEMENT

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Test and Examination Results	60%
Assignment Results	30%
Use of Technology	10%

General Mathematics provides courses of study for Units 1 and 2 only. Students may continue their Mathematics study, through Further Mathematics Units 3 and 4.

General Mathematics provides the foundation for the study of Further Mathematics.

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/general/genmathindex.aspx>

Health and Human Development

VCE UNITS 1-4

Rationale

VCE Health and Human Development enables students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia's and global health and human development.

In Genesis we read that God calls us to be stewards of the earth and to be responsible for all that inhabits it. HHD Units 3&4 has a large focus on being responsible for the resources that we have at our disposal. Students will learn more about what it means to not only be good stewards of the earth, but how to best support our brothers and sisters overseas. As Christians we are instructed to love our neighbour as we do ourselves, and this subject has a strong focus on our international neighbours and their needs.

STRUCTURE

The study is made up of four units:

Unit 1: The health and development of Australia's youth

1. Understanding health and human development
2. Youth health and development
3. Health Issues for Australia's youth

Unit 2: Individual human development and health issues

1. The health and development of Australia's children
2. Adult health and development
3. Health issues

Unit 3: Australia's health

1. Understanding Australia's health
2. Promoting health in Australia

Unit 4: Global health and human development

1. Introducing global health and human development
2. Promoting global health and human development.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4.

In Health and Human Development the student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the final assessment are as follows:

Unit 3 SAC's:	25%
Unit 4 SAC's:	25%
End-of-year Exam	50%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/healthnhuman/healthumindex.aspx>

History

VCE UNITS 1-4

Rationale

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. In units 1 & 2, students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

In Units 3 & 4, students understand that revolutions are the great disjunctions of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions. As part of the teaching and development of critical thinking, students will be challenged to consider how the Lord Jesus sustains all things (Col 1:17) even the disjunctions of modern times. The Lord in HIS wisdom allows all things both good and bad for the accomplishment of his purposes in the world.

VCE History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society. The study of History prepares students for the dynamics of business, government or non-profit careers. Historical study trains the mind to think on many levels to deal with partial evidence and with ambiguity.

STRUCTURE

The study is made up of:

Units 1: Twentieth Century History (1900-1945)

1. Crisis and Conflict
2. Social Life

Units 2: Twentieth century history 1945-2000

1. Ideas and Political Power
2. Movements of People

Units 3 and 4: Revolutions

1. Revolutionary ideas, leaders, movements and events
2. Creating a new society

LEVELS OF ACHIEVEMENT

Units 1 and 2

Individual school decision on levels of achievement.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of History the student's level of achievement will be determined by School-assessed Coursework and an end-of-year examination. Percentage contributions to the study score in History are as follows:

Unit 3 SAC's:	25%
Unit 4 SAC's:	25%
End-of-Year examination:	50%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/history/histstudy.aspx>

Information Technology

VCE Units 1-4

Rationale

This study focuses on the processing of data and the management of information to meet a range of individual and societal purposes. Students learn to use information technology and also about its power, scope and limitations. Students are encouraged to perceive the potential of information technology and to understand the way in which social relations and cultural values also influence its use.

But IT is not just about collecting, manipulating and sharing data. Students today need to be taught about how to deal with cyber bullying, easy access to porn, pirated software and multimedia and identity theft and consider how they can honour God by using their IT skills to combat some of these misuses of technology. Their code of ethics for IT should be based on how God wants us to treat others, not just some industry code of being nice. Students are encouraged to see technology as a blessing from God to be used to help others, especially the young, minorities or otherwise disadvantaged.

STRUCTURE

The study is made up of four units:

Unit 1: IT in Action

This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains.

Unit 2: IT Pathways

This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.

Unit 3: IT Applications

Unit 3 focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines.

Unit 4: IT Applications

This unit focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4.

In Information Processing and Management the student's level of achievement will be determined by school-assessed coursework, a mid-year examination and an end-of-year examination. Percentage contributions to the final assessment are as follows:

Unit 3 SACs:	25 %
Unit 4 SACs:	25 %
November exam:	50 %

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/infotech/infotechindex.aspx>

Legal Studies

VCE UNITS 1-4

Rationale

The Bible teaches us that our God is one of fairness and justice (Ps 111:7). God wants rulers to govern fairly and with justice. God may use human agencies and institutions, such as police, judges and juries, the court system and the political system to promote justice. Legal Studies students will explore and learn about the human agencies of law enforcement and creation in society today.

Students will explore how our legal system endeavours to be all inclusive, enabling our law to reflect the changing values of our society. However, when government intrudes into God's realm of morality and religion, students will be taught that God's rules are superior to man's rules and these take precedence in areas of conflict.

Students will explore the impact our legal system has on the lives of citizens and the implications of legal decisions. God gives us many examples in the Bible concerning standards for justice. Isaiah says "cease to do evil, learn to do good; seek justice; correct oppression".

STRUCTURE

The study is made up of four units:

Unit 1: Criminal Law and Justice

Law in society

Criminal law

The criminal courtroom

Unit 2: Issues in civil Law

Civil law

The civil law in action

The law in focus

A question of rights

Unit 3: Law-making

Parliament and the citizen

The Constitution and the protection of rights

Role of the courts in law-making

Unit 4: Resolution and Justice

Dispute resolution methods

Court processes and procedures and engaging in justice

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Legal Studies the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the study score in Legal Studies are as follows:

Unit 3 SACs: 25%

Unit 4 SACs: 25%

November exam: 50%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/legalstudies/legalindex.aspx>

LOTE - Japanese

VCE UNITS 1-4

Rationale

Through the study of another language, we are able to appreciate the uniqueness of every individual in a greater light, as well as the creativity of God, which He demonstrated upon the creation of life and diversity on this planet. In Christ, God showed commitment to all nationalities. Through the study of a foreign language, students are able to share in God's commitment to all people. Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also the areas of cross-cultural understanding, cognitive development, literacy and general knowledge.

Entry

Japanese Second Language is designed for students who do not have a Japanese background. These students will, typically, have studied Japanese for at least 400 hours at completion of Year 12.

STRUCTURE

The study is made up of four units:

Unit 1: The Individual and Our Changing World

The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit should allow the student to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts, and produce a personal response to a text focusing on real or imaginary experience.

Unit 2: Japanese Speaking Communities – Visiting Japan

This unit will allow the student to participate in a spoken or written exchange, listen to, read, extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

Units 3 and 4: Japanese Speaking Communities- Daily Life in Japan

In these units students undertake a detailed study of Language and Culture through texts. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

LEVELS OF ACHIEVEMENT

As part of the assessment of Japanese at this level, students need to be able to use 150 kanji and recognise another 50 kanji in writing.

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4.

In Japanese, these assessment tasks may include:

Role-play; oral discourse; writing an original text of around 500 ji etc.

Percentage contributions to the final assessment are as follows:

SACs:	25%
Unit 4 SACs:	25 %
End-of-year Exam:	50%

Mathematics Methods (CAS)

VCE UNITS 1-4

Rationale

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, providing, applying, investigating, modelling and problem solving. Students will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

Mathematical concepts such as number and sequence are fundamental parts of the created universe. Sound mathematical skills are a foundation and requirement for most other areas of life. Students need to develop their maths skills to better enable them to carry out God's calling on their lives, whether at work or at home or helping others in their community. These skills are also beneficial to students in their other VCE classes such as sciences, Further Maths or Specialist Maths, Design Tech or IT. There is also recognition that many people use maths skills to cheat others and misrepresent the truth or deceive others and students should be prepared to recognise when mathematical skills are being misused.

ENTRY

Students attempting Mathematical Methods are expected to have a sound background in algebra, function, and probability. Some additional preparatory work will be advisable for any student who is undertaking Unit 2 without completing Mathematical Methods Unit 1.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

STRUCTURE

Units 1 and 2

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

Units 3 and 4

Mathematical Methods Unit 3 and 4 consists of the following areas of study: 'Data Analysis', 'Applications', 'Coordinate geometry', 'Circular (trigonometric) functions', 'Calculus', 'Algebra' and 'Probability' which must be covered in a progression from Unit 3 to Unit 4 with an appropriate selection of content for each of Unit 3 and Unit 4.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4.

In Maths Methods the student's level of achievement will be determined by school-assessed coursework, and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

Unit 3 SACs: 20 %

Unit 4 SACs: 14 %

End-of-year Exam 1: 33%

End-of-year Exam 2: 33%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/mathematics/cas/casindex.aspx>

Media

VCE UNITS 1-4

Rationale

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features from a Christian Worldview. They examine industry production and distribution context, audience reception and the media's contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products. VCE Media supports students to develop and refine their analytical, critical, creative thinking and expression. As Christians it's important that we view media through the lens of scripture, carefully analysing contemporary society. The purpose of the subject is to equip students be actively interpreting media forms, rather than passively consuming.

STRUCTURE

The study is made up of four units.

Unit 1: In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

Unit 2: Students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues relating to production stages and roles and the broader framework within which Australian media organizations operate.

Unit 3: In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Unit 4: Students further develop practical skills in the production of media products to realize the production design plan completed during Unit 3. Organizational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analyzed in this unit.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Media students' level of achievement will be determined by School-assessed Coursework, School-assessed Task and an end-of-year examination. Percentage contributions to the final assessment are as follows:

Unit 3 SACs:	8 %
Unit 4 SACs:	12 %
School-assessed Task:	35%
End-of-year Exam :	45%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/media/mediaindex.aspx>

Music Performance

VCE UNITS 1-4

Rationale

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their VCE program overall and the post-VCE pathways they may be interested in following.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language. VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

ENTRY

There are no prerequisites; however it is recommended that students undertake classroom music consistently throughout years 7-10. It is essential that students also undertake formal lessons with a suitable Instrumental Music Teacher on their chosen instrument (including voice). Your child's teacher can provide advice regarding their readiness for VCE Music studies.

STRUCTURE

The study is made up of four units:

Unit 1: Music Performance

1. Performance
2. Performance technique
3. Musicianship

Unit 2: Music Performance

1. Performance skill development
2. Contextual issues and analysis of works
3. Music Language for Performance
4. Organisation of sound

Units 3 and 4

Music Performance

1. Performance
2. Performance Technique
3. Musicianship
4. Music Language for Performance

LEVELS OF ACHIEVEMENT

Units 1 and 2

The award of satisfactory completion for a unit is based on a decision by the teacher that the student has demonstrated achievement of the set of outcomes specified for the unit.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4.

In Units 3 and 4 Music Performance or Music Investigation the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

School-Assessed Coursework	25 %
Aural and Written Exam:	25 %
End-of-year Performance Exam:	50%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/music/musicindex.aspx>

Outdoor and Environmental Studies

VCE UNITS 1-4

Rationale

Outdoor and Environmental Studies is a study of the relationships humans have with the outdoor environment. The outdoor environment is understood to include both natural environments which have minimal influence from humans and natural environments which have been subject to human intervention. Outdoor and Environmental studies aims to provide the skills and knowledge to safely participate in activities in outdoor environments so that the environment is respected and appreciated by the participants. Outdoor recreation activities are undertaken to create learning experiences which enable students to understand how human-nature relationships have, over time, been constructed.

There are many environmental challenges facing our planet and solving them requires more than science and technology; it requires a faith rooted in a biblical understanding of God's creational intent. A Christian understanding of creation, values it as a gift from God to be known, appreciated and enjoyed. This evokes a response of gratitude and stewardship. A faithful response promotes reverence for all of the planet's creatures and challenges the disheartening predictions for our planet's future displacing despair and helplessness with hope. Enjoying and engaging with the outdoors through a variety of outdoor activities aligns with God's plan for us is to recreate in the world that he has given us in a way that demonstrates Godly stewardship. Whilst enjoying His creation, this subject will challenge students to be faithful 'earth-keepers', following God's call to be stewards of the earth in both their lifestyle and profession.

The study is made up of four units:

Unit 1

1. Motivations for outdoor experiences
2. Experiencing outdoor environments

Unit 2

1. Investigating outdoor environments
2. Impacts on outdoor environments

Unit 3

1. Historical relationships with outdoor environments
2. Contemporary views of outdoor environments

Unit 4

1. Healthy outdoor environments
2. Sustaining outdoor environments

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4.

In Outdoor and Environment Studies the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the final assessment are as follows:

Unit 3 SACs:	25 %
Unit 4 SACs:	25 %
End-of-year Exam	50%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/outdoor/outdoorindex.aspx>

STRUCTURE

Physical Education

VCE UNITS 1-4

Rationale

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

Psalm 139 proclaims that we are “fearfully and wonderfully made”. In Physical Education, students get to explore and come to understand some of the complexity and intricacy of God’s design of the human body in a physical performance, exercise and sport context. Prior to the 1924 Paris Olympics, the great Scottish sprinter Eric Liddell said “when I run, I feel God’s pleasure”. It is hoped that in Physical Education we too can feel God’s pleasure as we physically engage with the theory, and learn that “physical training is of some value”, whilst learning that physical progress can develop our relationship with Him, for “Godliness has value for all things” (1 Tim. 4:8).

This study design is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as human movement, kinesiology, physical education, physiotherapy, coaching, personal training, nutrition, nursing, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.

STRUCTURE

Units 1 and 2

Physical Education covers the following areas of study:

- Body systems and human movement
- Biomechanical movement principles
- Technological advancements from a biomechanical perspective
- Injury prevention and rehabilitation
- Effective coaching practices
- Physically active lifestyles
- Promoting active living

Units 3 and 4

Physical Education covers the following areas of study:

- Monitoring and promotion of physical activity
- Physiological responses to physical activity
- Planning, implementing and evaluating a training program
- Performance enhancement and recovery practices

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4. In Physical Education the student’s level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the final assessment are as follows:

Unit 3 SACs	25 %
Unit 4 SACs	25 %
End-of-year Exam:	50 %

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/physicaledu/phyeduindex.aspx>

Physics

VCE UNITS 1-4

Rationale

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe. Scientifically literate physics students can describe and use theories and models, propose and investigate hypotheses, collect data, analyse the limitations of that data, draw conclusions, make recommendations and select and use a range of appropriate technologies and mathematical techniques. The knowledge gained through physics will enhance students' ability to carefully use resources, and will prepare them for a wide range of areas including medical, engineering, technological and science-based careers.

The cultural mandate in Genesis states that God has placed mankind on earth to care for his creation. Students need to see that through science, such as physics, they are carrying out that task of caring for creation. Students develop the skills and knowledge to enable them to understand and develop areas such as medical physics or renewable energy and live as people who honour God in science, taking care of this world and helping improve life for others.

STRUCTURE

Unit 1: Radiation, electricity and DS (Detailed Study)

Students study the subatomic particles of a nucleus and relate them to different types of radiation. They study basic circuits and electrical concepts and work on one of six optional topics is the detailed study (DS).

Unit 2: Motion, light and DS

Students learn about the models for motion, developing these theories through the examination of aspects of movement. They use the wave-like properties of light in the contexts of reflection, refraction, colour, eyesight and communication. A second detailed study topic is chosen from the six.

Unit 3: Motion, electronics and photonics

Newtonian theories give important insights into a range of motions including projectiles,

kinetic energy, momentum, work and circular orbits. Electronics looks at circuits, transducers, and the use of light in communications.

Unit 4: Electric power, light and matter and a detailed study

Students will use evidence and models of electromagnetic effects in the contexts of electric motors and generators, transformers, and electric power transmission. Light has been described both as a particle and as a wave. The electron has wave-like properties too. This has led to different ways of thinking, not only about light, but also about matter. The unit finishes with a detailed study, usually the design and construction of a regulated power supply.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Individual school based decisions are made on levels of achievement.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4. In Physics the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the final assessment are as follows:

Unit 3 SACs:	16%
Unit 4 SACs:	24%
End-of-year exam:	60%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/physics/physicsindex.aspx>

Product Design and Technology

VCE UNITS 1-4

Rationale

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. For the purposes of this study the Product design process represents the four stages: Investigating and defining; Design and development (conceptualisation); Planning and production; and Evaluation.

VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels.

STRUCTURE

The study is made up of four units:

Unit 1: Product re-design and sustainability

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability.

Unit 2: Collaborative Design

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product.

Units 3 and 4

Unit 3: Applying the product design process

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors.

Unit 4: Product development, evaluation and promotion

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4

Percentage contributions to the study score in Product Design and Technology are as follows:

Unit 3&4 SACs:	20%
Unit 3&4 SATs:	50%
End-of-year exam:	30%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/designtech/destechindex.aspx>

Psychology

VCE UNITS 1-4

Rationale

In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

God has made each individual according to a purpose and plan. He has designed us in accordance with his plan in order to fill a niche that no other individual can fill. God has given each individual qualities that are special and set us apart from others. Jesus said, 'You are the light of the world. A city on a hill cannot be hidden' ...Matthew 5:14-16. Undertaking this unit of study, students will come to appreciate each person's uniqueness and how to nurture God's gifts within them and be able to give God praise for his creative powers.

STRUCTURE

Unit 1: Introduction to psychology

1. What is Psychology?
2. Lifespan psychology
3. Development of individual behaviour

Unit 2: Self and others

1. Interpersonal and group behaviour.
2. Intelligence and personality

Unit 3: The conscious self

1. Mind, brain and body
2. Memory

Unit 4: Brain, behaviour and experience

1. Learning
2. Mental health

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4.

In Psychology the student's level of achievement will be determined by school-assessed coursework, a mid-year examination and an end-of-year examination. Percentage contributions to the final assessment are as follows:

Unit 3 SACs: 20 %

Unit 4 SACs: 20 %

November exam: 60 %

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/psychology/psychoindex.aspx>

Studio Arts

VCE UNITS 1-4

Rationale

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. The design process enables students to explore ideas and sources of inspiration, experiment with materials and techniques and practice specialised skills in a range of art forms. Students generate a range of directions and potential solutions and analyse and evaluate them before producing artworks. The theoretical component of the study informs students' practice through an investigation of selected artworks, an examination of artists' working methods and a study of professional practices and art industry issues. Visual Arts, from a Christian Worldview, can be seen as a direct interaction with, and representation of, God's splendour and sovereignty. Genesis 1:27 speaks of God creating 'man in His own image, in the image of God he created him; male and female he created them.' In the same way that God is the creator, he made us as creative beings.

In Studio Arts, we will be able to experience creating a variety of pieces in a variety of ways and reflect on how we as Christians can enjoy creating and enjoying what God has created for us here on Earth. Each one of us is blessed with the ability to think creatively and with opportunity to nurture that ability and create pieces that are pleasing to God and others.

STRUCTURE

Unit 1:

Artistic inspiration and techniques

The focus of this unit is sources of inspiration and ideas and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. Exploration of artists from different times and cultures is also examined. The outworking of this unit is a series of exercises that contribute to the folio process, with various 'media trial' artworks.

Unit 2:

Design exploration and concepts

The focus of this unit is to develop skills in the analysis of artworks to understand how aesthetic qualities are created, ideas communicated and identifiable styles developed. Students apply their understanding from Unit 1 to complete a 'Mini Year 12' folio.

Unit 3:

Studio production and professional art practices

The focus of this unit is the implementation of a design process leading to the production of a range of potential solutions. An Exploration Proposal is initially prepared to set out the framework for the design process. Students also examine professional art practices in relation to particular art form(s) and the development of distinctive styles in artworks.

Unit 4:

Studio production and art industry contexts

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

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4. Percentage contributions to the final assessment are as follows:

Unit 3 SACs:	33 %
Unit 4 SACs:	33 %
End-of-year Exam:	34%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/studioarts/studioindex.aspx>

Theatre Studies

VCE UNITS 1-4

Rationale

Theatre Studies focuses on the interpretation of playscripts and the production of plays from the premodern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study students work with playscripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre. This knowledge is applied through use of stagecraft to collaboratively interpret playscripts in performance. Through contribution to the production of plays and performance of a monologue, students also develop knowledge and understanding of theatrical styles.

Theatre Studies provides opportunities for students to develop their God-given artistic expressive skills and explore these within imaginative and creative structures. By encouraging oral communication skills and collaboration theatre studies can build self-esteem and confidence and allows students to celebrate their abilities and gifts in ways that can be used to further God's kingdom.

STRUCTURE

The study is made up of four units:

Unit 1: Theatrical styles of the pre-modern era

Pre-modern theatre

Interpreting playscripts

Analysing a play in performance

Unit 2: Theatrical styles of the modern era

Modern theatre

Interpretation through stagecraft

Analysing a play in performance

Unit 3: Production Development

Production process

Stagecraft influence

Production analysis

Unit 4: Performance Interpretation

Monologue interpretation

Scene interpretation

Performance analysis

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4. Percentage contributions to the final assessment are as follows:

Unit 3 & 4 SACs:	45 %
Unit 3 & 4 Performances:	25 %
End-of-year exam:	30%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/theatre/theatreindex.aspx>

Visual Communication Design

VCE UNITS 1-4

Rationale

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. As a Christian school, it is imperative that we are preparing students for this ever-changing world that we are sending them out into. The quantity and quality of advertisement and marketing and their effects on us and our students as consumers is something that is very important to explore with students. Furthermore, our Christian Worldview responses to this as the media and advertisement and our ability to discern and decipher these underlying messages is invaluable for our students as they embark on life in the 'real world' in the near future.

STRUCTURE

Unit 1: Drawing as a means of communication, Design elements and design principles & Visual communication design in context

Unit 1 introduces the design process stages of generating ideas, developing concepts and refining drawings. All of this is applied to their individual design concept of a boutique shop including a folio and a scale model.

Unit 2: Technical drawing in context, Type and imagery & Applying the design process

Unit 2 extends the Unit 1 shop design project whereby students focus on presentation drawing skills that use technical drawing

conventions. Their second folio involves students designing a 3D product and a poster/webpage.

Unit 3: Analysis and practice in context, Design industry practice & Developing a brief and generating ideas

In Unit 3 students explore a range of existing visual communications in the communication, environmental and industrial design fields. Students investigate how the design process is applied in industry to create visual communications. Students then gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas.

Unit 4: Development of design concepts, Final presentations & Evaluation and explanation

In Unit 4, students develop and refine design concepts that satisfy each of the needs of the brief established in Unit 3. Students produce two final visual communication presentations. Students then devise a pitch to present and explain their visual communications.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

VCAA will supervise the assessment of all students undertaking Units 3 and 4. Percentage contributions to the final assessment are as follows:

Unit 3 SACs:	20 %
Unit 4 SAC's:	45 %
End-of-year exam:	35%

Further details:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/visualcomm/vcommindex.aspx>