



Presbyterian Ladies' College

MELBOURNE

PLC Guide to Courses 2018

Years 11 and 12

Victorian Certificate of Education

International Baccalaureate

College Mission

As a Christian independent girls' school, Presbyterian Ladies' College aims to provide breadth, strength, balance and quality of education, in both the national and international context, for the purpose of encouraging leadership, service and lifelong personal development and learning.

There is a commitment that our programs and teaching support and promote the principles and practice of:

- elected government;
- the rule of law;
- equal rights for all before the law;
- freedom of religion;
- freedom of speech and association;
- the values of openness and tolerance.

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Introduction

This guide to courses and subjects outlines what will be offered at Presbyterian Ladies' College in Years 11 and 12 in 2018. Information is provided about the Victorian Certificate of Education (VCE) and the International Baccalaureate Diploma Programme (IB). Both courses have particular features that will suit different students, and parents and students are encouraged to read the descriptions and consider the merits of each course carefully.

In this booklet, information and guidance are also provided about the importance of careful subject choice in the senior years, possibilities for accelerating courses, opportunities to study university subjects and matters relating to tertiary selection.

Students should initially read the booklet very carefully and then follow the procedures outlined. Subject Choice is made online and they should be completed and submitted by the due date.

The information is current as at the end of June 2017. Decisions made by the Victorian Curriculum and Assessment Authority (VCAA) and the Victorian Tertiary Admissions Centre (VTAC) after this date may require alterations to this information. Students will be notified as soon as possible if changes need to be made.

The College has a number of people available to advise students on all of these matters and students and parents are encouraged to direct their queries to them. Questions relating to a specific subject should be directed to the relevant Head of Department.

The following people can be contacted if questions are of a general nature:

Ms Josephine Foxcroft	Director of Curriculum and Learning
Mr Peter Francis	International Baccalaureate Co-ordinator
Mrs Pauline Parker	Tertiary Selection and Career Development Practitioner

Course Selection – General Principles

In selecting courses and subjects each student should:

- Give consideration to the course (VCE or IB), which is more likely to suit her, keeping in mind her individual learning style, the range of subjects required by each course and assessment preferences;
- Consider how much satisfaction and enjoyment she obtains from various subjects. Students are more likely to do well in the subjects they enjoy;
- Consider how well she has coped with a subject (or a related one) in the past;
- Consider how many subjects to include in her program;
- Seek advice from subject teachers and take their recommendations seriously;
- Talk to students currently studying subjects in which she is interested;
- Examine the balance of subjects selected and consider including one of the traditional Humanities subjects, for example History, Geography, Global Politics, Legal Studies or Literature;
- Make sure that subjects chosen comply with all course requirements and that Year 11 units lead on to appropriate Year 12 studies;
- Be aware of studies that cannot be resumed once they have been discontinued;
- Ensure that subject choice is appropriate to allow for entry into a range of possible career areas;
- Check the entrance requirements for the prerequisites and recommended studies for selection into tertiary courses in 2019 and 2020;
- Discuss choices with her parents;
- If necessary, consult the Career Development Practitioner for further information.

NB. While every effort will be made to provide for a student's first choice of subjects, a student may be asked to make a second choice if there are too few students wishing to study a subject or there is a timetable clash.

Heads of Department

For specific information on subjects, contact the following Heads of Department and Subject Co-ordinators:

Accounting	Mr T Joyce	Japanese	Ms I Berzins
Art	Ms A Snell	LOTE	Ms S Buckman
Biology	Mrs S Guest	Latin	Mrs F Russell
Chemistry	Mr M Poustie	Legal Studies	Ms B Balanco
Economics	Mr D MacGregor	Literature	Mrs P Shiel
English	Mrs P Shiel	Mandarin	Ms M Liu
English (EAL) Co-ordinator	Ms M Thompson	Mathematics	Mr J Taylor
French	Ms E Payne	Music	Mr R Squibb
Geography	Mrs M Ward	Physical Education	Ms T Joyce
German	Ms S Buckman	Physics	Ms J Detez
Health and Human Development	Ms T Joyce	Science	Ms S O'Brien
History	Ms H Dunn	Studio Arts	Ms S Taylor
Indonesian	Ms M Caris	Theatre Studies	Ms C Garrett
Information Technology	Mr D Renshaw		

For Students Entering Year 11 in 2018

- Read this Guide carefully.
- Consider whether the VCE or IB provides the more appropriate course and future options.
- With parents, attend the first Information Evening on Tuesday, 13 June at 7.00pm. Details of VCE and IB courses will be provided and attend the second Information Evening on Wednesday, 28 June to learn about the Morrisby Profile and consult with Heads of Department and staff responsible for Year 11 subjects who will be in attendance to answer questions.
- Meet individually with the Career Development Practitioner during Term 3 to discuss career pathways.
- Subject selection for 2018 will be completed online using the Timetabler site <http://www.selectmysubjects.com.au>
- Details will be emailed to each student. For enquiries regarding the online selection tool please contact Mr Gary Lang, Director of Senior School Administration.
- Complete Subject selection online by Monday 14 August.

For Students Entering Year 12 in 2018

- Read this Guide carefully.
- Consider whether the subjects studied in Year 11 are appropriate to continue.
- Consider other subjects in light of interest and ability.
- Ensure subjects chosen comply with course requirements and university and college prerequisites.
- Seek advice from relevant staff.
- Subject selection for 2018 will be completed online using the Timetabler site <http://www.selectmysubjects.com.au>
- Details will be emailed to each student. For enquiries regarding the online selection tool please contact Mr Gary Lang, Director of Senior School Administration.
- Complete Subject selection online by Monday 14 August.

Fees

The cost of the Year 11 Leadership Camp, visiting speakers and most day excursions is included in the fee structure. However, some excursions and overnight camps may incur additional charges.

Tertiary Selection and Careers Advice

The Career Development Practitioner works with students to empower them to explore their understanding of themselves and link this to information regarding the world of work to make informed career choices. The students may be self-referred or referred by teachers.

The Department provides accurate, relevant and up-to-date careers and course information to help students to develop the awareness to appraise their interests, abilities, values and expectations realistically.

As students from PLC choose a wide variety of university courses in both Victoria and Australia as well as overseas, the Careers Department has developed extensive expertise in advising students on the varied application procedures. Students receive individual assistance on subject selection for Years 11 and 12.

They are encouraged to access the Career Speakers' program and the varied sources of information provided, and to visit the annual Open Days held by tertiary institutions. Students are provided with help and guidance with interviewing and résumé writing skills, with special programs being offered in Years 10, 11 and 12.

To facilitate parental understanding of tertiary entrance requirements, the Career Development Practitioner speaks at parent information evenings and is available for individual enquiries from parents.

The Careers Department prides itself on the level of expertise and resources available to students during their final years at PLC and is committed to maintaining an excellent working relationship with all senior students by providing them with the most current information on university courses and possible future careers.

Tertiary Entrance

There are a large number of institutions that provide courses of tertiary study; universities, TAFE colleges and independent training colleges.

Applicants apply for most tertiary courses in Victoria through the Victorian Tertiary Admissions Centre (VTAC). Applicants for courses through VTAC can obtain all the relevant information from the VTAC website. VTAC outlines selection procedures for all courses in Victoria. These procedures include meeting prerequisite studies and possibly extra requirements that are published three years in advance, and achieving an Australian Tertiary Admission Rank (ATAR). This rank is an overall measure of how well each student has performed in her VCE/IB studies and is the main basis for selection to many Australian universities and TAFE colleges.

The ATAR places students on a percentile ranking with 99.95 being the highest rank. The ATAR gives the comparative performance of each student against all applicants for a given year. The better the result, the higher the rank.

How the ATAR is Calculated

For each study, VCE students will obtain a Study Score (relative position) out of 50 based on the grades awarded for examinations, school-assessed tasks and coursework. The ATAR will take into account the study score for an approved sequence in the English group, the applicant's three other best scores and 10% of the applicant's next two best scores (English and the best other three scores are called the "best" or "primary four").

IB students will receive a Notional ATAR based on their Diploma results. A Notional ATAR is deemed to be the same as an actual ATAR except that questions of prerequisites and any relevant study bonuses are decided by individual university courses. A conversion table showing 2016 IB results and the corresponding Notional ATAR is available in the Careers Department.

Important points to note about the ATAR:

- Prerequisite studies are not required to be in the primary four when calculating the ATAR; therefore students have greater freedom in subject choice.
- No more than two LOTE or two Mathematics or two History or two English studies may be included in the primary four. Only one of English and English (EAL) is allowed.
- An approved university extension subject will be recognised in lieu of a fifth or sixth VCE subject with an incremental score ranging from 3 to 5, depending on results.
- To encourage the study of languages, a further adjustment is made during the scaling process. All students of a LOTE receive an adjustment, but it is not a uniform adjustment. For scores at or close to 30, the adjustment is 5, but the adjustment decreases as the score moves away from 30. This bonus on the study score is also added on to a second LOTE.
- There will be no penalty for taking VCE over more than two years. However, time taken to complete the VCE may be taken into account by some institutions. Please check with individual universities. Accumulation of a further study or studies in a later year will lead to the calculation of a new ATAR. Ranking for course selection will be based on the most current ATAR, but previous ATARs will be provided to selection authorities.

PLC Programs and Activities

Personal Development

Equipping girls to develop into independent women in the 21st Century is the aim of the personal development program at the senior levels. The program at Years 11 and 12 is an integral part of the curriculum and each level has a session approximately once every rotation. Performances, visiting guest speakers and experts from within the College cover subjects that broaden the students' horizons, and motivate and enable them to reflect on their own strengths and capabilities.

Focus is on the following areas:

- developing leadership skills - understanding personal strengths and teamwork.
- service learning
- thinking about the future - Careers and VTAC information sessions
- personal wellbeing - good mental and physical health, relaxation
- study skills - effective learning
- transition to tertiary study
- interview skills

Chapel, Extended Form Assemblies and Year Level Assemblies are designed to support the Personal Development program. The Year 11 Leadership camp also ties into the program with an emphasis on leadership and teamwork activities.

Year 11 Leadership Camp

Year 11 Leadership camp is a compulsory part of the core curriculum, and is an extension of the Years 7 – 10 Outdoor Education program. The camp aims to combine leadership skills with a winter outdoor experience. The two-and-a-half day program is a balance of workshops and lectures covering aspects of leadership, working in groups and outdoor activities. It is held in September and links in with the election of the Student Leadership Team for the following year.

The specific aims of the camp are to:

- provide an opportunity for the year level to participate in a camp together, thus fostering team-building strategies and leadership skills;
- offer a winter outdoor experience for all girls;
- provide guidance and particular skills to equip students further for their final year of school;
- focus, through specially designed activities, on skills that will help girls to carry out positions of responsibility within the school in Year 12.

Academically Highly Able Students

Years 11 and 12 students who enjoy intellectual and extended challenges may be recommended for, or continue, mentoring, and may be recommended to take part in a variety of seminars and competitions which challenge them at a high level. Students also continue to work on their Personal Portfolios, both to record a range of achievements and transferable skills and as a resource for completing Personal essays and Statements, in preparation for transition to high level tertiary studies.

Faith and Life

All students in Years 11 and 12 participate in a religious education program described as Faith and Life (FAL).

Year 11 Faith and Life

The Faith and Life program seeks to provide opportunities for students to explore connections between faith and life. The course begins with an examination of ethical theories and a consideration of how moral decisions are made. Students are invited to examine the various influences upon their own moral choices. They are then encouraged to explore the relationship between faith and behaviour as they discuss a range of personal and wider ethical issues. Students are also introduced to a number of contemporary Christian figures and are encouraged to reflect on the role faith played in the choices these people made.

Time allocation is one period per cycle. The demands made on students' time outside the classroom are kept to a minimum.

Year 12 Faith and Life Discussion Groups

Each Year 12 student joins a group of 12 to 20 students formed on the basis of timetable considerations. Students remain in the same group for the year. The groups provide an opportunity for discussion in an informal setting of a wide range of topics, and consideration of the beliefs and values by which people live. Students are encouraged to suggest topics.

Time allocation is one period per cycle, finishing at the end of Term 3. No written work is required and there is no assessment.

Physical Recreation

All students in Years 11 and 12 participate in one class of physical recreation per cycle. Sessions may include a variety of lessons in dance, aerobics, cardio tennis, swimming, fitness, self-defence and yoga.

The aim of the program is to provide senior students with an opportunity to participate in an enjoyable and physically active option where the emphasis is on participation rather than skill development.

Classes are designed to improve students' confidence in physical activities, provide them with a break from the rigours of study, and to encourage and promote a positive attitude towards participation in recreational and sporting pursuits whilst developing an awareness of the need to live an active lifestyle.

Music at Senior Levels

Senior School Music students are offered a wide range of choices for student participation. Music Performance in the VCE capitalises on students' performance strengths, whilst nurturing creative abilities, and development of skills through academic emphasis. It also enables collaborative and supportive music-making with peers.

Tuition in a wide range of instruments, for all skill levels, is offered, and the school is well-endowed with expert visiting and permanent music staff. Students have the opportunity to participate in bands, orchestras and groups, playing an instrument or singing, and there are many wonderful performances involving our student musicians throughout the year. These range from the funky Jazz Cabaret to the glorious Gala Celebration in Hamer Hall. Students also involve themselves in Music through school and house performance opportunities such as the annual PLC Scotch College Musical and the beginning of year House Concerts.

Prerequisite Subjects and Requirements

When selecting students for courses, in addition to results gained in either the VCE or IB, selection officers in particular faculties will also check that prerequisite subjects for particular courses and minimum entrance requirements have been met. Tertiary entrance requirements are published three years in advance to allow students to plan their last two years of schooling. Thus, in July 2017, requirements for entry into universities and TAFE colleges in 2020 are published. This information is available on the VTAC website.

All Year 10 students should make it their responsibility to obtain their own copy of the 2020 entrance requirements when they are published in the daily paper. Year 11 students who wish to check the 2019 requirements can do so on the VTAC web site.

IB prerequisites are also published and updated regularly. These are available on some university websites.

Procedures for Tertiary Selection

- Investigate thoroughly all courses in career areas of interest, including TAFE courses and courses offered interstate, in country regions and overseas if this is applicable.
- To attend University and TAFE Open Days to carry out further investigations including attending information seminars.
- Make the best use of resources available at PLC, i.e. the Career News weekly newsletter, tertiary brochures and relevant digital media.
- Check prerequisites including study scores for these courses and include the subjects in your Year 11 or 12 program.
- Apply to University and TAFE Colleges through VTAC, indicating up to eight preferences, in Term 3 of Year 12.
- When listing preferences choose up to eight courses. There are four types of course codes and it is vital that students apply for the correct course type:
Type 1: CSP (Commonwealth Supported Place), these courses are subsidised by the Australian Government for domestic students
Type 2: Domestic Fee places offered by ITC and TAFE providers
Type 3: These are fee-paying courses for international students
Type 4: Fee Type determined by provider. This may be relevant for applicants 20 years and older.
- Meet any special course extra requirements as specified on the VTAC website eg. folio, interview, tests.
- Complete the VCE or IB successfully and gain an ATAR.

Higher Education Studies (University Extension)

Victorian universities have established programs to allow academically gifted VCE students the opportunity to undertake a tertiary level subject as part of their Year 12 course. A pass in a university level subject will be the equivalent of a sixth VCE Units 3/4 study and students may gain credit in that subject towards university courses. Students who successfully complete a university study will have the title of the study and the university reported on their VCE statement of results. The study will not contribute to satisfactory completion of the VCE.

In 2018, PLC will offer Mathematics at the College and information about this subject and other subjects offered by these universities and where they can be studied, is available from the Director of Curriculum and Learning early in Term 4. Students are also encouraged to look at university websites such as <http://www.monash.edu.au/extension/>. Other tertiary institutions also offer extension studies.

The College has responsibility for recommending students for these programs and apply strict guidelines for selection. Students are not permitted to enrol in Higher Education courses which require attendance during the regular school day. As such, students may, necessarily, need to consider whether they will be suited to online course delivery. If a student applies and is accepted into a course which impedes their attendance at PLC during normal school hours, the school will withdraw its approval for the application. Interest in applying for one of these studies must be registered on the Subject Choice Form. The Director of Curriculum and Learning discusses selection with each student.

PLC Criteria for Approval for Extension Studies

The criteria used when considering a student as a suitable university extension candidate are:

VCE

- very high grades in the prerequisite study;
- at least an A average on the Year 11 Semester 1 report – only subjects to be studied in Year 12 are considered;
- recommendation by the class teacher of the subject selected for extension.

A committee considers each application on an individual basis. Additional information is sought from other teachers and senior staff if a student meets only the first two criteria. Aspects such as general approach to studies, attendance, combination of studies, impact of travel dependent on the location of the extension centre, ability to cope with a large workload and other school commitments are considered. Only one university extension study score can contribute to the ATAR.

Victorian Certificate of Education

The **Victorian Certificate of Education (VCE)** is normally taken over a minimum of two years and the Victorian Curriculum and Assessment Authority (VCAA) requires that students include in their VCE program the following:

- three units of an approved combination of English studies (including one Units 3/4 sequence)
- at least three sequences of units, other than the compulsory English, of Units 3/4

The studies offered by PLC are:

	<p>English Studies English/English as an Additional Language Literature</p>	
<p>The Arts Art Music Performance[§] Studio Arts (Multimedia) Theatre Studies</p>	<p>Business Studies Accounting Business Management[§] Economics Legal Studies</p>	<p>Health and Physical Education Health and Human Development Physical Education[§]</p>
	<p>Information Technology Computing: Informatics[§]</p>	<p>Science Biology Chemistry Physics Psychology[#]</p>
<p>Languages other than English (LOTE) Chinese Second Language Chinese Second Language Advanced French German Indonesian Second Language Japanese Second Language Latin</p>	<p>Humanities Geography Global Politics[§] History - Australian[§] - Revolutions[§] - Twentieth Century[#]</p>	<p>Mathematics Further Mathematics[§] General Mathematics[#] Mathematical Methods[§] Specialist Mathematics[§]</p>

Note [#] Units 1/2 only, [§] Units 3/4 only

In addition, one lesson per cycle of Faith and Life (FAL) and one lesson per cycle of Physical Recreation will be undertaken by all students at Year 11 and Year 12.

<p>Award of the VCE</p>	<p>To qualify for the award of the VCE a student must satisfactorily complete a total of no fewer than 16 units including: three units of an approved combination of English studies (including one Units 3/4 sequence) <i>and</i> three sequences of Units 3/4 other than the compulsory English.</p> <p>Note: VTAC advises that for the calculation of an ATAR satisfactory completion of both Units 3/4 of an English sequence is required.</p>
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Assessment for VCE Studies

Assessment of VCE studies is by:

- Outcomes in Units 1 to 4
and
- School-assessed coursework or tasks and external examinations

Satisfactory Completion of Outcomes

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. Achievement of the outcomes is based on teacher assessment of the student's performance on a range of assessment tasks designated for that unit.

Assessment of Units 3 and 4

Each study has a component of school assessment and examination(s). Assessments will be reported as grades (A+ to E) for each study. The school assessment takes the form of school-assessed coursework (the most common) or school-assessed tasks. School-assessed coursework is made up of a number of assessment tasks that are specified in the study design.

Study Scores for all VCE studies

In addition to the individual assessment grades, a student will receive a score on a scale of 0 - 50 for each Units 3/4 study. The score is based on the assessment scores and indicates a student's performance in one study **relative** to the performance of all students in that study across the state. This Study Score is used by VTAC when compiling a student's Australian Tertiary Admission Rank (ATAR).

Course Planning

At Year 11, students usually take **six** Unit 1 and 2 studies and in Year 12, **five** Units 3/4 studies. However, it is possible to have other arrangements. Some students may be eligible to undertake one Units 3/4 sequence as part of their Year 11 program and then may be eligible to include a university subject in their Year 12 program.

There is opportunity for students taking Units 1 and 2 to change a study in the first four weeks of Semester 1 and in the first three weeks of Semester 2. Students taking Units 3/4 may change a study in the first two weeks of Semester 1 only. Students should consider the possible implications of their choice of subjects on their ATAR, and any tertiary course prerequisites.

The English Requirement

The three units from the group of English studies, which must include a Unit 3/4 sequence, that are required for satisfactory completion of the VCE may be selected from:

- English/EAL Units 1 to 4
- Literature Units 1 to 4

English as an Additional Language (EAL) status in the VCE

In Units 3/4 of the VCE, VCAA may acknowledge that a student has not been able to perform at her optimum level on assessment tasks owing to comparative unfamiliarity with the English language. In this case a student may be granted English as an Additional Language (EAL) status. This is reported on the VCE Statement of Results as "This student was granted EAL status". English (EAL) is assessed according to criteria different from those applying to English. However, EAL status does not automatically enrol the student in English (EAL).

A student is considered eligible for EAL status if both of the following conditions are satisfied:

- the student has been a resident in Australia or other predominantly English speaking country for no more than seven (7) years.
Note: The period of seven (7) years is to be calculated cumulatively over the student's whole life. Calculation is made prior to 1 January of the year in which the study is taken at the Units 3/4 level;
and
- English has been the student's major language of instruction for a total period of not more than seven (7) years over the period of their education to January of the year in which the study is taken at Units 3/4.

For example: Units 3/4 in 2018 – cut-off date is 31 December 2009

Students can apply for EAL status on a form available from the Director of Curriculum and Learning or the Department of Individual Differences. Supporting evidence will be required and the responsibility to supply the evidence rests with the student. Completed applications must be submitted to the EAL Co-ordinator, Ms Martine Thompson, by the due date.

Enrolments in LOTE Second Language

LOTE Second Language Studies in Chinese, Indonesian and Japanese are designed to cater for students who have learnt all they know of the language in an Australian school or similar environment. In addition to Chinese Second Language, the subject Chinese Second Language Advanced is offered to students who were born in a Chinese-speaking country and/or studied with Chinese as their language of instruction for up to seven years. All enrolments in these studies must be approved by VCAA. Students cannot be enrolled in Second Language LOTE studies until endorsement of their eligibility is received from VCAA. The student must provide sufficient evidence to support her application, and the responsibility for providing supporting documentation rests with the student. Application forms are available from the Director of Curriculum and Learning, Head of Languages or the Heads of Chinese, Indonesian and Japanese, and must be submitted by the due date stated on the form so that forms can be sent to VCAA for processing.

VCE Units 3/4 in Year 11

Some students may wish to undertake **one** Units 3/4 study in Year 11; however, this does require careful consideration. Students should consider the overall demands on them from both academic subjects and co-curricular activities. It is also important that undertaking a Units 3/4 subject in Year 11 should not impact negatively on other Year 11 studies where essential skills are being developed for the more complex tasks required in Units 3/4. Students must submit a separate application if they wish to include a Units 3/4 subject in their Year 11 program. This form is available from the Director of Curriculum and Learning.

Permission to include a Units 3/4 subject in Year 11 is not automatic; the following criteria will be considered:

- a level of achievement of A (or nearly so) in all **core** subjects*. Students studying EAL should discuss their choices with the EAL staff;
- demonstrated strengths in the subject area of the proposed VCE Units 3 and 4 (especially if a Year 10 elective);
- motivation and sound organisational skills in the broader school program;
- approval from the Director of Curriculum and Learning;
- availability of a place (Year 12 students will have first preference);
- other sequences of Units 3/4 which a student may be studying externally

At PLC some Year 10 students may already be studying VCE Units 1 and 2. These students are eligible to continue these studies at the Units 3/4 level in Year 11; however, they also must satisfy most of the criteria for selection as outlined above if studying Units 1/2 at an external provider.

* In addition, student's mathematics courses will be based on recommendations made by the Mathematics Department.

Victorian Certificate of Education

To apply for enrolment, students must collect an application form to study one Units 3/4 subject in Year 11 from the Director of Curriculum and Learning. The completed application form is to be submitted to the Director of Curriculum and Learning by Monday 14 August 2017. Please note that this form is to be completed by all students who wish to undertake a Units 3/4 study in Year 11 including subjects being studied outside PLC excluding those in Year 10 Mathematical Methods 1 and 2 where promotion to Year 11 Mathematical Methods 3 and 4 is decided on advice from the Mathematics Department. The Director of Curriculum and Learning will review the applications and make a decision in consultation with the relevant staff. Applications will be considered in Terms 3 and 4 and students will be notified of the recommendations.

Subjects offered:

Subject	Offered Year 11 Units 1/2	Offered Year 11 Units 3/4	Offered Year 12 Units 3/4
English	*		*
English (EAL)	*		*
Accounting	*		*
Art	*		*
Biology	*	*	*
Business Management		*	*
Chemistry	*		*
Computing: Informatics		*	*
Economics	*		*
Geography	*	*	*
Global Politics		*	*
Health and Human Development	*	*	*
History: 20 th Century: Europe - Unit 1	*		
History: 20 th Century: Cold War - Unit 2	*		
History: Australian		*	*
History: Revolutions		*	*
LOTE: Chinese Second Language	*	*	*
LOTE: Chinese Second Language Advanced	*	*	*
LOTE: French	*		*
LOTE: German	*		*
LOTE: Indonesian Second Language	*		*
LOTE: Japanese Second Language	*		*
LOTE: Latin	*		*
Legal Studies	*	*	*
Literature	*		*
General Mathematics	*		
Mathematical Methods	*	*	*
Further Mathematics			*
Specialist Mathematics	*		*
Music Performance		*	*
Physical Education		*	*
Physics	*		*
Psychology	*		
Studio Arts (Multimedia)	*		*
Theatre Studies	*		*

Accounting

- Units 1 and 2

Unit 1 focuses on the establishment of a small business and the accounting and financial management of the business. Students examine the role of accounting in the decision-making process using single entry recording of financial data and analysis of accounting information for a sole proprietor of a service business. Unit 2 focuses on accounting for a sole proprietor of a single activity trading business. Students analyse and evaluate the performance of the business using financial and non-financial information. Students develop an understanding of the importance of ICT in the accounting process.

Prerequisites: none

Unit 1. Establishing and operating a service business

Areas of Study

- Going into business
- Recording financial accounting data and reporting information

Outcomes

On completion of this unit students should be able to:

- describe the resources required, and explain and discuss the knowledge and skills necessary to set up a small business
- identify and record the financial data, and report and explain accounting information for a sole proprietor of a service business

Unit 2. Accounting for a trading business

Areas of Study

- Recording financial data and reporting accounting information
- ICT in Accounting
- Evaluation of business performance

Outcomes

On completion of this unit students should be able to:

- record financial data and report accounting information for a sole trader
- record financial data and report accounting information using ICT
- select and use financial and non-financial information to evaluate the performance of a business

Assessment

Assessment for each unit will comprise tasks selected from the following:

- folio of exercises (manual and ICT-based)
- tests and examinations
- assignment
- case study
- classroom presentation (oral and multimedia)
- report (written, oral and multimedia)

Accounting

- Units 3 and 4

Unit 3 focuses on financial accounting for a single activity trading business as operated by a sole trader. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used. Unit 4 provides an extension of the recording and reporting processes from Unit 3, and the use of financial and non-financial information in assisting management in the decision-making process. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations and analyse the results.

Prerequisites: Accounting Unit 2 strongly recommended.

Unit 3. Recording and reporting for a trading business

Areas of Study

- Recording of financial data
- Balance day adjustments and reporting and interpreting of accounting information

Outcomes

On completion of this unit the student should be able to:

- record financial data using a double entry system for a single activity sole trader
- record balance day adjustments and prepare and interpret accounting reports

Unit 4. Control and analysis of business performance

Areas of Study

- Extension of recording and reporting
- Financial planning and decision-making

Outcomes

On completion of this unit the student should be able to:

- record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and explain selected aspects of this accounting system
- prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business

Assessment

School-assessed Coursework	50%
End-of-year examination (2 hours)	50%

VCE Subject Descriptions

Art

– Units 1 and 2

In the units in Art students focus on how art elements, principles, materials and techniques and artistic processes communicate meaning. They examine artists from different societies, cultures and historical periods, and the influence of personal and cultural identity.

Prerequisites: there are no prerequisites for Units 1 and/or 2 although an Art elective in Year 10 will provide a strong background.

Unit 1 – Artworks, experience and meaning

Areas of Study

- Artworks and meaning
- Art making and meaning

Outcomes

On completion of this unit the student should be able to:

- analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework
- use the art process to create visual responses that demonstrate their personal interests and ideas

Unit 2 – Artworks and contemporary culture

Areas of Study

- Contemporary artworks and culture
- Art making and contemporary culture

Outcomes

On completion of this unit the student should be able to:

- analyse, interpret, compare and contrast artworks from different cultures using the Formal Framework and the Cultural Framework
- demonstrate technical and artistic development in the presentation of visual responses that result in at least one finished artwork through exploration of selected media, materials and techniques

Assessment

Assessment for each unit will comprise tasks selected from the following:

- an extended written response
- short-answer responses supported by visual references
- an annotated visual report
- a presentation using digital technologies
- an oral presentation
- and a range of visual responses and documented evidence of the art process using visual language and Analytical Frameworks
- at least one finished artwork

Art

– Units 3 and 4

Students study artists before and since 1990. The Analytical Framework is used to analyse and interpret these artworks. The students then create artworks using imagination and creativity, and apply the Analytical Framework in the development of their work. The development of work is enhanced by applying experimentation, reflection, evaluation and analysis using the language and contexts of Analytical Frameworks. They then expand their personal points of view through exploration of an art idea, and research another artist and use this knowledge to further develop their artistic practice.

Prerequisites: Units 1 and 2 are recommended but exceptions will be considered.

Unit 3 – Artworks, ideas and values

Areas of Study

- Interpreting art
- Investigation and interpretation through art making

Outcomes

On completion of this unit the student should be able to:

- use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and artworks since 1990, and compare the meanings and messages of these artworks
- use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice

Unit 4 – Artworks, ideas and viewpoints

Areas of Study

- Discussing art
- Realisation and resolution

Outcomes

On completion of this unit the student should be able to:

- Examine and analyse an art idea and its related issues to inform their viewpoint
- Apply the art process progressively to communicate ideas, directions and personal concepts in a body of work that includes at least one finished work, and having chosen specific Analytical Frameworks to underpin reflections on their artmaking

Assessment

Relative weightings of the 3 graded areas of assessment:

School-assessed Coursework	20%
School-assessed Task	50%
End-of-year examination (1.5 hours)	30%

Biology

– Units 1 and 2

In Unit 1 students explain what an organism needs to stay alive and the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes. Adaptations that enhance the organism's survival in a particular environment are analysed, and also the role that homeostatic mechanisms play is studied. Students consider how the planet's biodiversity is classified and the factors that affect population growth.

In Unit 2 cell reproduction and the transmission of biological information from generation to generation are investigated. The role of stem cells in humans is examined, and their potential use in medical therapies is considered. Students explain analyse and interpret the inheritance of characteristics and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about various genetic conditions. The uses of genetic screening and its social and ethical issues are examined.

Prerequisites: none

Unit 1. How do living things stay alive?

Areas of Study

- How do organisms function?
- How do living systems sustain life?
- Practical investigation

Outcomes

On completion of this unit the student should be able to:

- investigate and explain how cellular structures and systems function to sustain life
- explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth
- design and undertake an investigation related to the survival of an organism or species

Unit 2. How is the continuity of life maintained?

Areas of Study

- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

Outcomes

On completion of this unit the student should be able to:

- compare the advantages and disadvantages of asexual and sexual reproduction, explain how the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells
- apply an understanding of genetics to describe patterns of inheritance
- investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science

Assessment

Assessment for each unit will comprise tasks selected from the following:

- report of a fieldwork activity, and practical work
- data analysis
- problem solving involving biological concepts, skills and/or issues
- test comprising multiple choice and/or short answer

A report of a student-designed investigation using an appropriate format.

Biology

– Units 3 and 4

In Unit 3 students investigate the workings of the cell from several perspectives to enable consideration of both the capabilities and the limitations of living organisms. Students examine the key molecules and biochemical pathways involved in cellular processes within and between cells. Students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

In Unit 4 the continual change and challenges to which life on Earth has been subjected are considered. Students examine change in life forms, investigate the relatedness between species and consider the impact of various change events on a population's gene pool. Students explore the interrelationships between human biological and cultural evolution and the biological consequences, and social and ethical implications, of manipulating the DNA molecule through biotechnologies.

Prerequisites: Students are strongly advised to have completed Units 1/2. If a student wishes to enter Units 3/4 without having studied Units 1/2, she should have achieved a high standard in Year 10 Science and must be prepared to do some study before the units begin.

Unit 3. How do cells maintain life?

Areas of Study

- How do cellular processes work?
- How do cells communicate?

Outcomes

On completion of this unit the student should be able to:

- explain the dynamic nature of cell processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions
- apply a stimulus-response model to explain how cells communicate, outline human responses to invading pathogens, distinguish different ways that immunity may be acquired, and explain malfunctions of the immune system cause disease

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

Areas of Study

- How are species related?
- How do humans impact on biological processes?
- Practical investigation

Outcomes

On completion of this unit the student should be able to:

- analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
- describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
- design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Assessment

Relative weightings of the graded areas of assessment:

Unit 3 School-assessed Coursework	16%
Unit 4 School-assessed Coursework	24%
End-of-year examination (2.5 hours)	60%

VCE Subject Descriptions

Business Management

– Units 3 and 4

In Unit 3 students explore the key processes and issues concerned with managing a business. Students investigate the nature of corporate culture, management styles and how managers are able to effectively motivate their staff and utilise other key resources. Students develop their knowledge of business operations and the challenges associated with managing a business through the use of contemporary business case studies from the last four years. This enables them to compare theoretical perspectives with real world practices. In Unit 4 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 investigate a number of strategies that management might employ to deal with change and how this can influence business performance. Students investigate the characteristics and effectiveness of good leadership and make comparisons between theoretical perspectives and real world applications.

Prerequisites: none

Unit 3. Managing a business

Areas of Study

- Business Foundations
- Managing employees
- Operations management

Outcomes

On completion of this unit the student should be able to:

- discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
- explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to management of employees.
- analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4. Transforming a business

Prerequisites: Unit 3 Business Management

Areas of Study

- Reviewing performance – the need for change
- Implementing change

Outcomes

On completion of this unit the student should be able to:

- explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
- evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

Assessment

Relative weightings of the graded areas of assessment:

Unit 3 School-assessed Coursework	25%
Unit 4 School-assessed Coursework	25%
End-of-year examination (2.5 hours)	50%

Please note: In 2018 **one class only** will be offered if sufficient numbers of students choose this study.

Chemistry

– Units 1 and 2

Chemistry encourages students to explore chemical phenomena that are part of their everyday lives, and chemical concepts are developed as a means of enabling students to understand these. Units 1 and 2 are designed to give all students a level of chemical awareness and provide a sound basis for those students wishing to continue to Units 3 and 4.

Prerequisites: none

Unit 1. How can the diversity of materials be explained?

Areas of Study

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation

Outcomes

On completion of this unit the student should be able to:

- relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities
- investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose
- investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question

Unit 2. What makes water such a unique chemical?

Areas of Study

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

Outcomes

On completion of this unit the student should be able to:

- relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts
- measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases
- design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data

Assessment

Assessment tasks for each unit are:

- report of an independent investigation of a topic
- report of a student-designed quantitative laboratory investigation

Another task selected from:

- practical reports
- concept maps
- modelling activities
- tests

Chemistry

– Units 3 and 4

These units of Chemistry continue the development of knowledge and skills which began in Units 1 and 2. For the majority of students, learning is more effective in the context of the application of chemical knowledge to technology and society. Therefore, a thematic approach to Chemistry has been adopted, in which students have opportunities to investigate, explore and solve qualitative and quantitative problems, ask questions and discuss chemical concepts and issues.

Prerequisites: Unit 2 Chemistry

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

Areas of Study

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

Outcomes

On completion of this unit the student should be able to:

- compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact
- apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries

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

Areas of Study

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical investigation

Outcomes

On completion of this unit the student should be able to:

- compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules
- distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry
- design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster

Assessment

Relative weightings of the graded areas of assessment:

Unit 3 School-assessed Coursework	16%
Unit 4 School-assessed Coursework	24%
End-of-year examination (2.5 hours)	60%

VCE Subject Descriptions

Computing: Informatics

– Units 3 and 4

In Informatics Units 3 and 4 students focus on data, information and information systems.

In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision-making.

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

In Unit 4 students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

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

Prerequisites: Year 10 Business Information Technology Systems elective

Unit 3.

Areas of Study

- Organisations and data management
- Data analytics: drawing conclusions

Outcomes

On completion of this unit the student should be able to:

- design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction
- use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress

Unit 4.

Areas of Study

- Data analytics: presenting the findings
- Information management

Outcomes

On completion of this unit the student should be able to:

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

Assessment

Assessment for each unit will comprise tasks selected from the following:

- written report
- practical solution
- test

Unit 3 School-assessed Coursework	10%
Unit 4 School-assessed Coursework	10%
School Assessed Task	30%
End-of-year examination	50%

Economics

– Units 1 and 2

Unit 1 focuses on the role of consumers in a market capitalist economy. Students gain insight into their role as consumers and the economic and social consequences associated with the choices that they make. The role of the market is discussed and case studies of different markets from around the world are utilised to gain a deeper understanding of the role of consumers and producers in the allocation of the world's scarce resources. Unit 2 focuses on some of the key challenges facing the world, expressed in terms of trade-offs, where the achievement of one goal is sometimes at the expense of another goal. The key trade-offs examined are economic growth versus sustainable development and equity versus efficiency. A contemporary global economic issue is also investigated.

Prerequisites: none

Unit 1. The behaviour of consumers and businesses

Areas of Study

- Thinking like an economist
- Decision making in markets

Outcomes

On completion of this unit the student should be able to:

- describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making
- explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy

Unit 2. Contemporary economic issues

Areas of Study

- Economic growth, long-term economic prosperity and environmental sustainability
- Economic efficiency and equity
- Global economic issues

Outcomes

On completion of this unit the student should be able to:

- explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off
- explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-offs
- explain the factors that may influence a global economic issue/s and evaluate potential consequences associated with actions to address the issue/s

Assessment

Assessment for each unit will comprise tasks selected from the following:

- analysis of written, visual and statistical evidence
- essays
- tests
- collection and analysis of recent media reports
- investigations

Economics

– Units 3 and 4

Unit 3 focuses on the role of markets in allocating scarce resources in the Australian economy. It also examines the Australian Federal Government's domestic economic goals and the importance of international transactions for the maintenance and improvement of living standards in Australia. Unit 4 evaluates the effectiveness of the Federal Government's use of macroeconomic and microeconomic policies with respect to the achievement of each of its domestic economic goals.

Prerequisites: none. Thorough completion of Units 1 and 2 will be of an advantage to students.

Unit 3. Australia's economic prosperity

Areas of Study

- An introduction to microeconomics: the market system, resource allocation and government intervention
- Domestic macroeconomic goals
- Australia and the world economy

Outcomes

On completion of this unit the student should be able to:

- explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes
- analyse key contemporary factors that may have influenced the Australian Government's domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards
- explain the factors that may influence Australia's international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government's domestic macroeconomic goals and living standards in Australia

Unit 4. Managing the economy

Areas of Study

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

Outcomes

On completion of this unit the student should be able to:

- discuss the nature and operation of aggregate demand policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards
- discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards

Assessment

Relative weightings of the 2 graded areas of assessment:

School-assessed Coursework	50%
End-of-year examination (2 hours)	50%

VCE Subject Descriptions

English

– Units 1 and 2

In Unit 1, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. In Unit 2, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. In both units students develop their skills in creating written, spoken and multimodal texts.

Prerequisites: Year 10 English or equivalent.

Unit 1

Areas of Study

- Reading and creating texts
- Analysing and presenting argument

Outcomes

On completion of this unit the student should be able to:

- produce analytical and creative responses to texts
- analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences

Unit 2

Areas of Study

- Reading and comparing texts
- Analysing and presenting argument

Outcomes

On completion of this unit the student should be able to:

- compare the presentation of ideas, issues and themes in two texts
- identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view

Assessment

Assessment for each unit will comprise tasks selected from the following:

- an analytical response to a set text and a creative response to a set text, or a comparative analytical response to set texts
- an analysis of the use of argument and persuasive language in text/s
- a text intended to position an audience, or a persuasive text that presents an argument or a viewpoint

One assessment task, but no more than one task in Unit 1, must be in oral or multimodal form.

NB: Booklists will go online in Term 4 and delivery will take place at the end of the year. Current students can collect from PLC Shop. Year 11 students new to PLC will have books delivered to their home address.

English

– Units 3 and 4

In Unit 3, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. In Unit 4, students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Prerequisites: English Units 1 and 2 or Literature Units 1 and 2.

Unit 3

Areas of Study

- Reading and creating texts
- Analysing argument

Outcomes

On completion of this unit the student should be able to:

- produce an analytical interpretation of a selected text, and a creative response to a different selected text;
- analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Unit 4

Areas of Study

- Reading and comparing texts
- Presenting argument

Outcomes

On completion of this unit the student should be able to:

- produce a detailed comparison which analyses how two selected texts present ideas, issues and themes;
- construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment

Relative weightings of the 2 graded areas of assessment:

School-assessed Coursework	50%
End-of-year examination (3 hours)	50%

NB: Booklists will go online in Term 4 and delivery will take place at the end of the year. Current students can collect from PLC Shop.

English as an Additional Language (EAL)

– Units 1 and 2

The focus of Unit 1 is the reading of a range of texts with comprehension, enjoyment and discrimination; the development of competence and confidence in writing; and the use of, and response to, oral language in different contexts. Unit 2 focuses on a variety of forms of response to texts, experimentation with different written forms and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Students must read and study at least three selected texts.

Prerequisites: usually Year 10 English or equivalent

Unit 1

Areas of Study

- Reading and creating texts
- Analysing and presenting argument

Outcomes

On completion of this unit the student should be able to:

- produce analytical and creative responses to texts
- analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences

Assessment

Assessment for this unit will comprise of:

- an analytical response to a set text
- a creative response to a set text
- an analysis of the use of argument and persuasive language in texts
- a text intended to position an audience
- one of these assessment tasks must be in oral or multimodal form

Unit 2

Areas of Study

- Reading and comparing texts
- Analysing and presenting argument

Outcomes

On completion of this unit the student should be able to:

- compare the presentation of ideas, issues and themes in two texts
- identify and analyse how language is used in a persuasive text and to present a reasoned point of view in oral or written form

Assessment

Assessment for this unit will comprise of:

- a comparative analytical response to set texts
- a persuasive text that presents an argument or point of view
- an analysis of use of argument and persuasive language in texts
- assessment tasks must be in written form

NB: Booklists will go online in Term 4 and delivery will take place at the end of the year. Current students can collect from PLC Shop. Year 11 students new to PLC will have them delivered to their home address.

English as an Additional Language (EAL)

– Units 3 and 4

The focus of Unit 3 is the development of critical responses to both literary and non-literary texts, including media texts, and the use of listening skills and oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Unit 4 focuses on the development of critical responses to both literary and non-literary texts, and the achievement of competence and confidence in presenting their point of view orally.

Students must read and study at least three selected texts.

Prerequisites: usually English Units 1 and 2. Students studying English EAL Units 3 and 4 must qualify for EAL status.

Unit 3

Areas of Study

- Reading and creating texts
- Analysing argument
- Listening to texts

Outcomes

On completion of this unit the student should be able to:

- produce an analytical or creative interpretation of a selected text in written or oral form
- analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media
- comprehend a spoken text

Unit 4

Areas of Study

- Reading and comparing texts
- Presenting argument

Outcomes

On completion of this unit the student should be able to:

- produce a detailed comparison which analyses how two selected texts present ideas, issues and themes
- construct a sustained and reasoned point of view on an issue currently debated in the media

Assessment

Relative weightings of the 2 graded areas of assessment:

School-assessed Coursework Unit 3	25%
School-assessed Coursework Unit 4	25%
End-of-year examination (3 hours)	50%

NB: Booklists will go online in Term 4 and delivery will take place at the end of the year. Current students can collect from PLC Shop.

Geography

– Units 1 and 2

Geography provides a pathway for exploring global environments and the interactions of humans with those environments. A geographic lens allows students to investigate the world in multiple ways, using a variety of academic theory and practice. VCE Geography helps students to make sense of the world around them. The relationship with their environment is enhanced by fieldwork activities.

Prerequisites: none

Unit 1. Hazards and Disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

Areas of Study

- Characteristics of hazards
- Response to hazards and disasters

Outcomes

On completion of this unit the student should be able to:

- analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales
- analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 2. Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

Areas of Study

- Characteristics of tourism
- Impact of tourism

Outcomes

On completion of this unit the student should be able to:

- analyse, describe and explain the nature of tourism at a range of scales.
- to analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

Assessment

Assessment for each unit will comprise tasks selected from the following:

- a fieldwork report of approximately 1,500-2,000 words

and at least one of:

- structured questions
- a case study
- a report
- a folio of exercises

Geography

– Units 3 and 4

Geography provides a pathway for exploring global environments and the interactions of humans with those environments. A geographic lens allows students to investigate the world in multiple ways, using a variety of academic theory and practice. VCE Geography helps students to make sense of the world around them. The relationship with their environment is enhanced by fieldwork activities.

Prerequisites: there are no prerequisites but Geography Units 1 and 2 would be an advantage.

Unit 3. Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water.

Students investigate three major processes that are changing land cover in many regions of the world:

- deforestation
- desertification, and
- melting glaciers and ice sheets.

Areas of Study

- Land use change
- Land cover change

Outcomes

On completion of this unit the student should be able to:

- analyse, describe and explain land use change and assess its impacts.
- analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

Unit 4. Human Population – Trends and Issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Areas of Study

- Population dynamics
- Population issues and challenges

Outcomes

On completion of this unit the student should be able to:

- analyse, describe and explain population dynamics on a global scale.
- analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

Assessment

Relative weightings of the 2 graded areas of assessment:

School-assessed Coursework	50%
End-of-year examination (2 hours)	50%

Global Politics

– Units 3 and 4

Unit 3. Global actors

In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. This helps to develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

Prerequisites: none

Areas of Study

- Global actors
- Power in the Asia-Pacific region

Outcomes

On completion of this unit the student should be able to:

- evaluate the power of key global actors in the twenty-first century and assess the extent to which they achieve their aims
- analyse and evaluate types of power as used by a specific Asia-Pacific state in the region in pursuit of its national interests.

Unit 4. Global challenges

Students examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solve them.

Prerequisite: Unit 3 Global Politics

Areas of Study

- Ethical issues and debates
- Global crises

Outcomes

On completion of this unit the student should be able to:

- analyse two global ethical issues from a range of perspectives, and evaluate the effectiveness of global actors' responses to these issues
- analyse and explain two contemporary global crises and evaluate the effectiveness of responses to these

Assessment

Relative weightings of the 3 graded areas of assessment:

- School-assessed Coursework Unit 3 25%
- School-assessed Coursework Unit 4 25%
- End-of-year examination Units 3 & 4 50%

Health and Human Development

– Units 1 and 2

This study provides students with a broad understanding of health and wellbeing as a concept with varied and evolving perspectives. Students are encouraged to consider their own health as individuals and examine their personal perspectives and priorities, along with the complex interplay of influences that impact their health and wellbeing. Unit 1 enables students to identify and explain the multiple dimensions of health and wellbeing, explore food and nutrition, and identify the consequences of dietary imbalances, food choices and food practices. Students will also investigate and evaluate food selection models that are designed to promote healthy eating. Unit 2 focuses on transitions in health and considers the factors that contribute to health, wellbeing and development during various stages of the lifespan. Students will investigate Australia's health system and examine the issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence and robotics.

Prerequisites: none

Unit 1. Understanding health and wellbeing

Areas of Study

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

Outcomes

On completion of this unit the student should be able to:

- explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth
- apply nutrition knowledge and tools to the selection of food and evaluation of nutrient information
- interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail

Unit 2. Managing health and development

Areas of Study

- Developmental transitions
- Health care in Australia

Outcomes

On completion of this unit the student should be able to:

- explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept
- describe how to access Australia's health system, explain how it promotes health and wellbeing in the local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies

Assessment

Assessment for each unit will comprise tasks selected from the following:

- a case study analysis
- a data analysis
- a visual presentation such as annotated poster or digital presentation
- a written report
- structured questions such as a test

Health and Human Development

– Units 3 and 4

This study provides students with an understanding of the health, wellbeing and development of Australians from a global perspective, and examines the key concepts on achieving sustainable improvements in health and human development. Unit 3 explores the health of Australians in relation to the rest of the world and investigates the role of the Australian health system in promoting health and wellbeing. Students focus on how Australia's health status is measured and evaluate factors that contribute to variations within population groups in Australia. Unit 4 takes on a global perspective on health and investigates the health status and burden of disease in different countries. Students investigate a range of factors that contribute to health inequality and focus on the Sustainable Development Goals, United Nations and World Health Organization priorities in promoting health on a global scale.

Prerequisites: none

Unit 3. Australia's health in a globalised world

Areas of Study

- Understanding health and wellbeing
- Promoting health and wellbeing

Outcomes

On completion of this unit the student should be able to:

- explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status
- explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies

Unit 4. Health and human development in a global context

Areas of Study

- Health and wellbeing in a global context
- Health and the Sustainable Development Goals

Outcomes

On completion of this unit the student should be able to:

- analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing
- analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs

Assessment

Relative weightings of the 2 graded areas of assessment:

School-assessed Coursework	50%
End-of-year examination (2 hours)	50%

History

– Units 1 and 2

Unit 1. Twentieth Century History 1918 - 1939

After World War 1 new borders, movements and ideologies and new power structures would underpin developments in Europe and Asia. The period after World War 1 was also characterised by significant social and cultural changes in the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism.

Prerequisites: none

Unit 1. Ideology and Conflict

The Great Dictators

Areas of Study

- Germany in the 1920s and 1930s, the rise of Hitler and living under Nazism
- the Soviet state with Stalin as leader and the impact of World War II in the Soviet Union

Outcomes

On completion of this unit the student should be able to:

- the impact of ideologies and events leading to World War 2 in both Germany and Russia
- analyse the social and cultural changes in Germany and USSR between 1920 and 1939

Unit 2. Twentieth Century 1945 - 2000

Area of Study 2 - Challenge and Change

Living in post war Europe and the Middle East

In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. While the Cold War dominated the second half of the twentieth century, political and social challenge and change also occurred in the Middle East based on religion, nationalism, race, gender and human rights. Terrorism took on new dimensions and became increasingly globalised.

Areas of Study

- living in post war Germany and the USSR
- the Arab- Israeli crisis and campaigns by terrorist groups such as Black September and Al Qaeda

Outcomes

On completion of this unit the student should be able to:

- explain the impact of the Cold War on Germany and the USSR
- explain the causes and nature of changes in the Middle East
- analyse the consequences of the Arab- Israeli conflict and the rise of global terrorism

Assessment

- a historical inquiry
- analyses of primary sources
- essays
- analyses of historical interpretations

VCE Subject Descriptions

History

– Units 3 and 4

Australian History

In these VCE units students investigate the way the history of settlement in Australia has brought radical changes to both the original Aboriginal inhabitants and the incoming settlers. From 1788 onwards, people, ideas and events created colonial societies and eventually a new nation that confronted significant challenges and changes in its first century of existence. Four periods of time have been chosen to examine some of the transformative events and processes which changed the nature of Australian society over time and created modern Australia.

Prerequisites: none

Unit 3. Transformations: Colonial society to Nation

Areas of Study

- The reshaping of Port Phillip District/Victoria 1834 – 1860
- Making a people and a nation 1890 - 1920

Outcomes

On completion of this unit the student should be able to:

- analyse the nature of change in the Port Phillip District/Victoria in the period 1834 – 1860
- analyse the visions and actions that shaped the new nation and the changes and continuities to these visions that resulted from participation in World War 1

Unit 4. Transformations: Old Certainties and New Visions

Areas of Study

- Crises that tested Australia 1929 - 1945
- Voices for Change 1965 - 2000

Outcomes

On completion of this unit the student should be able to:

- analyse the social, economic and political consequences of a crisis on the nation
- analyse and evaluate two key social, economic and political changes in late twentieth century Australia

Assessment

Relative weightings of the 2 graded areas of assessment:

School-based Coursework	50%
End-of-year examination)	50%

Revolutions

In these VCE units students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point, bringing about the collapse and destruction of an existing political order. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. In these units, students develop an understanding of the complexity of causes and consequences of revolutions and consider how life changed for those living through dramatic revolutionary moments.

Prerequisites: none

Unit 3. French Revolution

Areas of Study

- Causes of Revolution 1774 - October 1789
- Consequences of Revolution - October 1789 - 1795

Outcomes

On completion of this unit the student should be able to:

- analyse the causes of revolution and evaluate the contribution of significant ideas, events, individuals and popular movements
- analyse the consequences of revolution and evaluate the extent of the change to society

Unit 4. Russian Revolution

Areas of Study

- Causes of Revolution 1896 – October 1917
- Consequences of Revolution - October 1917 – 1927

Outcomes

On completion of this unit the student should be able to:

- analyse the causes of revolution and evaluate the contribution of significant ideas, events, individuals and popular movements
- analyse the consequences of revolution and evaluate the extent of the change to society

Assessment

Relative weightings of the 2 graded areas of assessment:

School-based Coursework	50%
End-of-year examination	50%

Languages Other Than English (LOTE)

French, German, Indonesian Second Language, Chinese Second Language, Chinese Second Language Advanced, Japanese Second Language

– Units 1 and 2

Language studies are designed to enable students to use the spoken and written language to communicate with others, to gain insights into language community, to understand language as a system and to use language for work or personal pursuits.

These studies are based on five areas of learning:

- three prescribed themes (The individual, The language-speaking communities, The changing world)
- a variety of text types
- kinds of writing (personal, informational, imaginative, persuasive and evaluative)
- vocabulary
- grammar

Prerequisites: Unit 1 - Year 10 or equivalent in the relevant language. Unit 2 - Unit 1 or equivalent

Unit 1

Outcomes

On completion of this unit the student should be able to:

- establish and maintain a spoken or written exchange related to areas of personal experience
- listen to, read and obtain information from written and spoken texts
- produce a personal response to a text focusing on real or imaginary experience

Unit 2

Outcomes

On completion of this unit the student should be able to:

- participate in a spoken or written exchange related to making arrangements and completing transactions
- listen to, read and extract and use information and ideas from spoken and written texts
- give expression to real or imaginary experience in written or spoken form

Assessment

Assessment for each unit will comprise tasks selected from the following:

- written tasks: informal and formal letter, email, informal conversation, article, interview, review, personal account, journal entry, short story
- speaking tasks: discussions, role-play, informal conversations, oral presentation, interview
- listening tasks: listening to spoken texts (a variety of text - types) to obtain information and/or reorganise information and ideas
- reading tasks: reading written texts (a variety of text types) to obtain information and/or reorganise information and ideas

– Units 3 and 4

Language studies are designed to enable students to use the spoken and written language to communicate with others, to gain insights into language community, to understand language as a system and to use language for work or personal pursuits.

These studies are based on five areas of learning:

- three prescribed themes (The individual, The language-speaking communities, The changing world)
- a variety of text types
- kinds of writing (personal, informational, imaginative, persuasive and evaluative)
- vocabulary
- grammar

A Detailed Study, based on the sub-topic Language and Culture through Texts, will form part of the assessment in Unit 4.

Prerequisites: Units 1 and 2 or equivalent.

Note:

- Approval to study Chinese, Indonesian or Japanese Second Language is determined by VCAA. Students must complete a form about their background and prior learning of the language and it is on the basis of this information that the student's eligibility for courses will be determined.
- VCAA determines whether a student will qualify for Chinese Second Language or Second Language Advanced from the evidence provided by students on the application. The written examination is different for these two courses, although both courses follow the same study design.

Unit 3

Outcomes

On completion of this unit the student 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 (Chinese Second Language and Advanced, French, German, Indonesian, Japanese)

Outcomes

On completion of this unit the student should be able to:

- analyse and use information from written texts and translate part of texts into English
- respond critically to spoken and written texts which reflect aspects of the language and culture

Assessment

Relative weightings of the 3 graded areas of assessment:

School-assessed Coursework	50%
End-of-year oral examination	12.5%
End-of-year examination (2 hours)	37.5%

Languages Other Than English (LOTE)

Latin

– Units 1 and 2

Students have the opportunity to read from the literature that forms the basic cultural heritage of Western European society. Roman writers offer them the wit and wisdom of civilised thought in the Golden Age of classical Latin.

Prerequisites: satisfactory completion of Year 10 Latin.

Areas of Study

The areas of study comprise grammar, vocabulary and translation of texts. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way. While there is no prescribed vocabulary list, it is expected that students will be familiar with the range of vocabulary presented in their Latin reading.

Unit 1

Outcomes

On completion of this unit the student should be able to:

- manipulate basic accidence and syntax in Latin sentences
- demonstrate an understanding of the content of a seen passage accurately
- accurately read aloud a passage of Latin

Unit 2

Outcomes

On completion of this unit the student should be able to:

- identify and explain syntax and accidence of words from a seen passage presented in context
- identify main ideas and specific details of content in an unseen passage
- demonstrate understanding of the use and purpose of scansion in Latin poetry
- translate a seen passage with attention to fluency and accuracy

Assessment

Assessment for each unit will comprise tasks selected from the following:

- make changes to syntax and accidence in Latin sentences
- translation of sentences from English to Latin
- translation of a passage of Latin with a focus on accuracy
- response to content questions on a seen Latin passage
- identification and explanation of words which exemplify forms of accidence and syntax in a seen passage
- composition of original sentences based on models from a seen passage
- a written English summary or translation of a passage from an unseen text
- responses to questions on a passage from an unseen text
- written scansion of a passage of Latin poetry
- translation of a seen passage with attention to fluency and accuracy
- write a literary analysis of a seen text
- answer short questions on the literary style of a seen text

– Units 3 and 4

The study of Latin provides students with a key to the literature, history and culture of the Greco-Roman world. Through the study of a variety of original texts, including both historical and philosophical writing, students acquire a knowledge and appreciation of ancient life and culture. An understanding of the form and structure of Latin is also developed further.

Prerequisites: satisfactory completion of Latin Units 1 and 2.

Areas of Study

The areas of study comprise grammar, unseen translation and the translation and analysis of seen texts. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way. While there is no prescribed vocabulary list, it is expected that students will be familiar with the range of vocabulary presented in their Latin reading.

Unit 3

Outcomes

On completion of this unit the student should be able to:

- demonstrate knowledge of accidence and syntax
- demonstrate understanding of content, context, purpose and style in a seen passage
- translate seen and unseen passages with attention to style and shades of meaning

Unit 4

Outcomes

On completion of this unit the student should be able to:

- analyse and explain the literary, stylistic and structural techniques used in Latin texts
- identify and discuss themes and relevant aspects of cultural/historical context in a seen text

Assessment

Relative weightings of the 2 graded areas of assessment:

School-assessed Coursework	50%
End-of-year examination(2 hours)	50%

Legal Studies

– Units 1 and 2

Unit 1 focuses on how criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. In this unit, students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Through a consideration of contemporary cases and issues, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused, and the liability of a party in a civil dispute. Unit 2 focuses on the key differences between criminal law and civil law. Students investigate how laws are enforced, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice.

Prerequisites: none

Unit 1. Guilt and liability

Areas of Study

- Legal foundations
- The presumption of innocence
- Civil liability

Outcomes

On completion of this unit the student should be able to:

- describe the main sources and types of law, and assess the effectiveness of laws
- explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios
- explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Unit 2. Sanctions, remedies and rights

Areas of Study

- Sanctions
- Remedies
- Rights

Outcomes

On completion of this unit the student should be able to:

- explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches
- explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies
- evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

Assessment

Assessment in this unit will be selected from the following:

- folio of exercises
- structured questions
- classroom presentation
- role-play or debate
- report or question-and-answer session

Legal Studies

– Units 3 and 4

Unit 3 focuses on the Victorian justice system and how it 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 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. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Unit 4 focuses on the role of institutions in the making and reforming of laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. 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.

Prerequisites: none

Unit 3. Rights and justice

Areas of Study

- The Victorian criminal justice system
- The Victorian civil justice system

Outcomes

On completion of this unit the student should be able to:

- explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice
- analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system
- to achieve the principles of justice.

Unit 4. The people and the law

Areas of Study

- The people and the Australian Constitution
- The people, the parliament and the courts

Outcomes

On completion of this unit the student should be able to:

- discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making
- discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse
- how individuals, the media and law reform bodies can influence a change in the law.

Assessment

- Relative weightings of 2 graded areas of assessment:
- School-assessed Coursework: 50%
- End-of-year Examination (2 hours): 50%

VCE Subject Descriptions

Literature

– Units 1 and 2

In Unit 1, students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text. In Unit 2, students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between the authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Prerequisites: satisfactory completion of Year 10 English, an ability and desire to read widely and to write fluently.

Unit 1 – Approaches to literature

Areas of Study

- Reading practices
- Ideas and concerns in texts

Outcomes

On completion of this unit the student should be able to:

- respond to a range of texts and reflect on influences shaping these responses;
- to analyse the ways in which a selected text reflects or comments on the ideas or concerns of individuals and particular groups in society.

Unit 2 – Context and connections

Areas of Study

- The text, the reader and their contexts
- Exploring connections between texts

Outcomes

On completion of this unit the student should be able to:

- analyse and respond critically and creatively to the ways a text from a past era and/or different culture comments on the ideas and concerns of individuals and groups in that context;
- compare texts considering the dialogic nature of texts and how they influence each other.

Assessment

Assessment for each unit will comprise tasks from the following:

- An essay (comparative, interpretive, analytical or discursive)
- A debate
- A reading journal
- A close analysis of selected passages
- An original piece of writing responding to a text/s studied
- An oral or written review
- A multimedia presentation
- Participation in an online discussion
- Performance and commentary

At least one of the assessment tasks in Unit 1 must be in oral form.

Literature

– Units 3 and 4

Please note: Units 3/4 Literature will not be offered in 2018. We would anticipate if there are sufficient numbers to offer Literature Units 1/2 in 2018, a Literature Units 3/4 class will be offered in 2019.

Literature Units 1-2

NB: Booklists will go online in Term 4 and delivery will take place at the end of the year. Current students can collect from PLC Shop. Year 11 students new to PLC will have books delivered to their home address.

Mathematics

Course Selection Information

Students who are interested in keeping their options open to study all tertiary courses or who are particularly interested in mathematically-based courses such as some sciences, computing and commerce, should consider the eight-unit mathematics combination. The six-unit course also provides a good basis for further study.

A four-unit course can be done either as a preparation for tertiary courses requiring some mathematical basis or as a combination providing more emphasis on practical application that meets the requirements of courses such as nursing.

	Year 11	Year 12
8 units	Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4 Specialist Mathematics 3 and 4
8 units	Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4 Further Mathematics 3 and 4
6 units	Mathematical Methods 1 and 2 Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4
6 units	Mathematical Methods 1 and 2	Mathematical Methods 3 and 4 Further Mathematics 3 and 4
4 units	Mathematical Methods 1 and 2	Mathematical Methods 3 and 4
4 units	Mathematical Methods 1 and 2	Further Mathematics 3 and 4
4 units	General Mathematics 1 and 2	Further Mathematics 3 and 4

Students who have been in the Year 10 VCE Units 1 and 2 Mathematical Methods acceleration program

	Year 11	Year 12
8 units	Specialist Mathematics 1 and 2 Mathematical Methods 3 and 4	Specialist Mathematics 3 and 4
8 units	Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4 Specialist Mathematics 3 and 4
6 units	Specialist Mathematics 1 and 2	Mathematical Methods 3 and 4

All students in the acceleration program will usually study Specialist Mathematics 1 and 2 in Year 11.

It is to a student's advantage to study a Mathematics course in Year 12 so students who do Mathematical Methods Units 3 and 4 in Year 11 are recommended to do Specialist Mathematics Units 3 and 4 in Year 12.

Students who do well enough in Mathematical Methods and Specialist Mathematics 1 and 2 whilst in Year 11 may be selected to apply to study University Extension Mathematics in Year 12.

Mathematical Methods (CAS)

– Units 1 and 2

In Mathematical Methods (CAS) students develop skills in a variety of areas of mathematics that are then applied to problems in both familiar and unfamiliar contexts. Investigative work complements this, allowing students to develop problem-solving and communication skills as integral components of larger pieces of work. The appropriate use of a computer algebra system and other technology to support and develop the learning of mathematics is incorporated throughout the course.

Prerequisites: a strong background in Mathematics is required.

Unit 1

Areas of Study

- Functions and graphs
- Algebra
- Calculus
- Probability and Statistics

Outcomes

On completion of this unit the student should be able to:

- define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
- apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics;
- use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Unit 2

Prerequisites: Unit 1 of Mathematical Methods or equivalent.

Areas of Study

- Functions and graphs
- Algebra
- Calculus
- Probability and Statistics

Outcomes

On completion of this unit the student should be able to:

- define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
- apply mathematical processes in non-routine contexts and analyse and critically discuss these applications of mathematics
- use a computer algebra system and other technology to develop mathematical ideas, to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Assessment

Assessment for each unit will comprise tasks selected from the following:

- assignments and tests
- summary or review notes
- projects
- short written responses
- problem-solving and modelling tasks

General Mathematics

– Units 1 and 2

In General Mathematics students develop skills in a variety of areas of mathematics which are then applied to problems in both familiar and unfamiliar contexts. Investigative work complements this, allowing students to develop problem-solving and communication skills as integral components of larger pieces of work. Technology is used to support and develop learning is incorporated throughout the course. The emphasis of this course is on practical applications.

Prerequisites: a Year 10 Mathematics is required.

Unit 1

Areas of Study

- Arithmetic and Number – Computational and practical arithmetic
- Algebra and structure – Linear relations and equations
- Statistics
- Discrete Mathematics: Matrices
- Geometry, Measurement and Trigonometry – shape and measurement

Outcomes

On completion of this unit the student should be able to:

- define and explain key concepts in relation to the topics and apply a range of related mathematical routines and procedures
- apply mathematical processes in non-routine contexts and analyse and discuss these applications
- use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Unit 2

Prerequisites: Unit 1 of General Mathematics or Mathematical Methods or equivalent.

Areas of Study

- Graphs of linear and non-linear relations – Linear graphs and models
- Statistics
- Discrete Mathematics – Number patterns and recursion
- Geometry, measurement and trigonometry – Applications of trigonometry
- Arithmetic and number – Financial arithmetic
- Financial Arithmetic – Consumer-related calculations

Outcomes

On completion of this unit the student should be able to:

- define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures
- apply mathematical processes in non-routine contexts and analyse and critically discuss these applications of mathematics in at least three areas of the study
- use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of the study

Assessment

Assessment for each unit will comprise tasks selected from the following:

- assignments and tests
- summary or review notes
- projects
- short written responses
- problem-solving and modelling tasks

Specialist Mathematics 1 and 2

– Units 1 and 2

In Specialist Mathematics students develop skills in a variety of areas of mathematics which are then applied to problems in both familiar and unfamiliar contexts. Investigative work complements this, allowing students to develop problem-solving and communication skills as integral components of larger pieces of work. The appropriate use of technology to support and develop the learning of mathematics is incorporated throughout the course. This course builds upon the material covered in Mathematical Methods Units 1 and 2 to prepare them for the study of Specialist Mathematics Units 3 and 4.

Prerequisites: Mathematical Methods Units 1 and 2 is required or should be studied concurrently.

Unit 1

Areas of Study

- Arithmetic and Number
- Geometry, measurement and trigonometry

Outcomes

On completion of this unit the student should be able to:

- define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures
- apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics in at least three areas of the study
- use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of the study

Unit 2

Prerequisites: Unit 1 of Specialist Mathematics and Mathematical Methods or equivalent and Mathematical Methods Unit 2 which may be studied concurrently.

Areas of Study

- Graphs of linear and non-linear relations – sketching and interpreting linear and non-linear graphs, kinematics
- Geometry, measurement and trigonometry – the algebra of trigonometry
- Statistics

Outcomes

On completion of this unit the student should be able to:

- define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures
- apply mathematical processes in non-routine contexts and analyse and critically discuss these applications of mathematics in at least three areas of the study
- use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of the study

Assessment

Assessment for each unit will comprise tasks selected from the following:

- assignments and tests
- summary or review notes
- projects, problem-solving tasks and modelling tasks

Mathematical Methods (CAS)

– Units 3 and 4

In Mathematical Methods (CAS) students develop skills in a variety of areas of mathematics which are then applied to problems in both familiar and unfamiliar contexts. Investigative work complements this, allowing students to develop problem-solving and communication skills as integral components of larger pieces of work. The appropriate use of technology to support and develop the learning of mathematics is incorporated throughout the course.

Prerequisites: Mathematical Methods Units 1 and 2 or equivalent.

Units 3 and 4

Areas of Study

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

Outcomes

On completion of these units the student should be able to:

- define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
- apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics;
- use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

Relative weightings of the 3 graded areas of assessment:

School-assessed Coursework	34%
End-of-year examination(1 hour)	22%
End-of-year examination(2 hours)	44%

Further Mathematics

– Units 3 and 4

In Further Mathematics students develop skills in a variety of areas of mathematics which are then applied to problems in both familiar and unfamiliar contexts. Investigative work complements this, allowing students to develop problem-solving and communication skills as integral components of larger pieces of work. The appropriate use of technology to support and develop the learning of mathematics is incorporated throughout the course. The emphasis in this course is on practical applications.

Prerequisites: General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2 or equivalent.

Units 3 and 4

Areas of Study

- Data analysis
- Recursion and financial modelling
- Geometry and measurement
- Matrices

Outcomes for Unit 3

On completion of this unit the student should be able to:

- define and explain key concepts as specified in the content from the areas of study, and use this knowledge to apply a range of related mathematical routines and procedures
- select and apply the mathematical concepts, models and techniques as specified in the Areas of Study in a range of contexts and of increasing complexity
- select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Outcomes for Unit 4

On completion of this unit the student should be able to:

- define and explain key concepts as specified in the content from the 'Applications' area of study, and use this knowledge to apply related mathematical procedures to solve routine application problems
- apply mathematical processes in contexts related to the 'Applications' area of study and analyse and discuss these applications of mathematics
- select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches related to the selected modules for this unit from the 'Applications' area of study

Assessment

Relative weightings of the 3 graded areas of assessment:

School-assessed Coursework	34%
End-of-year examination (1.5 hours)	33%
End-of-year examination (1.5 hours)	33%

Specialist Mathematics

– Units 3 and 4

In Specialist Mathematics students develop skills in a variety of areas of mathematics which are then applied to problems in both familiar and unfamiliar contexts. Investigative work complements this, allowing students to develop problem-solving and communication skills as integral components of larger pieces of work. The appropriate use of technology to support and develop the learning of mathematics is incorporated throughout the course. This course prepares students for further mathematical study requiring breadth and depth in background.

Prerequisites: Specialist Mathematics Units 1 and 2, and Mathematical Methods Units 3 and 4 which may be studied concurrently or Year 11 IB Higher Level Mathematics.

Units 3 and 4

Areas of Study

- Functions, relations and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

Outcomes

On completion of these units the student should be able to:

- define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures
- apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics
- select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches

Assessment

Relative weightings of the 3 graded areas of assessment:

School-assessed Coursework	34%
End-of-year examination (1 hour)	22%
End-of-year examination (2 hours)	44%

Music Performance

– Units 3 and 4

Unit 3 focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 4 focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

Prerequisites: 4 years' experience in instrument or voice prior to Year 11, and preferably a minimum Grade 3 in AMEB Theory or equivalent

Unit 3

Areas of Study

- Performance
- Preparing for performance
- Music language

Outcomes

On completion of this unit the student should be able to:

- prepare and perform informed interpretations in a program of group and solo works, and demonstrate a diverse range of techniques, expressive qualities and understanding of a wide range of music styles and performance conventions
- demonstrate and discuss techniques relevant to refining the performance of selected works
- identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works

Assessment

School-assessed Coursework 20%

Unit 4

Areas of Study

- Performance
- Preparing for performance
- Music language

Outcomes

On completion of this unit the student should be able to:

- prepare and perform informed interpretations in a program of group and solo works, and demonstrate a diverse range of techniques, expressive qualities and understanding of a wide range of music styles and performance conventions
- demonstrate and discuss techniques relevant to refining the performance of selected works
- identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works

Assessment

Relative weightings of the 3 graded areas of assessment:

School-assessed Coursework	10%
External end-of-year performance examination	50%
External end-of-year aural and written examination	20%

VCE Subject Descriptions

Physical Education

– Units 3 and 4

This study provides students with a contemporary understanding of the theoretical underpinnings of performance. Unit 3 introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students examine how the correct application of biomechanical and skill acquisition principles lead to greater efficiency when analysing movement skills to improve performance. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery. In Unit 4 students study how improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate their knowledge and understanding of training. Students undertake an activity analysis, determine the required fitness components, participate in fitness testing, and design and participate in a training program to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional and psychological strategies to gain advantage over the competition. Students learn to evaluate critically different techniques and practices that can be used to enhance performance and examine the training adaptations that occur as a result of training.

Prerequisites: none

Unit 3. Movement skills and energy for physical activity

Areas of study

- How are movement skills improved?
- How does the body produce energy?

Outcomes

On completion of this unit the student should be able to:

- collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles
- use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur and explain the factors causing fatigue and suitable recovery strategies

Unit 4. Training to improve performance

Areas of Study

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Outcomes

On completion of this unit the student should be able to:

- analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy systems requirements of the activity
- participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components

Assessment

Relative weightings of the 2 graded areas of assessment:

School-assessed Coursework	50%
End-of-year examination (2 hours)	50%

Physics

– Units 1 and 2

It has always been part of the human condition to marvel at the world we live in and to ask why the world should be that way. Physics has developed its own methods and procedures for this way of speculating about the world. Some of the developments and ideas arising from physics have influenced the course of history and philosophy, and physics has led to developments in technology. In each area of study, key concepts of physics are explored in context. The contexts consist of groups of related situations, phenomena, technological applications and social issues, all of which are likely to be encountered by students now or in the future.

Prerequisites: none

Unit 1 What ideas explain the physical world?

Areas of Study

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

Outcomes

On completion of this unit the student should be able to:

- Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts
- Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community
- Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms

Unit 2 What do experiments reveal about the physical world?

Prerequisites: none, Unit 1 preferred

Areas of Study

- How can motion be described and explained?
- Options: Students choose one of 12 focus studies related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound or sports science
- Practical investigation

Outcomes

On completion of this unit the student should be able to:

- investigate, analyse and mathematically model the motion of particles and bodies
- Apply concepts related to the chosen option to describe, explain and analyse the physics principles under investigation
- Design and undertake an investigation of a physical question related to the scientific enquiry process of data collection and analysis, and draw conclusions based on evidence from the collected data

Assessment

Assessment for each unit will comprise tasks selected from the following:

- practical work; including written reports, annotated folios and/or summary reports
- data analysis and/or modelling tasks
- tests

Physics

– Units 3 and 4

Unit 3 explores the importance of energy in explaining and describing the physical world. Students examine the production and delivery of electricity. They consider the field model that has enabled an understanding of why objects move. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. Students explore the interactions, effects and applications of gravitational, electric and magnetic fields. They use Newton's laws to investigate motion in one and two dimensions and Einstein's theories of the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world. In Unit 4, students explore the use of wave and particle theories to model the properties of light and matter. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Prerequisites: Students are advised to take Physics Unit 2.

Unit 3 How do fields explain motion and electricity?

Areas of Study

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

Outcomes

On completion of this unit the student should be able to:

- Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites
- Analyse and evaluate an electricity generation and distribution system
- Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

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

Areas of Study

- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation

Outcomes

On completion of this unit the student should be able to:

- Apply wave concepts to analyse, interpret and explain the behaviour of light
- Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence
- Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster

Assessment

Relative weightings of the graded areas of assessment:

Unit 3 school-assessed Coursework	21%
Unit 4 school-assessed Coursework	19%
End-of-year examination (2.5 hours)	60%

Psychology

– Units 1 and 2

In Unit 1 students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours. In Unit 2 students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Prerequisites: None

Unit 1: How are behaviour and mental processes shaped?

Areas of Study

- How does the brain function?
- What influences psychological development?
- Student-directed research investigation

Outcomes

On completion of this unit the student should be able to:

- describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
- identify the varying influences of nature and nurture on a person's psychological development and explain different factors that may lead to typical or atypical psychological development.
- investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

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

Areas of Study

- What influences a person's perception of the world?
- How are people influenced to behave in particular ways?
- Student-directed practical investigation

Outcomes

On completion of this unit the student should be able to:

- compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
- identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
- design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence collected from data.

Assessment

Assessment for each unit will include the report of an investigation; various formats can be used – for example, a scientific poster. In addition, assessment will include tasks chosen from:

- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a logbook of practical activities
- a model structure of the brain
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response
- a reflective learning journal/blog related to selected activities or in response to an issue

Please note: In 2018 **one class only** will be offered if sufficient numbers of students choose this study.

Studio Arts

– Units 1 and 2

Unit 1 focuses on using sources of inspiration and ideas as the basis for making artworks. It explores a range of applications and techniques for developing and translating ideas, observations and experiences into artworks using computer technology. Students explore ways in which other artists have also followed this process. Unit 2 focuses on establishing and using a design process to produce artworks using computer technology. This includes the use of sources of inspiration, experimenting with applications, materials and techniques and developing aesthetic qualities, directions and solutions before producing final artworks. Students also develop skills in the visual analysis of artworks from different times and cultures, to understand artists' ideas and the creation of aesthetic qualities and identifiable styles.

Prerequisites: none, although good computer skills and/or an Art elective at Years 9 or 10 will provide a strong background.

Unit 1. Studio inspiration and techniques

Areas of Study

- Researching and recording ideas
- Studio Practice
- Interpreting art ideas and use of materials and techniques

Outcomes

On completion of this unit the students should be able to:

- source inspiration, identify individual ideas and use a variety of methods to translate these into visual language
- explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks
- discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks

Unit 2. Design exploration and concepts

Areas of Study

- Exploration of studio practice and development of artworks
- Ideas and styles in artworks

Outcomes

On completion of this unit the students should be able to:

- develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks
- analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles

Assessment

Unit 1:

- Produce a written outline for artwork using digital media
- Maintain a visual diary detailing exploratory work, sources of ideas and inspiration and the use of a variety of materials and techniques
- At least one finished artwork
- One short answer written assignment and one extended response written assignment

Unit 2:

- Undertake an exploration proposal that includes a written proposal, recording of exploration and development in a visual diary and produces at least one finished artwork using digital media
- One short answer written assignment and one extended response written assignment

Studio Arts

– Units 3 and 4

Unit 3 focuses on using a design process to produce a folio of artworks. Students write a proposal to define an area of exploration, and explore and develop their ideas to produce a number of potential directions. Students investigate how artists respond to different stimuli, materials and techniques and study the work of other artists. Unit 4 focuses on the production of a cohesive folio of finished artworks. Students present visual and written documentation explaining how potential directions from Unit 3 will be used to produce a folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of aims, ideas and aesthetics. This unit also explores the use of Appropriation in art and relevant copyright issues, the role of galleries and methods and considerations involved in the preparation of, presentation and conservation of artworks.

Prerequisites: none, although good computer skills and Studio Arts Units 1 and 2 are recommended.

Unit 3. Studio practices and processes

Areas of Study

- Exploration proposal
- Studio process
- Artists and studio practices

Outcomes

On completion of this unit the students should be able to:

- prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be undertaken
- present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal
- discuss art practices in relation to particular artworks and analyse ways in which artists develop their styles

Unit 4. Studio practices and art industry contexts

Areas of Study

- Exploration proposal
- Evaluation
- Art industry contexts

Outcomes

On completion of this unit the students should be able to:

- present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student's ideas
- provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works
- examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks

Assessment

Relative weightings of the 4 graded areas of assessment:

School-assessed Coursework 1	5%
School-assessed Coursework 2	5%
School-assessed Tasks Units 3 & 4	60%
End-of-year examination (1.5 hours)	30%

Theatre Studies

– Units 1 and 2

In VCE Theatre Studies, students interpret playscripts and produce theatre for a range of audiences. Through practical and theoretical engagement with playscripts from the pre-modern era to the present day, students gain an understanding and appreciation of the role and place of the practitioner in theatre, both as the actor and designer. Unit 1 focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era (works up to 1920). Students focus on identifying and describing the distinguishing features of pre-modern theatre as well as applying acting and other stagecraft to interpret playscripts from a variety of historical theatrical styles. This unit provides opportunities for students to enhance their acting and design skills. Students analyse and evaluate both their own and others' work, including the work of professional theatre practitioners. Unit 2 moves the focus into performance and theatrical styles from 1920 to the present. Students work primarily in a practical approach, exploring the acting techniques and design elements of different contexts. This unit allows students to explore both naturalistic and non-naturalistic acting skills that are used to create meaning in theatre for contemporary audiences. Students continue to develop their analytical and evaluative skills through exploring professional theatre work.

Prerequisites: Drama elective in Year 9 and/or Year 10 recommended but not compulsory.

Unit 1. Theatrical styles of the pre-modern era

Areas of Study

- Pre-modern theatre
- Interpreting playscripts
- Analysing a play in performance

Outcomes

On completion of this unit the student should be able to:

- identify and describe the distinguishing features of pre-modern theatre playscripts
- apply acting and other stagecraft to interpret playscripts from plays of the pre-modern era
- analyse a play in performance from the pre-modern era

Unit 2. Theatrical styles from the modern era

Prerequisites: Unit 1 or Year 10 Drama elective.

Areas of Study

- Modern theatre
- Interpretation through stagecraft
- Analysing a play in performance

Outcomes

On completion of this unit the student should be able to:

- identify and describe the distinguishing features of playscripts from the modern era
- apply stagecraft to interpret playscripts from the modern era
- analyse and evaluate stagecraft in the performance of a play from the modern era

Assessment

Assessment for each unit will comprise tasks selected from the following:

- Performance interpretation through the use of stagecraft
- Analytical exercises
- Written reports exploring different theatrical performance styles
- Oral presentations
- Tests

Theatre Studies

– Units 3 and 4

In this unit, students develop an interpretation of a playscript using the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscripts. Students analyse and evaluate the interpretation of a written playscript in production. Unit 4 students study a scene and associated monologue from the VCAA Theatre Studies Stagecraft Examination Specifications. They develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. They continue to work on the analysis and evaluation of acting skills in a professional production.

Prerequisites: Theatre Studies Unit 1 and/or Unit 2 highly recommended.

Unit 3. Playscript Interpretation

Areas of Study

- Production processes
- Theatrical interpretation
- Production analysis

Outcomes

On completion of this unit the student should be able to:

- apply stagecraft to interpret a playscript for performance to an audience
- document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation
- analyse and evaluate the interpretation of a written playscript in production to an audience

Unit 4. Performance interpretation

Areas of Study

- Monologue interpretation
- Scene interpretation
- Performance analysis

Outcomes

On completion of this unit the student should be able to:

- interpret a monologue from a playscript and justify their interpretive decisions
- develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene
- analyse and evaluate acting in a production from the prescribed playlist

Assessment

Relative weightings of the 3 graded areas of assessment:

School-assessed Coursework	45%
End-of-year written examination	30%
End-of-year stagecraft examination	25%

IB Mission Statement

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile

The IB Learner Profile is the IB mission statement translated into 10 attributes valued by IB World Schools. The aim of the IB Diploma Programme is to develop internationally minded people, who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference to the lives of others and in the world around us.
Courageous	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

International Baccalaureate

The International Baccalaureate Diploma

The International Baccalaureate Diploma is a two-year, pre-university certificate designed and administered by the International Baccalaureate. The Diploma Programme offers a broad education incorporating all major disciplines. It opens up pathways to local, interstate and overseas universities.

The IB curriculum comprises six subject groups and students must choose one subject from each group to study over the two years. In Year 12, three of the six subjects must be taken at Standard Level and three at Higher Level. Higher Level subjects allow for greater depth of study.

Group 1	Language A – Literature	English (other Languages by arrangement*)
Group 2	Language B – Language Acquisition	English, French, German, Indonesian, Japanese, Mandarin Classical Languages – Latin
Group 3	Individuals and Societies	Economics, Geography, History
Group 4	Sciences	Biology, Chemistry, Physics
Group 5	Mathematics	Mathematics
Group 6	The Arts	Visual Arts, Music or a second subject from Group 3 or 4

* – any costs incurred for these classes or tutorials would be borne by the student's family.

Theory of Knowledge (TOK)

The Theory of Knowledge course, a key element of the IB Diploma Programme, encourages critical thinking about knowledge itself, to try to help students make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge? The course aims to help students discover and express their views on knowledge questions. It encourages students to share ideas with others and listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections are made between knowledge encountered in different subjects and distinctions between different kinds of knowledge may be clarified.

Creativity, Activity and Service (CAS)

Over the two-year period, all students must spend approximately 150 hours engaged in CAS with a balance across the three areas of CAS. A very wide range of Creative experiences including music, drama, art, debating, etc. is available. Activity includes competitive and non-competitive sport, camping, bushwalking, etc. Service requires involvement in providing assistance both within and outside the school community. Combined and ongoing experiences are encouraged over 'one-off' type experiences. It is the responsibility of each student to organise and document her individual CAS program, in consultation with the CAS Co-ordinator.

Extended Essay (EE)

The extended essay of 4000 words offers the opportunity to investigate a topic of special interest in one of the selected IB subjects. The process begins during Term 2 of Year 11 and is completed by the end of Semester 1 of Year 12. Each student is allocated a supervisor, but the emphasis is on the independent research and experience in academic writing skills.

Award of the IB Diploma	<p>To qualify for the award of the IB Diploma, students must:</p> <ul style="list-style-type: none"> • gain a satisfactory mark in the six subjects • complete an Extended Essay of no more than 4000 words in any selected subject of the IB curriculum • complete all requirements of the Theory of Knowledge course • complete all requirements of the CAS program
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In addition, students undertake one lesson per cycle in each of Faith and Life (FAL) and Physical Recreation at Years 11 and 12.

Assessment

Assessment of subjects is based on a combination of internal assessment and external examinations at the end of Year 12. Within each subject, examinations for Higher Level are longer and more challenging than those for Standard Level.

Each subject is graded on a scale from 1 (Very poor performance) to 7 (Excellent performance). Up to 3 additional points may be gained by a very good performance in the Extended Essay and the Theory of Knowledge.

Hence the maximum possible score is 45 points. The IB score will be used by VTAC to calculate a student's Notional ATAR.

Fees

To cover the cost of some special IB events, external examinations and associated administration, IB students pay an additional fee of approximately SGD1050. There will also be a charge for the TOK Camp held in Year 11.

Course Planning

Students choose their Higher Level subjects towards the end of Term 3 of Year 11. For Mathematics, however, the College encourages students to make their choice at the beginning of Semester 1 of Year 11. The IB Diploma Programme is academically rigorous and a review process may be established in Semester 1 of Year 11 for students experiencing difficulty with the work load and academic expectations. It is possible at the end of both Semesters 1 and 2 of Year 11 for students to transfer to the VCE with credits. Girls should, however, consult with their Maths and English teachers in Year 10 to be guided in the decision to take the IB Diploma.

Is the IB suitable for you?

A successful PLC IB student needs to be:

- Possessing strong English skills
- Proficient in Mathematics
Maths SL min: Successful in Year 10 PLC Band 1 Maths or equivalent course
Maths HL min: Successful in Year 10 PLC Extension Maths or equivalent course
- A competent performer in examination situations ie. good Year 10 Examination performance in all core subjects
- A strong academic all rounder as they must undertake a science subject, a humanities subject and a second language subject
Minimum B Grade on Year 10 reports for these subjects.
- Possessing a high work ethic and work practices; in particular, being able to work steadily and routinely on class work and work for assessment

IB Subject Descriptions

Group 1: Language A: Literature

English

The Language A course aims to develop the students' knowledge and appreciation of English literature, as well as an awareness and appreciation of the literature of other cultures.

Prerequisites: Standard and Higher Level: an ability and desire to read widely and a very high standard of written and oral English in Year 10. The capacity to work independently on core elements of the course is essential.

Standard Level

Content

The same program as Higher Level is studied (see below), except that in Part 1, only 2 works are studied, in Part 2 only 2 works are studied, and in Part 3, only 3 works are studied.

Higher Level

Content

Part 1: Works in translation - 3 works in translation from the prescribed literature in translation list

Part 2: Detailed study – 3 works, each of a different genre (one of which must be poetry), chosen from the prescribed list of authors (PLA)

Part 3: Literary Genres – 4 works of the same genre, chosen from the prescribed list of authors (PLA)

Part 4: Options – 3 works chosen by the College.

Assessment – Standard and Higher Level

External

Written examination	45%
Written assignment	25%

Internal

Individual oral commentary	15%
Individual oral presentation	15%

Note: Some students choose to study a language other than English for Language A. These arrangements must be discussed with the IB Co-ordinator, Mr Francis.

NB: Booklists will go online in Term 4 and delivery will take place at the end of the year. Current students can collect from PLC Shop. Year 11 students new to PLC will have books delivered to their home address.

Group 2: Language B: Language Acquisition

Classical Languages – Latin

The Classical Languages course introduces students to the language, literature and culture of Ancient Rome. The course also involves studying the historical development and wider cultural achievements of the Romans, whose political, religious and legal principles still inform the thinking of many peoples around the world. In all the classical languages it is a fundamental principle that the surviving texts should be studied in the original language, and that linguistic skills should lie at the heart of the course, since it is only through the understanding of the workings of a language that true intellectual contact can be made with the peoples of the past.

Prerequisites: satisfactory completion of Year 10 Latin to a high level.

Standard and Higher Level - Content

Part 1: Study of the Language

Study of one or two prescribed authors to develop language skills. Students will be required to translate unseen passages from that author.

Part 2: Genre study

A detailed study of two genres, in the original language (with supplementary reading in translation) chosen from five prescribed genres.

Part 3: Individual Study

Research dossier - An annotated collection of source materials relating to a topic in classical history, literature, language, religion, mythology, art, archaeology or some aspect of classical influence.

Assessment – Standard and Higher Level

Written Examination – Part 1	35%
Written Examination – Part 2	45%
Research Dossier	20%

English, French, German, Japanese, Indonesian, Mandarin

The Language B program aims to develop the student's ability to understand and communicate effectively in speech and in writing in a range of contexts and to offer insights into the culture of the countries in which the language is spoken.

Prerequisites: A high standard achieved in Year 10 of selected language.

Standard and Higher Level - Content

Students are introduced to a variety of texts, including literary ones, on a selection of topics. The skills, which are developed through themes, are text-handling (comprehension, grammatical and vocabulary exercises), written production, understanding spoken language and Interactive oral skills.

Assessment – Standard and Higher Level

Written Examination	50%
- Text handling	(25%)
- Written production	(25%)
Written Assignment	20%
Oral	30%
- Internally assessed	(10%)
- Externally assessed	(20%)

Note: Occasionally some students need to study a Language B, which is not offered in our core curriculum. This is usually arranged on a tutorial basis. These arrangements must be discussed with the IB Co-ordinator, Mr Francis.

Group 3: Individuals and Societies

Economics

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made for the satisfaction of human wants. As a social science, Economics uses scientific methodologies that include quantitative and qualitative elements.

In particular, the course emphasises the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not studied in a vacuum—rather, they are applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the Economics course, as students are required to consider and reflect on human goals and values.

Finally, students are encouraged to develop international perspectives, foster a concern for global issues and the subject should raise students’ awareness of their own responsibilities at local, national and international levels. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating shared responsibility as citizens of an increasingly interdependent world.

Standard and Higher Level

Content

The four parts of the course are the same for both Standard and Higher Level.

- Microeconomics
- Macroeconomics
- International economics
- Development economics

In addition HL students will also complete additional content in topics such as:

- Theory of the Firm
- Price Discrimination
- Economic integration
- Balance of Payments
- Terms of Trade

Assessment – Higher Level

Examinations (3 papers)	80%
Media commentaries x 3 (internal assessment)	20%

Assessment – Standard Level

Examinations (2 papers)	80%
Media commentaries x 3 (internal assessment)	20%

Geography

Geography is the study of the way things are arranged over the Earth's surface. The geographer observes these arrangements, records what is seen, and processes this information into a summary form, using maps and other graphic representations. Having established patterns of distribution, Geography attempts to explain why these patterns exist. It is then possible to predict future distributions assuming the same factors continue to operate. This leads geographers into such fields as planning and resource management.

The study of Geography links the humanities and the sciences since the activities of people have an impact on natural and man-made environments. Natural curiosity and excitement about different places is encouraged through greater understanding of, and respect for, different cultures. The variety of case studies in Geography range from local through regional to national and global scales.

Standard and Higher Level

Part One

Standard Level Students study two optional themes:

- Oceans and coastal margins
- Leisure, tourism and sport

Higher Level Students are required to complete **three** optional themes:

- Oceans and their coastal margins
- Leisure, sport and tourism
- Geophysical hazards

Part Two

Standard and Higher Level students complete the core theme study of:

- Geographic Perspectives – Global Change
- Population distribution – changing population
 - Global climate – vulnerability and resilience
 - Global resource consumption and security

Part Two HL Core Extension

Higher Level students are required to complete a study of:

- Geographic Perspectives – Global Interactions
- Power, places and networks
 - Human development and diversity
 - Global risks and resilience

Assessment – Higher Level

Examinations	80%
Internal Assessment (1 fieldwork report of 2500 words)	20%

Assessment – Standard Level

Examinations	75%
Internal Assessment (1 fieldwork report of 2500 words)	25%

IB Subject Descriptions

History

This course concentrates on European and Asian History from the mid-nineteenth to the late-twentieth centuries. It includes studies of Hitler's Germany, Mussolini's Italy and Mao's China. It gives special attention to international relations, with the major focus on the main European and Asian powers and their political, social, military and diplomatic relations. The origins, course and consequences of international and European conflicts are examined in depth.

Prerequisites: Students should enjoy History and have achieved good results in History in Years 9 and 10.

Standard Level

Content

Your teacher will select one of these topics:

- The move to global war: This topic focuses on Japanese expansion in East Asia (1931-1941) and German and Italian expansion (1933-1940)
- Rights and protest: This topic focuses on Civil Rights in the USA (1954-1965) and Apartheid South Africa (1948-1964)

Your teacher will select two of these topics:

- Causes and effects of 20th century wars
- Authoritarian States (20th century): Germany under the Nazis; USSR under Stalin; Communist, China under Mao; Italy under Mussolini
- The Cold War: Superpower tensions and rivalries (20th century)

Higher Level

For students who elect to do History at Higher Level, a special regional study of Europe is covered.

Content

Your teacher will select three of these topics:

- Imperial Russia revolution and the establishment of the Soviet Union (1855 – 1924)
- Europe and the First World War (1871-1918)
- European States in the inter-war years (1919 – 1939): Germany, Italy and Spain
- Versailles to Berlin: Diplomacy in Europe (1919-1945)

Internal Assessment

Students complete a 2,200 word historical investigation into a topic of their choice.

Assessment – Higher Level

Written Examinations	80%
Internal Assessment	20%

Assessment – Standard Level

Written Examinations	75%
Internal Assessment	25%

Group 4: Experimental Sciences

Biology

Biology is the study of life. The vast diversity of species makes Biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro, using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment. IB Biology at the Diploma level seeks to study this diversity and universality in two years at Standard or Higher Level.

Prerequisites: Year 10 Science.

Standard and Higher Level

The two year Biology Diploma Program consists of common core material for both Higher and Standard Levels, additional core material for Higher Level, one optional topic and a requirement of between 40 - 60 hours of practical work which includes an individual investigation for assessment of 10 hours and the Group 4 project of 10 hours.

Core Content

- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology

For Higher Level students, each topic is extended with additional material.

Higher Level:

- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and evolution
- Animal physiology

Option – One of:

- Neurobiology and behaviour
- Biotechnology and bioinformatics
- Ecology and conservation
- Human physiology

The Group 4 Project

Both Standard and Higher Level Biology students combine with other sciences to complete a project in which each discipline makes a unique contribution.

Assessment – Standard and Higher Level

Written Examinations	80%
Internal Assessment	20%
(Individual investigation and Group 4 project)	

Chemistry

Chemistry is a science concerned with the study of the materials of our environment, their properties and the way in which they react with each other. Laboratory work is emphasised and accounts for approximately 25% of course time.

Prerequisites: Year 10 Science.

Standard and Higher Level

The Chemistry program consists of common core material for both Standard and Higher Level, additional core material for Higher Level students, option work and the Group 4 project.

Core Content

- Stoichiometry relationships
- Atomic structure
- Periodicity
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and data processing

For Higher Level students, each topic is extended with additional material.

Options

All students are required to study one option.

Option Topics

- Materials
- Biochemistry
- Energy
- Medicinal chemistry

The Group 4 Project

Both Standard and Higher Level Chemistry students combine with other sciences to complete a project in which each discipline makes a unique contribution.

Assessment – Standard and Higher Level

Written Examinations	80%
Internal Assessment	20%
(Individual investigation and Group 4 project)	

IB Subject Descriptions

Physics

Physics seeks to describe the way that the Universe operates; from atoms to galaxies, how objects move and exert forces on each other. Knowledge of these interactions enables us to predict the outcome of a huge range of phenomena and to build devices that work because of our understanding of the interactions.

Prerequisites: Year 10 Science.

Standard and Higher Level

The Physics program consists of common core material for both Standard and Higher Level, (with additional core material for Higher Level), option work and the Group 4 project.

Core Content

- Measurement and uncertainty
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

Additional for Higher Level students

- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum and nuclear physics

Practical Work

Students will be required to perform and write up practical work on a regular basis. This work is most important in enhancing understanding of the methodology and content of Physics. This practical work forms the Internal Assessment for the subject.

Options

Standard Level and Higher Level students are required to study one option. The options are chosen by the teacher and are chosen from the list below.

Option Topics:

- Relativity
- Engineering physics
- Astrophysics
- Imaging

The Group 4 Project

Both Standard and Higher Level Physics students combine with other sciences to complete a project in which each discipline makes a unique contribution.

Assessment – Standard and Higher Level

Written Examinations	80%
Internal Assessment	20%

(Individual investigation and Group 4 project)

Group 5: Mathematics

Mathematics

Mathematics Standard Level is designed to provide a background of mathematical thought and a reasonable level of technical ability. It will provide a sound mathematical basis for those intending to pursue tertiary studies in Chemistry, Economics, Geography, Business Studies, etc. It is equivalent in difficulty to VCE Mathematical Methods.

Mathematics Higher Level is designed for candidates with a very good background and ability in mathematics. It is an intensive course requiring a substantial background of presumed knowledge and is equivalent to doing two mathematics in Years 11 and 12. It will cater for those students with a genuine interest in mathematics and who enjoy meeting its challenges and problems. Those intending to study Mathematics, Physics, Engineering or Computer Science at university will find it helpful.

Two courses are offered to cater for different groups of students.

Prerequisites: high standard of Mathematics achieved in Year 10.

Standard Level

Content

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus

Mathematical Exploration

This is a single piece of written work that involves investigating an area of mathematics. The final report should be approximately 6 to 12 pages long. Students will have time in and out of class to complete their report. The aim is to allow students the opportunity to develop an area of interest to them without time constraints, as in examinations.

Assessment - Standard Level

Written examinations (2 papers)	80%
Mathematical Exploration	20%
(Internally assessed, externally moderated)	

Higher Level

Content

Part 1: Compulsory Core

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus

Part 2: Optional Topics (one will be chosen)

- Statistics and probability
- Sets, relations and groups
- Discrete mathematics
- Calculus

Mathematical Exploration

This is a single piece of written work that involves investigating an area of mathematics. The final report should be approximately 6 to 12 pages long. Students will have time in and out of class to complete their report. The aim is to allow students the opportunity to develop an area of interest to them without the time constraints, as in examinations.

Assessment - Higher Level

Written Examinations (3 papers)	80%
Mathematical Exploration	20%
(Internally assessed, externally moderated)	

IB Subject Descriptions

Group 6: The Arts

Music

Music seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. They develop skills through musical perception, listening, performing and composing.

Prerequisites: there are no prerequisites for entry. However it is strongly advised that students should have had at least three years of experience on a musical instrument or in voice and be at approximately fifth grade standard.

Standard Level

Content

This is designed for the student who has a background in musical performance. There are three options: solo performance, group performance and composition. In each case students study music perception and analysis which involve the study of two prescribed works, study of musical genres and styles from both Western and non-Western Music, 16th Century to Modern Music, along with a musical investigation chosen by the student.

Assessment – Standard Level

Written/Listening examination	30%
Musical investigation	20%
Creating)	
or)	
Solo performing)	50%
or)	
Group performing)	

Higher Level

Content

This is designed for the specialist music student with a background in musical performance and composition who may wish to pursue music at the tertiary level. Three areas are covered: musical perception and analysis, solo performance and composition. Musical perception and analysis covers the study of two prescribed works, a study of musical genres and styles from both Western and non-Western music, 16th Century to Modern Music, together with a musical investigation chosen by the student.

Assessment – Higher Level

Written/Listening Examination	30%
Musical Investigation	20%
Creating	25%
Solo Performing	25%

Visual Arts

The IB Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art makers. As well as exploring and comparing visual arts from different perspectives and in different contexts, students also engage in, experiment with, and reflect upon contemporary art practices and media.

Students actively explore the visual arts within and across a variety of local, regional, national and international and intercultural contexts. Through inquiry, investigation, reflection and creative application, students develop an appreciation for expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Prerequisites: a strong pass in a Year 10 Art subject.

Core Areas:

The HL and SL course is formed from three inter-linking areas.

Visual Arts in Context

- Be informed about the wider world of the visual arts and begin to understand and appreciate the cultural contexts within which they produce artworks
- Observe the conventions and techniques of artworks they investigate, thinking critically and experimenting with techniques, and identifying possible uses within their own art-making practice
- Investigate artworks from a variety of cultural contexts and develop informed responses to the artwork they have seen and experienced

Visual Arts Methods

- Understand and appreciate that a diverse range of media, processes, techniques and skills are required in making of visual arts, and how and why they evolved
- Engage with the work of others in order to understand the complexities associated with different art-making methods and use this inquiry to inspire their own experimentation and art-making practice
- Understand how a body of work can communicate meaning and purpose for different audiences

Communicating Visual Arts

- Understand the many ways in which visual arts can communicate and may influence the manner in which individual artworks are valued and understood
- Produce a body of artwork through a process of reflection and evaluation and select artworks for exhibition, articulating the reasoning behind their choices and identifying the ways selected works are connected
- Explore the role of the curator; acknowledging that the concept of an exhibition is wide ranging, encompasses many variables and most importantly, the potential impact on audiences and viewers

These core areas are investigated through the exploration of:

- Theoretical practice
- Art-making practice
- Curatorial practice

Over the two years students maintain a Visual Arts Journal. This is used to document:

- art-making skills and techniques
- personal reflections
- creative areas for exploration and development
- responses to artists and their work

Assessment Tasks (Higher and Standard Level)

There is no written examination in Visual Arts.

Comparative Study - External SL/HL - 20%

Analyse and compare different artworks by different artists. This independent, critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

Process Portfolio - External SL/HL - 40%

Students submit carefully selected materials which show evidence of their experimentation, exploration, manipulation and refinement of a variety of visual arts activities over the two years.

Exhibition - Internal SL/HL - 40%

Students submit for assessment a selection of resolved artworks from their exhibition. The selected artworks show evidence of their technical accomplishment and an understanding of the use of materials, ideas and practices.

Standard Level: 4 to 7 artworks with exhibition text for each and a 400 word curatorial rationale

Higher Level: 8 to 11 artworks with exhibition text for each and a 700 word curatorial rationale

IB Subject Descriptions

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