



**2019 Year 12 VCE
Subject Descriptions
and
VET Course Descriptions**

2019 Year 12 Subject Descriptions

SUBJECTS OFFERED IN 2019	
VCE Units 1 and 2	VCE Units 3 and 4
Accounting	Accounting
Global Politics	Global Politics
Biology	Biology
Business Management	Business Management
Chemistry	Chemistry
EAL	EAL
English	English
Food Studies	Food Studies
Foundation English (Options students only)	
Foundation Mathematics	
French	French
General Mathematics	Further Mathematics
Health and Human Development	Health and Human Development
History	History
Computing	Software Development
Japanese	Japanese
Legal Studies	Legal Studies
Literature	Literature
Mathematical Methods	Mathematical Methods
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
Specialist Mathematics	Specialist Mathematics
Studio Arts	Studio Arts
Visual Communication and Design	Visual Communication and Design
VET Year 11	VET Year 12
Business	Business
Hospitality	Hospitality
VCE Options	VCAL
Work and Personal Skills	Work Related Skills
	Personal Development Skills
	VCAL Literacy
	VCAL Numeracy

* Food Studies has a higher cost of approximately \$100.00

VET Courses offered

Units 1 and 2	Units 3 and 4	Materials and Administration fee
Business (Year 11)	Business (Year 12)	\$150.00
Hospitality (Year 11)	Hospitality (Year 12)	\$200.00

Accounting

Unit 3: Financial accounting for a trading business

Prerequisites: Nil

Unit Description: This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

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

Prerequisites: Students must undertake Unit 3 prior to Unit 4.

Unit Description: In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information

system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Biology

Unit 3: How Do Cells Maintain Life?

Prerequisites: Successful completion of Unit 1 and 2 Biology is highly recommended.

Unit Description: In this unit, students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Unit 4: How Does Life Change and Respond To Challenges Over Time?

Prerequisites: Successful completion of Unit 3 Biology.

Unit Description: In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Business Management

Unit 3: Managing a Business

Prerequisites: Nil

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

Unit 4: Transforming a Business

Prerequisites: Completion of Unit 3 Business Management

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

evaluate business practice against theory.

Chemistry

Unit 3: How Can Chemical Processes Be Designed To Optimise Efficiency?

Prerequisites: It is highly recommended that students satisfactorily complete Units 1 and 2 Chemistry.

Unit Description: In this unit students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems; including predicting and explaining the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Unit 4: How Are Organic Compounds Categorised, Analysed And Used?

Prerequisites: Satisfactory completion of Unit 3 Chemistry.

Unit Description: In this unit students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

English

Unit 3

Prerequisites: All students must undertake the common study of English. At least one of Units 1 or 2 English must be satisfactorily completed before students are to attempt Unit 3. At least three units of English must be satisfactorily completed for students to gain their VCE.

Unit Description: The focus of this unit is on reading, analysing and comparing a range of visual and written texts. Students analyse how the authors of texts create meaning. Students produce written responses in different modes, that incorporate reflections on their own choices as writers.

Unit 4

Prerequisites: Unit 3 English

Unit Description: The focus of this unit is on reading and analysing a range of written texts. Students complete detailed comparisons, in written form, of two set texts. Students also produce a sustained and reasoned point of view, in oral form, in response to an issue that is currently debated in the media.

Food Studies

Unit 3: Food in Daily Life

Prerequisites: Nil. However, Units 1 and 2 in Food and Technology are recommended.

Unit Description: This unit explores food as an integral and important part of everyday life; how it is important to physical health, wellbeing and as a vehicle for social interactions, connectedness and identity. Students investigate how food is evolving to meet the demands of our changing society, its many roles, science and nutritional values. Various food processing techniques are examined with specific focus on the impact of chemical and functional properties. Students also analyse a range of food and nutrition information and how it may be manipulated by advertisers to sell products. Food studies give students an opportunity to get involved in real, everyday food issues that empower them with practical and theoretical skills to facilitate the establishment of nutritious and sustainable eating patterns.

Unit 4: Food Issues, Challenges and Futures

Prerequisites: Unit 3 Food in Daily Life

Unit Description: This unit examines the various debates surrounding global and Australian food systems. It explores food and its impact on environment, ecology, ethics, farming practices and technology to meet the Global challenges of food security, safety, wastage and resource usage. Contemporary food issues are studied to seek clarity on food issues, considering solutions to support sustainable futures. There is a focus on individual responses to food

information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices in regards to contemporary food fads, trends, labelling, marketing and packaging. The practical component provides students with opportunities to apply their ideas to environmental and ethical food challenges and extend their food production repertoire.

Further Information: There is a levy to pay for food purchased for this subject.

French

Unit 3

Prerequisites: Satisfactory completion of Unit 2.

Unit Description: This unit is designed to extend students' knowledge and skills in speaking and writing French. On completion of this unit students should be able to: express ideas through the production of original texts; analyse and use information from spoken texts; exchange information, opinions and experiences.

Unit 4

Prerequisites: Satisfactory completion of Unit 3.

Unit Description: This unit is designed to extend students' knowledge and skills in speaking and writing French. On completion of this unit, students should be able to: analyse and use information from written texts; respond critically to spoken and written texts which reflect aspects of the language and culture of LOTE-speaking communities.

Further Mathematics

Units 3 & 4

Prerequisites: Students will normally have completed General Mathematics Units 1 and 2.

Unit Description: This subject consists of a compulsory area of study (core) 'Data Analysis', 'Finance' and 'sequences and series' then two modules in the 'Applications' area of study. The 'Applications' units covered are 'Matrices', 'Geometry and Trigonometry'.

The core is covered in Unit 3. The two 'Applications' Modules are studied in Unit 4.

Other Information: Students must have a Texas Instruments TiNspire CAS Calculator.

Global Politics

Unit 3: Global Actors

Prerequisites: Nil

Unit Description: In this unit students investigate the extent of the power of a series of Global Actors. These include the state, the United Nations, and the International Monetary Fund. We also investigate the actions of one transnational corporation and two non-government organisations. These can include both legal organisations, such as Amnesty International, and illegal organisations, such as the Japanese Yakuza. In Area of Study Two, students investigate the use of different forms of power by one Asia-Pacific state to further their national interests in the region.

Unit 4: Global Crises

Prerequisites: Global Politics Unit 3

Unit Description: In this unit students investigate ethical issues and debates surrounding two global issues. These issues can be chosen from People Movement, Human Rights, Arms Control & Disarmament or Development. In Area of Study 2 students investigate the causes of and responses to global crises. Two crises are investigated from Climate Change, Economic Instability, Terrorism or Armed Conflict.

Health and Human Development

Unit 3: Australia's Health in a Globalised World

Prerequisites: Nil.

Unit Description: This unit looks at health, wellbeing and illness as multidimensional and dynamic concepts. Students explore health and wellbeing as global concepts to take a broader approach to inquiry. Students consider the conditions required for optimal health, its value as a resource for both individuals and groups and its importance as a fundamental human right. Skills in analysis and evaluation are developed to examine the variations in health status of different Australian populations. There is a focus on health promotion, different health approaches and the interdependence of different models as students research health improvements and evaluate successful Australian health and wellbeing programs.

Unit 4: Health and Human Development in a Global Context

Prerequisites: Nil

Unit Description: This unit examines health, wellbeing and human development in a global context. Students use data to investigate health status and burden of disease over time and in different countries. They explore factors that contribute to health inequalities between and within

countries; including the physical, social and economic conditions in which people live. Students also explore the health implications of our changing world, including issues of globalisation, climate change, digital technologies, world trade and the mass movement of people. The impact of these concepts on sustainability and human development is evaluated. Students explore how we can improve global health, wellbeing and human development, with focus on the work of the United Nations, World Health Organization, non-government organisations and the Australian Government's overseas aid program.

History - Revolutions

Unit 3: Russia

Prerequisites: Nil

Unit Description: This unit involves a study of pre-revolutionary Russia from 1896 to October 1917 and post-revolutionary Russia up until the death of Lenin. It includes an examination of the factors which contributed to the Communist Revolution and the role of ideas, movements and leaders in the revolutionary collapse of the traditional government. An evaluation of the creation of a new society is also conducted.

Unit 4: China

Prerequisites: Unit 3: Revolutions.

Unit Description: This unit involves a study of pre-revolutionary China from 1911 to October 1949 and post-revolutionary China to the death of Mao. It includes an examination of the factors which contributed to the Communist Revolution and the role of ideas, movements and leaders in the revolutionary collapse of the traditional government. An evaluation of the new society is also conducted.

Japanese

Unit 3

Prerequisites: Satisfactory completion of Unit 2.

Unit Description: This unit is designed to extend students' knowledge and skills in speaking and writing Japanese. On completion of this unit students should be able to: express ideas through the production of original texts; analyse and use information from spoken texts; exchange information, opinions and experiences.

UNIT 4

Prerequisites: Satisfactory completion of Unit 3.

Unit Description: This unit is designed to extend students' knowledge and skills in speaking and writing

Japanese. On completion of this unit, students should be able to: analyse and use information from written texts; respond critically to spoken and written texts which reflect aspects of the language and culture of LOTE-speaking communities.

Legal Studies

Unit 3: Rights and Justice

Prerequisites: Nil.

Unit Description: The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The People and the Law

Prerequisites: Students must undertake Unit 3 prior to Unit 4.

Unit Description: The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal

reasoning and information to actual scenarios.

Literature

Units 3 & 4

Prerequisites: There are no prerequisites, although Units 1 and 2 Literature are good preparation for both Units 3 and 4. Students should have a love of literature and the ability to write fluently.

Unit Description: In Literature Unit 3, students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

In Literature Unit 4, students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Mathematical Methods

Units 3 & 4

Prerequisites: Satisfactory completion of Mathematical Methods Units 1 and 2. Students will be advantaged if they have also completed Specialist Mathematics.

Unit Description: Mathematical Methods consists of the following areas of study:

- Graphing Functions
- Circular Functions
- Calculus
- Algebra
- Probability

These areas develop from the units in Mathematical Methods Unit 1 and 2.

Other Information: Students must have a Texas Instruments TiNspire CAS Calculator.

Media

Unit 3: Media Narratives and Pre-production

Prerequisites: Nil

Unit Description: So, you think you know films?

If you enjoy watching films, and appreciate the art of the film-maker, then you will enjoy this unit. The unit begins with a detailed analysis of two films. This analysis builds on the understandings developed in Unit 1. We investigate how directors use production and story elements to engage audiences in different times and places, and how ideologies shape media products.

Later in the semester students develop a comprehensive production design plan for their major production, to be completed in second semester. This is the chance for students to flex the creative muscles they developed in Units 1 and 2. Students can choose to create a short film, a series of photographs, an animation, a radio production or a convergent media piece. The actual production phase for their major work begins in semester two.

Unit 4: Media Production and Issues in the Media

Prerequisites: Unit 3 (Units 3 and 4 must be taken as a sequence).

Unit Description: The highlight of this unit is the production of the pieces that the students planned in Semester 1. Students begin production in the semester break and post-production is completed late in Term 3. Students also complete one theoretical outcome in unit 4. They investigate the relationship between the media, audiences, and governments. We look at who influences whom, and the struggle of governments to maintain some level of regulation of an increasingly complex media landscape.

Music

Unit 3: Music Performance

Prerequisites: There are no prerequisites for this unit. However, it is *highly* advisable to have completed Units 1 and 2 Music Performance or its equivalent.

Unit Description: This unit is designed to primarily develop practical skills in music performance in either a solo or group context complemented with technical work, theory and analysis. Students will however, study and present works in both a solo and group situation. (Please note that students will present for an external assessment either as a soloist or member of a group at the end of Unit 4)

Areas of Study Include: **PERFORMANCE** (of solo and group works), **PREPARING FOR PERFORMANCE** (development of technical skills and musicianship), **MUSIC LANGUAGE**

(using theory and music language for interpretation and analysis of music) . An excursion/incursion is organized to enable students to respond in an analytical way to a professional performance.

Other Information: Students must study an instrument or voice as part of the College's Instrumental Music Program. Students may also become a member of the various ensembles and/or choirs. They are provided with the opportunity to perform at monthly lunchtime concerts, the Gala Music night at the Clocktower Centre, NWMR School of Rock, the End-of-Year-Concert in the E D Daniel Hall, the Victorian State Schools Spectacular, College assemblies, LOTE week, the Grade 6 Orientation Program, College Production, Pascoe's Café as well as festivals, local primary school fetes, various formal RSL functions and the annual PVGC Art show.

Unit 4: Music Performance

Prerequisites: Unit 3 Music Performance

Unit Description: This unit is designed to continue developing and consolidate all the components covered in Music Performance Units 1, 2 and 3.

Outdoor and Environmental Studies

Unit 3: Relationships with outdoor environments

Prerequisites: Nil.

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

Unit 4: Sustainable outdoor relationships

Prerequisites: Unit 3 Outdoor and Environmental Studies

Unit Description: In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of

outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about outdoor environments.

Physical Education

Unit 3: Physical Activity Participation and Physiological Performance

Prerequisites: Nil. However, Units 1 and 2 P.E. are recommended.

Unit Description: This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students also investigate the contribution of energy systems to performance in physical activity.

Uniform: Students must have the FULL college PE uniform for all practical components of the course.

Unit 4: Enhancing Performance

Prerequisites: Unit 3 P.E.

Unit Description: This unit focuses on the components of fitness, fitness assessment and training programs. Also explored is the nutritional, physiological and psychological strategies used to enhance performance.

Uniform: Students must have the full college PE uniform for all practical components of the course.

Physics

Unit 3: How Do Fields Explain Motion And Electricity?

Prerequisites: It is strongly advised to have a pass in Unit 1 and Unit 2 Physics. It is strongly recommended that you also study Year 12 Mathematical Methods.

Unit Description: It gets better! Now you have an idea about what Physics is about, why not extend your knowledge and enrich yourself even further?

We launch objects, spin them round and round, there REALLY is an unseen force between people, objects, planets, stars, galaxies... We ask what was Einstein on about anyway?

We play with magnets then we figure out ways in which we could solve the world's energy crisis.

We learn what auroras are and how they show that magnetism keeps us alive.

Unit 4: How Can Two Contradictory Models Explain Both Light And Matter?

Prerequisites: Satisfactory completion of Unit 3 Physics. It is strongly recommended that you also study Year 12 Mathematical Methods.

Unit Description: We will explore light. We'll ask questions like how do rainbows form? How fast does light REALLY Move? Why is music, sound and physics so closely linked? How will this help you to get the BEST seats at the next Bruno Mars gig you are trying to get tickets for? How do we know what stars are made up of?

We have our first step into Quantum physics and ask the BIG question – well what is light anyway?

Product Design and Technology – Fabrics

Units 3 & 4: Applying the Product Design Process & Product Development & Evaluation

Prerequisite: Nil

Unit Description: In these units students work as a designer. They follow the design process from beginning to end. They start by analysing the needs of a client and preparing a series of potential design solutions. They then choose their own preferred option and prepare a comprehensive work plan for its completion. They are then required to follow their work plan and document their progress. Once they have completed their product they evaluate its effectiveness.

Over the course of the units students also investigate the roles of designer and client in industry and compare products made in industrial settings. These units are a chance for students who have enjoyed Units 1 and 2 Product Design and Technology to really exercise their creativity on a product of their own choice.

Psychology

Unit 3: How Does Experience Affect Behaviour and Mental Processes?

Prerequisites: Nil

Unit Description: This unit focuses on both macro-level and micro-level functioning of the nervous system to explain how the nervous system enables a person to interact with the world around them.

Students will explore how stress may affect a person's psychological functioning and consider the causes and management of stress. They will investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Area of study 1: How does the nervous system enable psychological functioning? Students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

Area of study 2: How do people learn and remember? Students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

Unit 4: How Is Well-Being Developed and Maintained?

Prerequisites: Satisfactory completion of Unit 3 Psychology

Unit Description: This unit focuses on the study of the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. It considers the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a bio psychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Area of study 1: How do levels of consciousness affect mental processes and behaviour? Students should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.

Area of study 2: What influences mental wellbeing? Students explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time.

Area of study 3: Practical investigation: A student-designed or adapted practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or 4, or across both Units 3 & 4.

Specialist Mathematics

Units 3 & 4

Prerequisites: Satisfactory completion of Mathematical Methods Units 1 and 2. It is also strongly recommended that students have also completed Specialist Mathematics.

Students must also be enrolled in Mathematical Methods 3 and 4.

Unit Description: Specialist Mathematics consists of the following areas of study:

- Coordinate Geometry
- Circular Functions
- Calculus
- Algebra
- Vectors in Two and Three Dimensions
- Mechanics.

Use of a CAS TiNspire calculator is required throughout the course.

Studio Arts

Unit 3: Studio Practices and Processes

Prerequisites: Nil. Units 1 and 2 recommended. Students with no prior experience will be at a disadvantage

Unit Description: In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling,

experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience.

***Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.*

Unit 4: Studio Practice and Art Industry Contexts

Prerequisites: Unit 3

Unit Description: In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

***Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.*

Visual Communication Design

Unit 3: Design thinking and practice

Prerequisites: Nil. However, Units 1 and 2 are recommended. Students with no prior experience will be at a disadvantage. Flexible, creative thinking, a good working knowledge of Illustrator and Photoshop, and/or well developed skills in more traditional techniques, and an enjoyment of drawing and design are also recommended.

Unit Description: In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of visual communication designers to support the development of their own work. They establish a brief and apply design thinking skills through the use of the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the development and refinement of work undertaken in Unit 4.

Unit 4: Design development and presentation

Prerequisites: Unit 3 (Units 3 & 4 must be taken sequentially).

Unit Description: The focus of this unit is the development of design concepts and two final presentations of visual to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. On-going reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

VET COURSES

Business (VET)

Units 3 and 4: Certificate II in Business

Prerequisites: Units 1 and 2 Business

Unit Description: This is an office skills course. Students learn skills to enable them to become effective office workers. The Certificate II in Business is a Vocational Education and Training (VET) program. This means that students are able to gain work skills whilst doing their VCE. Students benefit by gaining their VCE and a nationally recognised Business certificate. To gain the Certificate II in Business, students must satisfactorily complete VET Business (Office Administration) in Years 11. Unit 4 also covers part of the Certificate III course. Units 3 and 4 contribute to VCE graduation requirements and a student's tertiary entrance score. Students complete their VET Business Administration studies entirely at the College. Students are enrolled in the subject at IVET so they receive a Certificate II Business certificate. To cover the IVET certificate issuing fee and associated course costs, a fee is payable via your college statement.

Hospitality

Units 3 and 4 Certificate II in Hospitality (Extended Program):

Prerequisites: Units 1 and 2 Hospitality

Unit Description: Hospitality students in Year 12 undertake an extended Certificate II course where they complete some Certificate III Hospitality units. The focus of the course is on Food and

Beverage service. Students work in the College Coffee Shop and Restaurant to learn, develop and refine food and beverage service skills.

Students will be enrolled at William Angliss TAFE for the subject so they gain a TAFE Hospitality statement of attainment. To cover the William Angliss TAFE certificate costs, a fee is payable via your College statement.

Students must have either a black knee length skirt or black pants to satisfy the uniform requirements.