



Beth Rivkah Secondary VCE Curriculum Handbook 2019

TABLE OF CONTENTS

INTRODUCTION	2
THE SENIOR YEARS PROGRAM - YEARS 11 & 12	2
VCE PATHWAYS AVAILABLE & THEIR PRE-REQUISITES...	4
VCE INFORMATION	6
GLOSSARY OF VCE TERMS	9
JEWISH STUDIES Years 11 & 12	11
Core Subjects	12
Electives	13
VCE SUBJECTS	15
ACCOUNTING	15
AUSTRALIAN & GLOBAL POLITICS	16
BIOLOGY	18
CHEMISTRY	19
ENGLISH	21
HEALTH & HUMAN DEVELOPMENT	22
HISTORY	24
LEGAL STUDIES	26
LANGUAGES OTHER THAN ENGLISH (LOTE) - Hebrew....	29
MATHEMATICS	31
• Maths Methods	
• General Maths/Further Maths	
• Specialist Maths	
PHYSICS	33
PSYCHOLOGY	36
RELIGION & SOCIETY	38
STUDIO ARTS	40
TEXTS & TRADITIONS	41
VISUAL COMMUNICATION DESIGN VCE	42
VET: BUSINESS	43
VET: HOSPITALITY	43
YBR & GELC Calendar Term dates 2019	44

INTRODUCTION

Beth Rivkah Ladies College is a Jewish Community school catering for children no matter what their degree of religious observance. The aim is to educate our students so that they will take place in the wider world with a commitment to Yiddishkeit and the community.

Beth Rivkah aims to provide the student with:

- a positive school experience
- the opportunity to enhance the student's strengths and maximise her potential
- a first class education in both Jewish and general academic instruction (both formal and informal) which is modelled on the best of traditional disciplines and modern methodology
- a variety of activities such as sporting events, school productions, camp and seminars, choir and ensemble, drama and community service.

The College Executive and staff view ourselves as partners with the parents of the school and together we aim to make each student feel safe and stimulated to learn, to become knowledgeable and confident of her Jewish identity.

THE SENIOR YEARS PROGRAM – YEARS 11 & 12

The needs of students entering the Senior Years are complex, with a focus on developing pathways and consolidation of learning in all areas in preparation for the VCE and advanced Jewish Studies.

Communication

The monitoring of the overall personal and academic progress of students is primarily the responsibility of the Year Level Convenors to whom parents should refer all initial inquiries and correspondence. Where further consultation is required the Head of School, the Head of Learning and Teaching, VCE Administrator, VCE Coordinator, Heads of Learning Areas, Head of Student Wellbeing or the College Psychologists may be involved.

Communication between the school and home is encouraged. Parents are urged to contact the Level Convenor if circumstances at home alter, or if there are concerns about the student's work or progress. Please ring the school office and make an appointment. Regular year level meetings are held, at which your daughter's progress and participation in the school program are discussed. Parent Teacher Interviews are held twice a year in order to discuss each student's progress with her parents. This is an important part of the reporting process.

Assessment and Reporting

UNITS 1 & 2:

Satisfactory Completion

A student satisfactorily completes a Unit if all the Learning Outcomes are achieved in accordance with the descriptions specified in the Study Design. This decision is based on the teacher's judgment of the student's performance on assessment tasks. In each Unit there are between two and four outcomes.

For satisfactory completion of a Unit, the student must demonstrate achievement in each of the outcomes for that Unit. Completion of a Unit of study is reported as S (satisfactory) or N (Not satisfactory). This information is passed on to the VCAA.

Reporting

Level of performance in Units 1 & 2 will be assessed by the school for internal purposes by grading work, tests and examinations. Student performance is reported to parents via the school reporting system. Parents will receive interim reports at the end of first and third terms and a full written report at the end of each semester.

UNITS 3 & 4:

Satisfactory Completion

As for Units 1 & 2.

Assessment of Performance

VCAA supervises the assessment of all students undertaking studies at Units 3 & 4. In each study, there are three assessment components. These may be in the form of written, aural or oral examinations, school designed and assessed coursework (SACs), or school assessed tasks (SATs) such as a folio in Art studies. Details of assessment components for each Study are included in this Handbook.

Reporting

Assessment components are graded from A+ to E or UG. These contribute to the overall Study Score. In addition, parents will receive school-based interim reports at the end of first and third terms and a full written report at the end of semester one.

Head Start Program

All Year Ten and Eleven students are required to attend the compulsory Headstart Program scheduled immediately after the November examinations. During this program VCE courses will begin and these classes will not be repeated at the start of the following year. Students who absent themselves from this program will need to take full responsibility for catching up any work missed.

VCE PATHWAYS AVAILABLE AND THEIR PRE-REQUISITES

<u>The Minimum School Requirements at the conclusion of Year Ten</u>	<u>Units 1 & 2</u>		<u>Units 3 & 4</u>
	English	→ ^C	English
	Accounting	→ ^{HR}	Accounting
Pass in Year 10 Science & B in Biology section	Biology	→ ^{HR}	Biology
Pass in Year 10 Science & B in Chemistry section	Chemistry	→ ^C	Chemistry
Pass in Year 10 Science & B in Physics section	Physics	→ ^C	Physics
	Health and Human Development	→ ^R	Health and Human Development
C in Yr 10 History & English	Legal Studies	→ ^R	Legal Studies
	LOTE	→ ^C	LOTE
C in Yr 10 History	History	→ ^{HR}	History
A in Year 10 Mathematics (Mainstream)	→	↗	Further Mathematics
C in Year 10 Mathematics (Mainstream)	Mathematical Methods	→ ^C ↘	Mathematical Methods

C = Compulsory
 HR = Highly Recommended
 R = Recommended

B in Year 10 Mathematics (Mainstream)	Specialist Mathematics	\xrightarrow{C}	Specialist Mathematics
Pass in Year 10 Mathematics (Mainstream) or C in Year 10 Maths (Modified)	General Mathematics	\xrightarrow{C}	Further Mathematics
Pass in any section of Year 10 Science	Psychology	\xrightarrow{HR}	Psychology
Studio Arts	Studio Arts	\xrightarrow{HR}	Studio Arts
A in Year 10 History and/or English	\longrightarrow		Text and Traditions Religion and Society

Certificate III in Business Administration

No prerequisite

VCE INFORMATION

1. Each VCE study or subject is divided into 4 units. Details of the subject matter in each study that Beth Rivkah offers is contained in this handbook.
2. Units 1 & 2 of a study indicate Year 11 standard whilst Units 3 & 4 indicate Year 12.
3. In some studies, students may enter at Unit 2 or Unit 3, however this will be at the discretion of the school. A student entering a study may need to satisfy some pre-requisite reading or exercises set and possibly assessed by the subject teacher.
4. Units 1 & 2 may be taken as single units, however Units 3 & 4 must be studied together as a sequence.
5. To graduate with a VCE, students must satisfactorily complete a minimum of 16 Units including 8 at 3&4 level.
6. It is compulsory for students to satisfactorily complete 3 units of English of which 2 units must be Units 3 & 4. In Year 12, English Literature may be substituted for English.

A typical VCE program consists of:

Year 11: 6 Unit 1 & 2 studies including English Unit 1 & 2. Some students will be permitted to undertake a Unit 3 & 4 sequence in Year 11 if they have satisfied the pre-requisites.

Year 12: 5 Unit 3 & 4 studies including English and/or English Literature.

Each unit consists of 100 hours of study, of which it is expected that the school will offer approximately 50 – 60 hours as class time. This is equivalent to one semester.

Changing Subjects:

If a student wishes to change a subject, she will need to seek approval from the VCE Coordinator. If appropriate the student will receive a Course Scan report of the effect this will have on Tertiary Courses available to them. A letter or email will be sent home outlining the effect this subject change will have on the student's VCE program. Parental permission is required before the change can be made. The deadline for enrolling in or withdrawing from Unit 3 & 4 sequences is set by VCAA and the students will be notified of the date in the VCE Handbook of Rules and Regulations distributed at the VCE Information evening in February.

Attendance

According to the VCAA handbook:

"All VCE units require 50 hours of class time. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. Where a student has completed work but there has been a substantial breach of attendance rules and the school therefore wishes to assign N to the unit, the school must assign N for one or more outcomes and thus the unit."

At Beth Rivkah students are required to attend 95% of all classes in every Unit. Exceptions may be made for students with authorised absences if agreed upon by the VCE Administrator.

Students absent on the day of an assessment task or SAC must notify the VCE co-ordinator by telephone or email. Upon return to school the student must produce a Doctor's Certificate or other relevant and appropriate notification from a suitable professional. If the absence is unexplained, the student will receive a zero mark for the assessment task or SAC. The student will be permitted to complete the task at a later date so as to satisfy the required Learning Outcomes for the Unit but it will not be graded.

Medical or other appointments should not be made during school hours and will not be considered as reasons to miss an assessment task or SAC.

All VCE students will be permitted to leave school early at the end of the day once their scheduled classes are finished. They will need to sign out as they leave.

All Year 11 students are to attend Davening even if they do not have scheduled classes in Period one. They are expected to use this “study period” effectively in the library.

Once agreed upon by the College, Year 12 students will be permitted to arrive at school late if they do not have scheduled classes at the beginning of the day. They are then expected to Daven at home. Once they arrive at school they must sign in.

If approved by the college, Year 12 students will be allowed to leave school during the day if they do not have a scheduled class. They will need to sign out and upon their return they are to sign in.

Parent Teacher Interviews

Compulsory Parent Teacher evenings are held in Term 1 and Term 3. The compulsory VCE Information Evening for parents and students undertaking at least one Unit 3 & 4 sequence is held early in February.

Subject Selection

When selecting VCE subjects:

Do:

- think about what interests you and what you like doing
- consider the College prerequisites for each Study
- consider the results of the Morrisby report if available
- consider the career options investigated during the VCE information sessions using the VICTER supplement and the Job Guide
- keep your options open

Don't:

- panic if you have no idea what studies to take up
- choose studies based on their scaling. There is no point selecting a study that you struggle with simply because it has traditionally been scaled up. You will get higher scores in studies that you like and are good at, even after scaling.

Although Beth Rivkah aims to best accommodate the subject choices of each student, this is not always possible because:

- VCE requirements must be met
- a student may not have met the school requirements for that subject
- pre-requisite subjects for entry into tertiary courses must be met
- choice may be restricted where subjects are blocked against each other in the timetable
- there may not be sufficient students wanting to study a subject to make a class viable

DESIGNING A VCE PROGRAM

VCE Requirements Refer to VCE INFORMATION.

School Requirements

The school requirements for students entering Year 11 are as follows:

- Students wishing to study Biology, Chemistry or Physics must obtain an overall pass in General Science as well as a minimum of a B grade in that specific area of the Science course.
- Students wishing to study Psychology Units 1 & 2 must obtain an overall pass in General Science. Students wishing to study Psychology Units 3 & 4 in Year 11 must obtain an overall pass in General Science and a minimum of a B+ in the Biology component of the Science course.
- Students wishing to study History or Legal Studies must obtain a minimum of a C grade in Year 10 History.
- Students wishing to study Further Mathematics Units 3 & 4 in Year 11 must obtain a minimum of an A grade in Year 10 Mainstream Mathematics.
- Students wishing to study Mathematical Methods in Year 11 must obtain a minimum of a C grade in Year 10 Mainstream Mathematics. Students wishing to study Specialist Mathematics in Year 11 must obtain a minimum of a B grade in Year 10 Mainstream Mathematics.
- Students wishing to study Units 1 & 2 General Mathematics must obtain a minimum of a C grade in the Modified Mathematics course in Year 10 or a pass in the Mainstream Mathematics course.
- Students wishing to study Text and Traditions Units 3 & 4 in Year 11 must be able to demonstrate a high level of ability in analysis and writing skills in Year 10 English and History (obtaining grades of A+/A in each).

If any student does not satisfy the above requirements, then discussions will take place between the student, parents and the school in regard to promotion to Year 11 and alternative subject selection.

PRE-REQUISITES FOR TERTIARY COURSES

Sessions have been conducted at school to assist students to identify their areas of interest. These sessions, together with the optional Morrisby report which provides career and aptitude testing, are used to direct students to choose career paths. Using The Job Guide* and VICTER**, students can identify the relevant courses offered by tertiary institutions as well as the pre-requisite VCE subjects. Both prerequisites and extra requirements, such as folios, are often referred to as 'course and institutional requirements'. No matter how good an ATAR is, unless the prerequisites are met and any extra requirements completed, a student will not be considered by course authorities for their courses.

The VCE Coordinator/Careers Advisor is available to talk to students and their parents if advice is needed in making subject choices.

* The Job Guide is a publication produced annually by the Australian Government Department of Education, Employment and Workplace Relations. It is prepared essentially for Year 10 students and has information on more than 500 jobs. It is available online at www.jobguide.deewr.gov.au

** VICTER is a lift-out from the Age or Herald-Sun newspapers that lists all the pre-requisite studies required for each course offered by tertiary institutions in Victoria. All Year 10 students are expected to collect a copy of this lift-out. It is also available online on the VTAC website www.vtac.edu.au

TIMETABLE BLOCKINGS

Subject blockings are determined once all student subject choices have been submitted. The blockings are designed so as to minimize student clashes, taking into account organizational constraints. However, it is not possible that all combinations of subjects will be available. If a subject cannot be offered by the school or is not available in the blockings, students may enroll in a subject externally. However the student may not miss classes at Beth Rivkah in order to attend classes elsewhere.

GLOSSARY OF VCE TERMS

ATAR (Australian Tertiary Admission Ranking)

The ATAR is an overall percentile ranking (not a mark) reflecting a student's comparative performance amongst the relevant age group in a given year nationally. VTAC calculates the ATAR after scaling the VCE study scores so that they become ATAR study scores.

To determine an ATAR, the ATAR study scores of a study of English plus the three best ATAR study scores (not including English, although a different English may be included) are added together. These 4 studies are known as the PRIMARY FOUR. Then 10% of a 5th and/or 6th ATAR study score (known as an INCREMENT) is added to this aggregate. This total aggregate is then used to determine the overall percentile ranking or ATAR that a student receives. The highest rank is 99.95 and then decreases in steps of 0.05. The group of students with the highest aggregate will be assigned the highest rank of 99.95. The lowest automatically reported ATAR is 30.00, with ATARs below 30.00 being reported as 'less than 30'. Studies used in the calculation of the ATAR may be taken over any number of years; however the time taken to complete VCE studies may be taken into account by institutions in considering applicants in the middle-band.

BLOCK CREDIT

Students who undertake Vocational Education and Training (VET) qualifications that are not included in the approved VCE VET programs (generally VET subjects without an end-of-year VCAA exam) may be eligible for credit towards their VCE. This credit is called Block Credit Recognition. To be eligible for credit the student must be enrolled in the VCE. Credit will be available for full or partial completion of a nationally recognised qualification or state accredited curriculum, according to the guidelines below.

Attainment of units of competency/modules at Certificate II provides credit at Units 1 & 2 level. Attainment of units of competency/modules at Certificate III or above provides credit at Units 3 & 4 level. 90 nominal hours of training is required for each VCE Unit.

VTAC may award students who receive a Units 3 & 4 sequence through Block Credit Recognition a fifth or sixth study increment (10% of the average of the Primary Four scaled studies) towards their ATAR.

GAT

The GAT test in June that is done by all students studying at least one Unit 3 & 4 sequence. It is a 3 hour examination measuring general achievement across three broad areas:

- written communication,
- maths, science and technology
- arts and social sciences

It does not test knowledge of a particular topic or subject but rather the general skills that students have developed.

The GAT does not contribute directly towards VCE results but the VCAA uses the GAT for:

- reviewing school assessments in SATs
- checking the accuracy of student scores in Examinations if there is a significant difference between achievement on SACs or SATs and examinations.
- enhancing the statistical moderation of SACs
- calculating Derived Examination Scores (DES), a special provision for which students may apply if they have become ill or suffered a trauma in the two week lead up to the examinations.

It is therefore in the student's best interest to perform as well as she can in the GAT.

HIGHER EDUCATION (EXTENSION) STUDY

Higher Education studies are approved tertiary studies that can be attempted by very able students. This study may count in the ATAR in place of a 5th or 6th study.

An increment will be awarded for the extension study. The increment is calculated as 10% of the average of the primary four studies. A student will only be able to study one Higher Education Study.

SCHOOL ASSESSED COURSEWORK (SAC)

SACs constitute the assessment of work to establish how a student is performing in Units 3 & 4. They must conform to the Study Design in each study. They are marked by teachers but are subject to Statistical Moderation (see below). SACs contribute to the Study Score.

SCHOOL ASSESSED TASKWORK (SAT)

A SAT is a task done in some studies (such as in Studio Art), to assess how a student is performing in Units 3 & 4. It is often in the form of a folio. SATs are marked by teachers according to VCAA specifications and then reviewed independently by VCAA.

STATISTICAL MODERATION

To ensure that students at any school are not disadvantaged or advantaged by the nature or marking of SACs, VCAA uses a process called moderation, which, in simple terms, aligns the range of marks awarded to SACs in a study to the range of marks awarded in the examinations in that study. All VCE studies undergo moderation.

STUDY DESIGN

A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools must adhere to the requirements in the study designs.

STUDY SCORE

A score from 0 to 50 is given by VCAA showing how a student performs in a study, relative to all other students in that study. It is based on results in school-based assessment and external examinations. The mean study score in any study is 30 and the standard deviation is 7. In each VCE study with large enrolments (1000 or more), a study score of 42 or more indicates that the student is in the top 5% of candidates, a score above 37 indicates that the student is in the top 15%, and scores of 23 – 37 indicate that the student is in the middle range.

All study scores are scaled or adjusted by VTAC to take into account the degree of difficulty of the study. They then become scaled or ATAR study scores. So a study score in Specialist Mathematics, which is considered a difficult study, will be scaled up, whereas a study score in Further Mathematics, considered far less difficult, may be scaled down.

As a result of government policy to encourage the study of LOTEs and higher level Maths, a further adjustment is made called scaling. The scaled mean of each LOTE and Specialist Maths is increased by five. This does not mean that all students' scaled study scores increase by five; this only occurs for study scores around 50. This increment becomes progressively less as study scores increase between 30 and 50, and decrease between 30 and 0.

Note that VCE studies are always scaled in the year in which they are undertaken (this may not necessarily be in the year in which you receive your ATAR).

VCE

Victorian Certificate of Education

VCAA

Victorian Curriculum and Assessment Authority is the Victorian Government authority responsible for the development and management of the VCE.

VET

Vocational Education and Training

This refers to a nationally recognized vocational certificate integrated into VCE.

VTAC

The Victorian Tertiary Admissions Centre administers applications and selections to tertiary institutions. It provides a central application point, sending applicant details to selection officers at tertiary institutions and then issuing offers on their behalf.

JEWISH STUDIES PROGRAM, YEARS 11 AND 12

In the senior years at Beth Rivkah, students have the opportunity for more autonomy and choice in their Jewish Studies. Year 11 and Year 12 students will be combined for Jewish Studies. This allows the school to offer a greater range of subjects so that students will be able to be in classes with students with similar skill levels and shared interests. The subjects also reflect different pathways to the varied post-school Jewish educational options.

In Years 11 and 12 there are two core Jewish Studies subjects, Chumash and Halacha, and a wide range of electives. Jewish Studies elective across Years 11 and 12 run for three terms, with Year 12 students finishing school at the end of term 3, in preparation for their VCE exams. In term 4, instead of electives, Year 11 students will complete a course on Fundamentals of Jewish Literacy.

Students will choose two elective subjects each year, one of which must be from the Chassidut/Hashkafa stream.

Satisfactory Completion

In Year 11 and 12 Jewish Studies all assessment will be class based and reporting is aligned with protocols for General Studies.

A student satisfactorily completes a subject if all the Learning Outcomes are achieved. This decision is based on the teacher's judgment of the student's performance on assessment tasks. In each subject there are between two and four outcomes.

Reporting

Level of performance in Jewish Studies will be assessed by the school for internal purposes by grading work, tests and examinations. Student performance is reported to parents via the school reporting system. Parents will receive interim reports at the end of first and third terms and a full written report at the end of each semester.

Attendance

At Beth Rivkah students are required to attend 95% of all classes in every subject. Exceptions may be made for students with authorised absences if agreed upon by the Jewish Studies Co-ordinator.

CORE SUBJECTS

CHUMASH – Years 11 and 12

The study of Chumash aims to develop in students an appreciation of the centrality of the Chumash to their lives as Jews. Students study the text closely with the aim of gaining proficiency in reading and comprehension of the Chumash and its commentaries and the ability to reflect on the values and life lessons therein.

In the Standard Chumash class, students learn the content of Sefer Bereishit, including the narrative it comprises and the lessons taught. They use the ideas taught by Rashi and a range of classical and contemporary commentaries to gain a multi-dimensional understanding of the text.

In the Advanced Chumash class, students engage in chavruta study as they explore the depth of the commentaries and super-commentaries on Bereishit.

Learning Outcomes:

- Read and translate pesukim fluently and accurately
- Read and comprehend commentaries fluently and accurately
- Analyse the relationship between commentaries
- Demonstrate understanding of ideas and concepts
- Apply concepts and values derived from the text to everyday life
- Identify nuances in the language of the text
- Learn effectively in a Chavruta
- Reflect on the concepts, values and life lessons derived from the text

HALACHA

Year 11 Halacha is a continuation from previous years of the study of the study of Jewish law, its development and application. Students examine Halacha as a system of law, looking at its sources and authority. They also explore the particular laws of Shabbat- Schar Shabbat, Amira L'Nochri and the use of electricity on Shabbat and Yom Tov. Students study the laws and practices of the mitzvah of Kibbud Av Va'em (the relationship and responsibility of children and parents), Jewish marriage and Divorce. They also review the Jewish calendar events that occurred throughout the semester.

In Year 12, students will examine various aspects of laws relevant to their lives as young Jewish woman. They will study the topic of Tzniut in its broad application relating to the laws of dress and hair covering, appropriate relationships between men and women, including the concepts of Kol Isha, Yichud, Negiah, mixed functions and the use of a mechitza. Students will explore the issues relating to dating and then briefly examine the laws and related concepts of Family Purity and mikvah.

Students also review the various Jewish Holidays and their related ideas, as they occur throughout the year.

Learning Outcomes:

- Understand the way halacha works as a system of law
- Identify the source of specific Jewish laws
- Use correct Halachic terminology
- Accurately apply the laws to given case studies
- Use a range of halachic sources including modern response to find, learn and apply Jewish law to given situations
- Discuss the values of Jewish holidays and know how to observe the Jewish holidays
- Demonstrate a working knowledge of the Jewish approach to many difficult current problems
- Demonstrate understanding that Judaism has a relevant view on all contemporary issues

Assessment Tasks:

- Class work
- Semester Examination

FUNDAMENTALS OF JEWISH LITERACY

This is a compulsory one term course for all Year 11 students, designed to ensure that every Beth Rivkah graduate is able to answer key questions regarding their Yiddishkeit.

Under the rubric “Know What To Answer” students engage with three units of study:

- Core Jewish and Chassidic Beliefs
- The Land of Israel
- Torah & Science

Learning Outcomes:

- Interpret primary and secondary written and visual sources
- Independently construct a coherent and relevant written response using sources
- Evaluate the relevance of historical ideas and events to contemporary Jewish life
- Evaluate the Jewish perspective on current affairs
- Apply concepts and values derived from Jewish sources to everyday life

Students are assessed at the end of the course and will receive a written report at the end of Semester 2.

ELECTIVES ON OFFER 2019

STRAND 1: CHASSIDUT/HASHKAFA

The Chassidut/Hashkafa strand is dedicated to subjects of Jewish Philosophy and *Pnimiyut HaTorah*. In these subjects, students study the Jewish response to overarching questions of a Jew’s purpose and mission in life, how to strengthen one’s connection to G-d and how to improve one’s *Avodat Hashem*, as well as key Chassidic principles and texts. Students must choose at least one subject from this block each year as part of their Jewish Studies study plan.

1.1 In **Hashkafa**, students explore the relationship between man and G-d with the dual focus of examining this relationship and then using it as a lens by which they can arrive at answers to fundamental life questions. Students begin by studying interplay between G-d and the actions of human beings in fulfilling G-d’s intention and purpose for this world through topics including: the essence of a Jew, the role and responsibility of a Jew, the essence of Torah and its unchanging nature, the relationship between Torah, Mitzvot and Teshuvah and free choice. Students then relate this learning to examining the Jewish outlook on important issues such as dealing with life’s challenges, why do bad things happen to good people, and choosing a religious guide. Students analyse a range of responses, with the aim that they be able to respond when asked the ‘thorny’ and complex questions posed about Judaism.

1.2 **Sichos** is an introductory course to this subject based on the internationally popular “Back to Basics” program. Students will develop their skills by studying the content of a full Sicha in Yiddish and focusing on particular extracts for textual study. They explore key Chassidic concepts as they are elucidated from Parshiot of Sefer Bereishit, and lay the foundations for independent study.

1.3 **Maamorim** is the textual study of selected maamorim (formal addresses) from Chabad Rebbeim. These discuss the Chassidic approach to some of the most fundamental concepts of Judaism, including tefillah, emunah and the Unity of G-d. Students become familiar with the structure, terminology and concepts used in a classic maamar. Emphasis is placed on how the ideas of these maamorim can help students shape their values and behaviours.

1.4 **Tanya** guides students through the layout of the Tanya. They will study select sections of the Tanya from inside the text of Likkutei Amarim and Shaar HaYichud V’Haemunah and gain familiarity with the concepts and terminology used in the Tanya. Students will approach the study from a practical perspective, seeking to use the Tanya as a guidebook on applying sound Chassidic principles to our daily lives and service of Hashem.

1.5 **Inyonei Moshiach** is based on the international JLI Course The Messiah Mystery. In this subject, students learn about the origins of beliefs about Moshiach, exile, why we need a Moshiach, what it will be like during the Messianic era, the nature of the Third Beis HaMikdash and the role we have to play in his coming. Students will engage with key texts regarding Moshiach and engage in reflection on how beliefs about Moshiach influence our lives today.

STRAND 2: TEXTS AND TIMES

The Texts and Times strand contains subjects which offer students the opportunity to engage with key classical texts as well as important events, personalities and issues over the course of history till today.

2.1 In **Talmud**, students are introduced to the style and language of the Talmud and are given the opportunity to begin developing the skills necessary to learn a Talmudic text. They become familiar with the historical context and development of Gemara and learn to see how this is reflected in the multi layers within the text on a single page of Gemara text. They develop their understanding of the development of the Oral Torah and examine how the Talmud is fundamental in the development of Halacha and is the basis for later Halachic decisions. Students study sections of Mishna and Gemara with a focus of applying their learning to contemporary dilemmas.

2.2 **Nach** includes the study of both Neviim and Ketuvim. Students begin by exploring the text of *Melachim II*, examining miracles performed by the *Navi* for individuals and for the nation. They study the parallel Kingdoms in the Land of Israel and their eventual demise with the exile of the Jewish nation and the destruction of the *Beit HaMikdash*. Students then undertake a study of *Tehillim* and the spiritual and literary masterpiece of *Mishlei*, and examine the timeless values and lessons contained within these sefarim.

2.3 **Jewish History** presents students with the opportunity to learn a course of 'Who's Who in Jewish History?' Students learn about the lives and legacies of important personalities in Jewish History such as the Maharal of Prague, the Baba Sali and the Rogatchover Gaon. Students consider the influence had by these personalities on their particular context, as well as the impact they have had on Jewish life today.

2.4 **Israel Studies** introduces students to debates about Israel from a *hashkafic* and *halachic* perspective. They examine the history of the modern State and the key socio-economic, political, religious and security issues it faces today. Israel's status in the media and in international forums, familiarity with the geography of Israel and the key players in the past and today are other key components of the course.

2.5 **Contemporary Jewish Issues** allows students to examine various current issues from the Jewish perspective. These include the *Halachic* and *Hashkafic* implications of such medical issues as the new birth technologies; IVE, cloning, stem cell use, organ transplants and issues to do with death and dying. Students also examine other current issues such as tattooing and body piercing, smoking and drugs, vegetarianism and cults. In addition, students undertake a study of current affairs in all matters that potentially affect the Jewish community, at home and abroad. Students learn the roles that they can play as well-informed citizens, for example by learning to identify and respond to media bias, examining their own preconceptions and becoming well-informed spokespeople for the Jewish people.

2.6 **Beit Midrash** offers students the opportunity to engage in rigorous text-based study in a Beit Midrash environment. Students undertake a project in which they trace the progression of thought on a contemporary issue through time using Tanach and Halachic texts through shiurim and chavrusa tasks. They work on putting together a final research paper which resolves this issue by uniting a range of sources in a *shaala uteshuvah* format.

VCE STUDIES

ACCOUNTING

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

The preparation and presentation of financial statements is governed by Australian Accounting Standards and guided by the Framework for the Preparation and Presentation of Financial Statements (AASB Framework).

Areas Of Study

Unit 1: Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit 2: Accounting for a trading business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Unit 3: Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

Unit 4: Control and analysis of business performance

This unit 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. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. 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 to suggest strategies to the owner on how to improve the performance of the business.

Assessment And Reporting

Units 1 & 2

Procedures for the assessment for Units 1 & 2 are chosen by the school, and will be in the form of class activities, tests, assignments and examinations mid-year and at the end of the year.

Units 3 & 4

In Units 3 & 4, the VCAA supervises assessment by means of school-assessed coursework and examinations.

Percentage contributions to the study score are as follows:

- | | |
|-------------------------------------|-----|
| • Unit 3 School-assessed Coursework | 25% |
| • Unit 4 School-assessed Coursework | 25% |
| • End-of-year examination | 50% |

AUSTRALIAN AND GLOBAL POLITICS

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice.

Areas Of Study

Unit 1: The national citizen

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

Unit 2: The global citizen

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the 'global citizen'. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

Unit 3: Evaluating Australian democracy

This unit provides an overview of the operation of Australian democracy. Area of Study 1 focuses on democratic theory and practice. It compares the practice of Australian politics and government with democratic ideals. The major elements of representative and liberal democracy are introduced and significant aspects of the Australian system are evaluated in terms of their democratic strengths and weaknesses.

Having evaluated the democratic merits of the Australian political system, in Area of Study 2 students compare the Australian political system with one other contemporary democratic nation. Students analyse key aspects of the selected political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. They then consider an aspect of the selected political system that Australia might adopt to strengthen its democracy.

Unit 4: Australian public policy

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

Area of Study 1 examines domestic policy, that which is largely concerned with Australian society and affecting people living in Australia. Students investigate a contemporary Australian domestic policy issue and consider the policy response of the Australian government to that issue. They analyse the major influences on the formulation of the policy and the factors affecting the success of its implementation.

In Area of Study 2, students consider contemporary Australian foreign policy. As it deals with Australia's broad national interests, foreign policy may be less subject to the pressures and interests of competing stakeholders. Students examine the major objectives and instruments of contemporary Australian foreign policy and the key challenges facing contemporary Australian foreign policy.

Assessment And Reporting

Units 1 & 2

Procedures for the assessment for Units 1 & 2 are chosen by the school, and will be in the form of class activities, tests, assignments and examinations mid-year and at the end of the year.

Units 3 & 4

In Units 3 & 4, the VCAA supervises assessment by means of school-assessed coursework and examinations. Percentage contributions to the study score are as follows:

- | | |
|-------------------------------------|-----|
| • Unit 3 School-assessed Coursework | 25% |
| • Unit 4 School-assessed Coursework | 25% |
| • End-of-year examination | 50% |

Biology seeks to understand and explore the nature of life, past and present. VCE Biology enables students to investigate the dynamic relationships between organisms, their interactions with the non-living environment, and the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

In VCE Biology students develop their inquiry, analytical and communication skills. They apply critical and creative thinking to analyse contemporary biology-related issues, and communicate their views from an informed position.

Areas Of Study

The study is made up of four units:

Unit 1: How do living things stay alive?

Unit 2: How is continuity of life maintained?

Unit 3: How do cells maintain life?

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

Each unit contains two or three areas of study.

Unit 1: How do living things stay alive?

In this unit students explain what is needed by an organism to stay alive. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism's survival in a particular environment are analysed.

A student investigation related to the survival of an organism or species is undertaken in Area of Study 3.

Unit 2: How is continuity of life maintained?

In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

A student investigation into, and communication of, an issue related to genetics and/or reproductive science is undertaken in Area of Study 3.

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. Students examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. At this molecular level students study the human immune system.

A student investigation related to biological change and/or continuity is undertaken in either Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. Students explore the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies are explored for both the individual and the species.

A student investigation related to biological change and/or continuity is undertaken in either Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.

Assessment And Reporting

Units 1 & 2

Procedures for the assessment for Units 1 & 2 are chosen by the school, and will be in the form of:

- practical activities
- questions and problems
- tests
- multimedia reports
- field-based investigations
- library research

Units 3 & 4

In Units 3 & 4, the VCAA supervises assessment by means of school-assessed coursework and examinations. Percentage contributions to the final assessment are as follows:

Unit 3 school-assessed coursework	20%
Unit 4 school-assessed coursework	20%
Unit 3 & 4 examination – 2½ hours	60%

CHEMISTRY

VCE Chemistry enables students to explore the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and the materials used in society.

An important feature of VCE Chemistry is the opportunity for students to undertake a range of inquiry tasks including laboratory experimentation, modelling, site tours, fieldwork, data-logging, simulations, animations, literature reviews and the use of global databases. Students pose questions, formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.

Areas Of Study

UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

1 – How Can Knowledge of Elements Explain the Properties of Matter?

In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore the properties, structure and bonding forces within and between particles.

2 – How Can the Versatilities of Non-Metals be Explained?

Students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers. They study organic compounds, chemical families, the modification of polymers and the use of carbon-based nanoparticles for specific applications. They apply quantitative concepts to molecular compounds, including mole concept and percentage composition by mass, and they determine the empirical and molecular formulas of given compounds.

UNIT 2 – WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

1 – How Do Substances Interact With Water?

Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to

stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

2 – How Are Substances In Water Measured And Analysed?

Students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentration of solutes in water. They examine the origin and chemical nature of substances that may be present in a water supply, including contaminants, and outline sampling techniques used to assess water quality. They explore the relationship between solubility and temperature using solubility curves. The concept of molarity is introduced and students apply the principles of stoichiometry to gravimetric and volumetric analyses. Instrumental techniques include the use of colorimetry and/or UV-visible spectroscopy, atomic absorption spectroscopy data to determine the concentration of metal ions in solution and high performance liquid chromatography data to calculate the concentration of organic compounds in solution.

UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources and investigate the combustion of fuels. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse manufacturing processes and their reaction rates and extent. They apply the equilibrium law and Le Chatelier's principle to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

Carbon is the basis of the diverse compounds found in living tissues and in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. Students process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reactions and investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

Assessment And Reporting

Units 1 & 2

Procedures for the assessment for Units 1 & 2 are chosen by the school, and will be in the form of:

- Worksheets/Logbooks
- Written reports of practical & Written tests
- Research Investigation
- Semester Examinations

Units 3 & 4

In Units 3 & 4, the VCAA oversees assessment by means of School-assessed Coursework and one end-of-year examination. Percentage contributions towards the final study score are as follows:

Unit 3 School-assessed Coursework	20%
Unit 4 School-assessed Coursework	20%
End-of-year examination - 2 ½ hours	60%

ENGLISH

Units 1 & 2

The focus of English at this level is on the reading of a range of text types in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students develop competence and confidence in creating written and oral texts.

At least four texts must be studied.

- At least one text must be imaginative i.e. novel, play, collection of short stories, poetry
- No more than one film is to be studied
- At least one text should be Australian

There are 2 areas of study in each unit, each one leading to an outcome, that is, a response in written and or oral form.

Areas Of Study

1. Reading and Creating Texts - analysing the ways in which structures and features are used by authors to construct meaning, how characters, ideas and themes are conveyed; writing tasks geared for a specific purpose and audience to be informed by reading a range of texts relevant to a “context” or theme selected by the school

2. Analysing and Presenting Argument - demonstrating an understanding of how language is used in order to present a reasoned point of view and influence an audience.

Units 3 & 4

The focus of English at this level is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They further develop competence in creating written texts by exploring ideas suggested by their reading within the chosen context and the ability to explain choices they have made as authors.

Across the two units, students must read and study at least four texts selected from the list published by VCAA. (ESL must study three texts)

- At least 2 texts comes from list1 & 2 from list 2
- At least one text in each unit must be an imaginative print text e.g. a novel, a play, a collection of short stories or poetry
- No more than one film is to be studied
- At least one text should be Australian

There are three areas of study in unit 3 and two areas in unit 4, each leading to an outcome in written and or oral form.

Areas Of Study

Unit 3

1. Reading and Creating Texts - analysing how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations. Drawing on ideas and or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context

2. Analysing Argument - analysing the use of language in texts that present a point of view on an issue currently debated in the Australian media since September 1st the previous year, and to construct a sustained and reasoned point of view on the selected issue.

1. Reading and Responding - developing and justifying a detailed interpretation of a selected text
2. Creating and Presenting - as for Unit 3

Assessment And Reporting

Units 1 & 2

Procedures for the assessment for Units 1 & 2 are chosen by the school, and will be in the form of class activities, tests, assignments and examinations mid-year and at the end of the year.

Units 3 & 4

In Units 3 & 4, the VCAA supervises assessment by means of school-assessed coursework and examinations. Percentage contributions to the study score are as follows:

- | | |
|-------------------------------------|-----|
| • Unit 3 School-assessed Coursework | 25% |
| • Unit 4 School-assessed Coursework | 25% |
| • End-of-year examination – 3 hours | 50% |

HEALTH AND HUMAN DEVELOPMENT

VCE Health and Human Development provides students with broad understandings of health and wellbeing and the importance health and wellbeing is to families, communities, nations and global society. Students explore the interplay of biological, socio-cultural and environmental factors that support and improve health and those that put it at risk. The study provides opportunities for students to evaluate healthcare initiatives and interventions, and to enact supportive behaviours

Areas of Study

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

Health perspectives and influences

This area of study takes a broad approach to health and wellbeing. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

Health and nutrition

Students explore food and nutrition as foundations for good health and wellbeing, the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at dietary imbalance and consider the social, cultural and political factors including advertisements and social media, that influence the food practices of and food choices made by youth.

Youth health and wellbeing

Students focus on the health, and major health inequalities of Australia's youth, and conduct independent research into a selected area of interest. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Governments and organisational youth health programs are studied, together with health data, the influence of community values and expectations, and how health and wellbeing of Australia's youth can be promoted and improved.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

Developmental transitions

Students examine the transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours and social changes. They consider the characteristics of respectful, healthy relationships and examine parenthood as a potential transition in life. They investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept (that is, the health and wellbeing of one generation affects the next).

Health care in Australia

Students investigate the health system in Australia and examine the functions of various entities in our health system. They inquire into equity of access to health services, the rights and responsibilities of individuals receiving care, the range of health services in their communities and suggest how to improve outcomes. They explore a range of issues in new and emerging health procedures and technologies - reproduction, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

Understanding health and wellbeing

Students explore health, wellbeing and illness as complex, dynamic and subjective concepts, and develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians.

Promoting health and wellbeing

This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of the Australian health system since 1900. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

Health and wellbeing in a global context

Students look at similarities and differences in major burdens of disease in low-, middle- and high income countries, including Australia. They investigate a range of factors that contribute to health inequalities and study concepts that further their understanding of health in a global context.

Health and the Sustainable Development Goals

This area of study looks at promoting health globally and the rationale, objectives and interdependencies of the UN's SDGs. Students investigate the priorities, work of the WHO, and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis.

Units 1 & 2

Procedures for the assessment for Units 1 & 2 are chosen by the school, and will include class activities, tests, assignments and examinations mid-year and at the end of the year.

Units 3& 4

The student's level of achievement in Units 3 & 4 is determined by school-assessed coursework and an end-of-year examination. Contribution to final assessment:

- Unit 3 School Assessed Course Work 25%
- Unit 4 School Assessed Course Work 25%
- Unit 3 & 4 Examination- 2Hrs 50%

HISTORY

Areas Of Study

The twentieth century was marked by significant changes. In the first half of the century, the old order of the nineteenth century was challenged and overturned and new forms of economic and political organizations and cultural expression emerged. The major themes and principal events of post World War 2 history are studied in Unit 2, focusing on the Cold War and its causes and crises, followed by the collapse of the Soviet Union.

UNIT 1 (1918 – 1939)

1. Crisis and conflict

- Political, Social and Cultural changes between the world wars
- Peace Treaties
- Causes of World War 2

2. Social life

- Changes in society as new orders emerged
- Impact of technological change and crises like the World Wars, Depression and new political orders
- Emergence of groups making political, social and economic demands

3. Cultural Expression

- Examination of the work of a movement, group or individual
- Responses to or effects of such work
- Relationship between such cultural expression and the political, social or economic development

UNIT 2 (1945 –)

1. Ideas and political power

- Competing ideologies, main features
- Impact of this competition

2. Movements of the people

- Movements which challenged power structures in post war society
- Reasons and outcomes of such challenges

3. Issues for the Millenium

- The nature of the interplay between regional events and international relations
- The impact of international responses and involvement on the event

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They have shared the common aim of breaking with the past by destroying governments, regimes and societies that engendered them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur and important international repercussions.

Units 3 & 4

Unit 3 - Russia 1905-1924

Unit 4 - France 1781-1795

1. Revolutionary ideas, leaders and events

- Ideas utilised in revolutionary struggle
- Role of revolutionary groups and parties in causing radical change
- Role and significance of individuals and revolutionary publications in the revolution

2. Creating a new society

- Causes of the crises of the revolution
- Key responses of revolutionary parties or state to these crises
- Changes brought by the revolution to the power structure and economy
- Continuities with the old regime in power, distribution of wealth, social control and conditions of daily life

Assessment And Reporting

Units 1 and 2

Procedures for the assessment for Units 1 & 2 are chosen by the school, and will be in the form of class activities, tests, assignments and examinations mid-year and at the end of the year.

Units 3 & 4

In Units 3 & 4, the VCAA supervises assessment by means of school-assessed coursework and examinations. Percentage contributions to the study score are as follows:

- | | |
|-------------------------------------|-----|
| • Unit 3 School-assessed Coursework | 25% |
| • Unit 4 School-assessed Coursework | 25% |
| • End-of-year examination | 50% |

LEGAL STUDIES

Rationale

In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system.

VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

Areas of Study

UNIT 1 – GUILT AND LIABILITY

Area of Study 1. Legal foundations

This area of study provides students with foundational knowledge of laws and the Australian legal system. Students explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts, and the reasons for a court hierarchy in Victoria, and develop an appreciation of the principles of justice.

Area of Study 2. The presumption of innocence

The presumption of innocence is the fundamental principle of criminal law and provides a guarantee that an accused is presumed innocent until proven guilty beyond reasonable doubt. In this area of study students develop an understanding of key concepts in criminal law and types of crime, and investigate two criminal offences in detail. For each offence, students consider actual and/or hypothetical scenarios in which an accused has been charged with the offence, use legal reasoning to determine possible culpability and explain the impact of the offence on individuals and society.

Area of Study 3. Civil Liability

Civil law aims to protect the rights of individuals, groups and organisations, and provides opportunities for a wronged party to seek redress for a breach of civil law. In this area of study students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail. Possible areas of civil law could include negligence, defamation, nuisance, trespass and contracts. For each area of civil law, students consider actual and/or hypothetical scenarios giving rise to a civil claim, apply legal reasoning to determine possible liability for a breach of civil law and explain the impact of a breach of civil law on the parties.

UNIT 2 – SANCTIONS, REMEDIES AND RIGHTS

Area of Study 1. Sanctions

The criminal justice system determines the guilt or otherwise of an accused, and imposes sanctions on a guilty person. In this area of study students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, and the purposes and types of sanctions and approaches to sentencing. Through an investigation of two criminal cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

Area of Study 2. Remedies

Remedies may be available to a wronged party where there has been a breach of civil law. In this area of study students develop an appreciation of key concepts in the resolution of a civil case, including the methods used and institutions available to resolve disputes, and the purposes and types of remedies. Through an investigation of two civil cases from the past four years, either decided or still being decided, students explore the extent to which the principles of justice were or could be achieved.

Area of Study 3. Rights

The protection of rights is fundamental to a democratic society. Rights are protected in Australia through the Australian Constitution, the Victorian Charter of Human Rights and Responsibilities and through common law and statute law such as through statutes relating to racial discrimination, sex discrimination and equal opportunity.

In this area of study students examine the ways in which rights are protected in Australia and compare this approach with that of another country. Based on this comparison, they consider possible reforms to the ways rights are protected in Australia. Students investigate an Australian case that had an impact on the protection of rights in Australia and develop their understanding of the role of an individual in taking a case to court.

UNIT 3: RIGHTS AND JUSTICE

Area of Study 1. The Victorian criminal justice system

The Victorian criminal justice system is used to determine whether an accused person is guilty beyond reasonable doubt of an offence for which they are charged, and to impose sanctions where guilt has been found or pleaded.

The system involves a range of institutions including courts (the Magistrates' Court, County Court and Supreme Court) and others available to assist an accused. In this area of study students explore the criminal justice system, its range of personnel and institutions and the various means it uses to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations.

Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice. They examine recent reforms from the past four years and recommended reforms to enhance the ability of the criminal justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the criminal justice system to actual and/or hypothetical scenarios.

Area of Study 2. The Victorian civil justice system

The Victorian civil justice system aims to restore a wronged party to the position they were originally in before the breach of civil law occurred. The system involves a range of institutions to resolve a civil dispute, including courts (the Magistrates' Court, County Court and Supreme Court), complaints bodies and tribunals. In this area of study students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil

dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice. They examine recent reforms from the past four years and recommended reforms to enhance the ability of the civil justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the civil justice system to actual and/or hypothetical scenarios.

UNIT 4: THE PEOPLE AND THE LAW

Area of Study 1. The people and the Australian Constitution

The Australian Constitution establishes Australia's parliamentary system and provides mechanisms to ensure that parliament does not make laws beyond its powers. In this area of study students examine the relationship between the Australian people and the Australian Constitution and the ways in which the Australian Constitution acts as a check on parliament in law-making. Students investigate the involvement of the Australian people in the referendum process and the role of the High Court in acting as the guardian of the Australian Constitution.

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

Parliament is the supreme law-making body, and courts have a complementary role to parliament in making laws. Courts can make laws through the doctrine of precedent and through statutory interpretation when determining cases. In this area of study students investigate factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform. In exploring the influences on law reform, students draw on examples of individuals and the media, as well as examples from the past four years of law reform bodies recommending legislative change.

Assessment And Reporting

Units 1 & 2

Suitable tasks for assessment in this unit may be selected from the following:

- A folio of exercises
- Structured questions
- A classroom presentation
- A role-play
- A debate
- A report
- A question-and-answer session.

Tasks can be presented orally, in writing or using presentation technology.

Units 3 & 4

In Units 3 & 4, the VCAA supervises assessment by means of school-assessed coursework and examinations. Percentage contributions to the final assessment are as follows:

- | | |
|-------------------------------------|-----|
| • Unit 3 school-assessed coursework | 25% |
| • Unit 4 school-assessed coursework | 25% |
| • End-of-year examination | 50% |

LANGUAGES OTHER THAN ENGLISH (LOTE) – HEBREW

A knowledge of Modern Hebrew provides access to the rich cultural heritage associated with the language. Hebrew has been the language of serious Jewish writing of all kinds in the Middle East and Europe over many centuries and it has always been the religious and liturgical language of the Jewish communities in the world.

A significant number of Israeli companies are represented in Australia and a strong and growing relationship exists between Australia and Israel in terms of trade relations and contact in areas such as technology, medicine and agriculture. The ability to communicate in Hebrew may, in conjunction with other skills, provide pathways for students into a number of post-secondary options and employment areas such as tourism, business, marketing, applied science and diplomacy and it enables the student to understand the original texts of the Bible and Talmud.

Prescribed themes and topics : Units 1-4

The Individual

1. Personal identity
2. Education and aspirations
3. Health and leisure

The Hebrew-Speaking Communities

Arts and entertainment - theatre/literature, film

Current and historical perspectives - establishment of the State of Israel

Ways of life in Israel - army, modern and historical places in Israel

The Changing World

Hospitality and tourism - travelling in Israel

Social issues - drugs, environment and innovation

Progress and modern life

ASSESSMENT AND REPORTING

Units 1 & 2

The student's level of achievement for Units 1 & 2 will be determined through school assessed tasks such as informed conversations, oral presentation, role plays, formal letters, listening to spoken texts, reading written texts, short stories, outcomes and examinations.

Units 3 & 4

Unit 3 school-assessed coursework	25%
Unit 4 school-assessed coursework	25%
Examination: Oral component	12.5%
Written component	37.5%

Areas of Study

Unit 3 – Form and Transformation

How the form of text affects meaning. eg, exploring the transformation of prose into film. How writers adapt and transform texts and how meaning is affected.

Unit 4 – Interpreting Texts

Responding imaginatively to a text, developing critical and analytic responses. Investigating literary criticism.

ASSESSMENT AND REPORTING

Units 3 & 4

In Units 3 & 4, the VCAA supervises assessment by means of school-assessed coursework and examinations. Percentage contributions to the study score are as follows:

- | | |
|-------------------------------------|-----|
| • Unit 3 School-assessed Coursework | 25% |
| • Unit 4 School-assessed Coursework | 25% |
| • End-of-year examination | 50% |

MATHEMATICS

The Mathematics study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of all students. It is designed to promote students' awareness of the importance of mathematics in everyday life, in an increasingly technological society and to give students confidence in making effective use of their mathematical skills.

Students in Year 11 may select from three Mathematics subjects:

- General Mathematics (GM) 1 & 2
- Specialist Mathematics (SM) 1 & 2
- Mathematical Methods CAS (MM) 1 & 2

General Mathematics (GM) prepares students for Further Mathematics at Year 12.

At Year 12 level, three Mathematics subjects are offered:

- Mathematical Methods CAS (MM) 3 & 4
- Specialist Mathematics (SM) 3 & 4
- Further Mathematics (FM) 3 & 4

Students must select the appropriate package depending on their interests and ability, and the need for particular subjects as pre-requisites for tertiary courses. Consultation with their Maths teachers, Careers Counsellor and VCE Co-ordinator is advisable.

AREAS OF STUDY

MATHEMATICAL METHODS CAS

Unit 1

1. **Functions and Graphs** The graphical representation of functions. Treatment of polynomial functions is restricted to polynomials of degree no higher than four.
2. **Algebra** Supports of material in the “Functions and graphs” area of study. The focus is on the algebra of simple polynomial functions such as linear, quadratic and cubic functions.
3. **Calculus** Intuitive understanding of instantaneous rate of change through familiar situations, and through a graphical and numerical approach to the measurement of constant, average and instantaneous rates of change.
4. **Probability** Introductory probability.

Unit 2

1. **Functions and Graphs** Graphical representation of functions. Treatment of non-polynomial functions is restricted to simple circular (trigonometric) functions and simple exponential and logarithmic functions.
2. **Algebra** Revision and further development of content described in Unit 1, as well as the study of related algebra material introduced in other areas in Unit 2 (circular functions and exponential and logarithmic functions)
3. **Calculus** Differentiation and anti-differentiation of polynomials.

Units 3 & 4

1. **Functions and Graphs** The behavior of functions; graphs of polynomial, power, circular, exponential and logarithmic functions; graphs of sum, difference, product, composite, and inverse functions.

2. **Algebra** The Algebra of functions and the solution of equations. This supports the work covered in **Functions and Graphs** as well as in **Calculus**.

3. **Calculus** Limits, continuity and differentiability; finding the gradient function; using the rules for derivatives and applying these rules to a variety of problems; integration and application to areas under and between curves.

4. **Probability** Discrete and continuous random variables, properties and applications with the binomial and normal distributions used as specific examples; simple sampling statistics.

GENERAL MATHEMATICS

Units 1 & 2

1. **Statistics** and probability Displaying, summarising and interpreting data; sampling for attributes, combinatorics and introductory probability.

2. **Arithmetic** Applications of arithmetic, financial arithmetic, variation, sequences and series and number systems.

3. **Functions and graphs** Linear graphs and modelling, linear programming, and sketching and interpreting graphs.

4. **Algebra** Linear and non-linear relations and equations.

5. **Geometry** Shape and measurement, co-ordinate geometry, vectors, geometry in two and three dimensions.

6. **Trigonometry** Trigonometric ratios and their applications in two and three dimensions.

FURTHER MATHEMATICS

Units 3 & 4

1. **Data analysis** Statistics, linear regression, time series

2. **Recursion and Financial Modelling** Depreciation, Compound Interest, Loans, Annuities

3. **Application Modules** Graphs and relations – Interpretation of graphs, graph sketching and linear programming, Matrices – operations and applications

SPECIALIST MATHEMATICS

Units 1 & 2

1. **Arithmetic and Number** Sequences and Series, Complex Numbers, Argand Plane

2. **Geometry and Trigonometry** Shapes and Relations, Pythagoras, Sine and Cosine rules, Circle theorems, Vectors in a plane

3. **Linear and Non-Linear Graphs** Conics, Trigonometric, Polar, Loci, Kinematics

4. **Statistics Variables**, Simulation, Population and Sample parameters

5. **Discrete Matrices** Vertices and edges of undirected graphs, Matrices, Bipartite and complete graphs, Euler

Units 3 & 4

1. **Co-ordinate geometry** Sketch graphs involving addition of ordinates, ellipses and hyperbolae

2. **Circular (trigonometric) functions** Reciprocals and Inverses of trigonometric functions. The use of trigonometric identities and compound and double angle formulae.

3. **Algebra** Complex numbers

4. **Calculus** Further methods of differentiation and integration following on from those studied in Math Methods 3 & 4. Applications of Calculus.

5. **Vectors in two and three dimensions** The use of vectors and vector calculus
6. **Mechanics** Equations of motion and the effect of forces acting on a body.

Assessment And Reporting

Units 1&2

The student's level of achievement for Units 1 & 2 will be determined by the school through tests, assignments, short written problem solving responses, modelling tasks, projects and review notes.

Units 3&4

Maths Methods and Specialist Maths

School assessed coursework 34%

End-of-year examination –short answers, no notes or calculator - 1hour - 22%

End-of-year examination – multiple choice and longer application questions with notes and calculator - 2 hours - 44%

Further Maths

School assessed coursework 34%

End-of-year examinations – 2 exams each 1.5 hours – each 33%

PHYSICS

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. Students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena. They develop a range of inquiry, analytical and communication skills.

Areas Of Study

UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

1. How can thermal effects be explained?

Students investigate the thermodynamic principles related to heating, including concepts of temperature, energy and work, the environmental impacts of Earth's thermal systems and human activities with reference to the effects on surface materials, the emission and effects of greenhouse gases.

2. How do electric circuits work?

Students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans.

3. What is matter and how is it formed?

Students explore the nature of matter, consider the origins of atoms, time and space, and examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

1. How can motion be described and explained?

Students study the effects of balanced and unbalanced forces on motion using concepts of energy, and apply mathematical models during experimental investigations of motion.

2. Options

Twelve options are available for selection in Area of Study 2. One option is to be selected by the student from the following:

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

3. Practical investigation

The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate data, organise and interpret the data, and reach a conclusion in response to the question. A practical logbook must be maintained by the student for recording, authentication and assessment purposes.

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

1. How do things move without contact?

Students examine the similarities and differences between three fields: gravitational, electric and magnetic. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.

2. How are fields used to move electrical energy?

Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

3. How fast can things go?

Newton's laws of motion are used to analyse relative motion, circular motion and projectile motion. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They also explore the relationships between force, energy and mass.

UNIT 4: HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

1. How can waves explain the behaviour of light?

Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave.

2. How are light and matter similar?

Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.

3. Practical investigation

A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 & 4. The investigation relates to knowledge and skills developed across Units 3 & 4 and is undertaken by the student through practical work.

The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question. Students then undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations that may be undertaken. The student is expected to design and undertake an investigation involving two continuous independent variables. Results are communicated in a scientific poster format according to a template provided. A practical logbook must be maintained by the student for record, authentication and assessment purposes.

Assessment And Reporting

Units 1 & 2

Assessment for Units 1 & 2 will be in the form of data analysis, reports of selected practical investigations, tests, assignments, scientific poster and Mid-Year and End-of-Year examinations.

Units 3 & 4

In Units 3 & 4, the VCAA supervises assessment by means of school-assessed coursework and examinations. Percentage contributions to the final assessment are as follows:

Unit 3 Coursework	21%
Unit 4 Coursework	19%
Examination 2.5 hours	60%

Psychology is the scientific study of mental processes and behaviour in humans. In the VCE study of Psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behavior.

AREAS OF STUDY

UNIT 1

1. What is Psychology?

In this area of study students analyse the contribution that classic and contemporary theories have made to the development of psychology. Students investigate aspects of visual perception to consider how psychologists approach the study of the mind and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

2. Lifespan Psychology

This area of study focuses on changes in the interaction between biological, cognitive and socio-cultural influences and learned behaviours that contribute to an individual's psychological development and mental wellbeing at different stages. They use the major perspectives in contemporary psychology to explain cognition and behaviours associated with particular stages of development, taking into account heredity and environmental influences.

UNIT 2

1. Interpersonal and Group Behaviour

This specialist field of study focuses on how behaviour and perceptions of self and others are shaped by social and cultural influences including the attitudes and behaviours of groups. It is generally accepted that a key factor in the psychological wellbeing of individuals depends on the extent to which the need for affiliation is met – a sense of belonging and connectedness whether it be to family, a group, a school or workplace, or a wider community. Understanding the interplay of factors that shape the behaviour of individuals and groups can help explain the cause and dynamics of prejudice, stereotyping and discrimination, and can contribute to changes in attitudes and behaviour.

2. Intelligence and Personality

In this area of study, students explore scientific ways of describing, measuring and classifying intelligence and personality. Students study aspects of psychological research and may apply these to their own investigations. They consider associated ethical issues including the use of standardized psychological test

UNIT 3

1. Mind, Brain and Body

This area of study focuses on the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour. Students explore the relationships between consciousness and thoughts, feelings and behaviour by comparing the characteristics of normal waking consciousness with altered states of consciousness. They examine how the understanding of consciousness and sleep patterns has been enhanced by developments in brain stimulation and the expansion of knowledge in cognitive neuroscience.

2. Memory

Memory is essential to our identity: it connects our past experiences to the present and shapes our future by enabling us to adapt to daily changes in our environment. Students investigate the retention of experiences and learning as memory and the factors that affect retention and recall of information. They study the neural basis of memory and the connectivity between brain areas to explain the complexity of memory, factors that affect memory and its decline over time, and the causes of forgetfulness.

UNIT 4

1. Learning

This area of study explores the characteristics of learning as a process that plays a part in determining behaviour. Students study the neural basis of learning, and examine different types of learning: classical conditioning, operant conditioning, observational learning, one-trial learning, trial and error learning and Social Learning Theory. Behaviour not dependent on learning is also explored.

2. Mental Health

Students use a biopsychosocial framework to investigate how biological, psychological and sociocultural factors interact to contribute to the development of an individual's mental functioning and mental health. They identify the mechanisms underpinning the range of usual human emotions such as anxiety, stress, anger, sadness and happiness. Students learn to distinguish between normal or universal experiences such as stress, anxiety and moodiness, and focus on ONE chronic condition from the following: addiction, depression, anxiety and phobias which fall into the category of mental illness or psychological disorder.

The relationship between stress and mental health is investigated together with the strategies for coping with stress. Students apply a biopsychosocial framework to the study of simple phobia and a selected mental disorder. They identify protective and risk factors, coping mechanisms and the principles of how treatments work. Students analyse how biological, psychological and socio-cultural factors interact to contribute to the development and treatment of these disorders.

Assessment And Reporting

Units 1 & 2

Demonstration of achievement of outcomes in Units 1 & 2 must be based on the student's performance on a selection of assessment tasks.

Assessment tasks for these units are selected from the following:

- research investigation
- annotated folio of practical activities
- media response
- oral presentation using two or more data types, for example still or moving images, written text, sound
- visual presentation, for example concept map, graphic organiser, poster
- test
- essay
- debate
- data analysis
- evaluation of research.

Units 3 & 4

Percentage contributions to the final assessment are as follows:

Unit 3 school-assessed coursework 17%
Unit 4 school-assessed coursework 17%
Unit 3 and examination - 2½ hours 66%

Religions are defined as those forms of belief and practice through which human beings express their sense of ultimate reality. Such beliefs and practices form an important part of human experience and this experience is both individual and collective. Religious communities are formed and traditions of belief and practice are developed. This study proposes that religions can be understood in a general way as meaning systems that have interrelated aspects.

Areas of Study

UNIT 3: THE SEARCH FOR MEANING

Responding to the search for meaning

Students are introduced to the nature and purpose of religion in the human search for meaning in societies in which multiple worldviews coexist through the study in detail of a range of beliefs of religious tradition or denomination. Beliefs are ideas that answer the big questions of life according to a religious worldview. Students are introduced to the purpose of religion in societies in which multiple worldviews coexist through the study in detail of a range of beliefs of one or more than one religious tradition or denomination.

Expressing meaning

Students build on the knowledge of religious beliefs and study how the meaning of belief is expressed through other aspects of religion. Students explore at least two beliefs as they are expressed in the other aspects of the selected religious tradition/s or denominations, and how the beliefs and their expression in each of the other aspects are intended by the selected religious tradition/s or denomination/s to engender and nurture meaning.

Significant life experience, religious beliefs and faith

Students focus on the interplay between religious beliefs and significant life experiences of members by undertaking a detailed study of one particular significant life experience of a member of a religious tradition or denomination. The life experience may be a single event at a particular time or occur over an extended period, and has to be one that informed, reinforced or changed the person's understanding and expression of the meaning of their religious beliefs.

UNIT 4: RELIGION, CHALLENGE AND CHANGE

Challenge and Response

Students investigate how and why religious traditions as a whole, or their denominations, have taken steps from their inception to the present to respond to challenges in the categories of theology, ethics and continued existence. A stance can itself be enough to respond to the challenge and to retain integrity, authenticity and identity for the religious traditions or denomination's leadership and adherents. The ability to adopt different stances is variously determined by beliefs, authority structures, official teachings, rulings of religious law, tradition, key individuals and attitudes within the religious and wider communities.

Interaction of Religion and Society

Students study one or more than one religious tradition or denomination. For each tradition or denomination selected, they examine in detail one significant challenge that has engaged the religious tradition or denomination and society. The challenge should be one where a range of analyses of the responses have been made by commentators.. Students investigate the broader context leading to the challenge, the sources of the challenge, and the stances and supporting responses adopted by the religious tradition or denomination to the challenge.

Assessment and reporting

Units 3 & 4

In Units 3 & 4, the VCAA supervises assessment by means of school-assessed coursework and examinations. Percentage contributions to the final assessment are as follows:

Unit 3 school-assessed coursework	25%
Unit 4 school-assessed coursework	25%
End-of-year examination – 2 hours	50%

STUDIO ARTS

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer.

Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, style, techniques and processes to create aesthetic qualities in artworks.

Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development.

Areas of Study

UNIT 1: STUDIO INSPIRATION AND TECHNIQUES

- 1 - Researching and recording ideas Identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.
- 2 - Studio practice Produce at least one artwork and progressively record the development of their studio practice, conveying ideas through the exploration of materials and techniques in the selected art form/s.
- 3 - Interpreting art ideas and use of materials and techniques Discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

UNIT 2: STUDIO EXPLORATION AND CONCEPTS

- 1 - Exploration of studio practice and development of artworks Develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.
- 2 - Ideas and styles in artworks Compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

UNIT 3: STUDIO PRACTICES AND PROCESSES

1 - Exploration proposal Prepare an exploration proposal that formulates the content and parameters of an individual studio

2 - Studio process Present an individual process in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.

3 - Artists and studio practices Examine the practice of at least two artists, with reference to artworks by each artist, referencing different historical and cultural contexts of each artwork.

UNIT 4: STUDIO PRACTICE AND ART INDUSTRY

1 - Production and presentation of artworks Present at least two artworks based on selected and evaluated potential directions developed through the studio process, demonstrating refinement and application of materials and techniques, and realizing and communicating the student's ideas expressed in the exploration proposal.

2 - Evaluation Visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.

3 - Art industry contexts Comparison of the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

Assessment And Reporting

Units 1 & 2

Procedures for the assessment for Units 1 & 2 are chosen by the school and each unit involves:

Folio and supporting body of work:	50%
Art Analysis:	20%
Examination:	30%

Units 3 & 4

In Units 3 and 4, VCAA supervises assessments by means of school assessed coursework, school assessed tasks and examination. Percentage contributions to the final assessment are as follows:

Unit 3 School-assessed Coursework:	5%
Unit 4 School-assessed Coursework:	5%
Units 3 & 4 School-assessed Task:	60%
End-of-year examination:	30%

TEXTS AND TRADITIONS

Areas of study

UNIT 3 – TEXTS AND THE EARLY TRADITION

This unit examines selected chapters from the books of Jeremiah and Ezekiel. It is designed to enable students to develop an understanding of:

- some of the main interpretations of the selected chapters of the Tanach.
 - the historical contexts in which the books were written
 - the origin, purpose and teachings of the texts
1. Overview of the History of Israel – from settlement to destruction of the First Temple, with a specific focus on significant personalities, locations and events.
 2. Background of the texts of Jeremiah and Ezekiel – historical, political, socio-cultural, religious
 3. Approaches to texts – authorship, purpose, intended audience
 4. Interpreting the text (Part 1) – commentaries (exegesis), major themes, literary structure and style

UNIT 4 - TEXTS AND THEIR TEACHINGS

The main part of study in this unit continues the exegetical study of foundational texts begun in Unit 3. However, the themes contained in the foundational texts have been reinterpreted at different times within traditions and such developments are also included in the area of study.

Interpreting texts (Part 2) – teachings within texts may be presented in different ways. They may be presented in the form of proverbs, codes of law, rules of behaviour, collections of sayings or accounts of the lives of significant individuals, or other recognisable literary forms. Texts have been developed in certain historical, political and social contexts. These situations affect understanding of the meaning, purpose and teachings of those texts. However, some texts contain teaching which transcend their historical and social contexts and are seen as having continual relevance and meaning for the tradition.

Religious ideas, beliefs and social themes – students will examine a significant religious idea, belief or social theme (eg. Centrality of the Land of Israel, Reward and Punishment, Messianic Times) arising out of a study of the selected text, paying particular attention to the way in which the text deals with the particular issue or theme in its original historical, social and religious context. They will also examine the way the text has been interpreted by the religious tradition at a later time in history. Consideration will also be given to the impact on the tradition of these interpretations.

Assessment And Reporting

Unit 3	25%
Outcome 1:	A short answer test - Jewish History and Tradition during the 1st Commonwealth up to the Destruction of the 1st Temple and Babylonian Exile
Outcome 2:	An essay - The Book of Jeremiah
Outcome 3:	An exegetical exercise - Analysis of a selected passage from Jeremiah
Unit 4	25%
Outcome 1:	An exegetical exercise - Analysis of a selected passage from Ezekiel
Outcome 2:	A short report/essay - Examination of a significant fundamental religious idea in the set text and its later interpretation.
End of the Year examination	50%

VISUAL COMMUNICATION DESIGN VCE

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors. Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production. Creative, critical and reflective thinking supports students to progress through the design process.

Areas of Study

UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN

1. On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.
2. On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. On completion of this unit the student should be able to describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION WITHIN DESIGN FIELDS

1. On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2. On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. On completion of this unit the student should be able to apply stages of the design process to create a visual communication appropriate to a given brief.

UNIT 3: VISUAL COMMUNICATION DESIGN PRACTICES

1. On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
2. On completion of this unit the student should be able to discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
3. On completion of this unit the student should be able to apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

UNIT 4: VISUAL COMMUNICATION DESIGN DEVELOPMENT, EVALUATION AND PRESENTATION

1. On completion of this unit the student should be able to develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.
2. On completion of this unit the student should be able to produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

ASSESSMENT AND REPORTING

Units 1 & 2

Procedures for the assessment for Units 1 & 2 are chosen by the school and each unit involves:

Folio and supporting body of work 70%

Examination 30%

Units 3 & 4

In Units 3 and 4, VCAA supervises assessments by means of school assessed coursework, school assessed tasks and examination. Percentage contributions to the final assessment are as follows:

Unit 3 School-assessed Coursework 25%

Units 3 & 4 School-assessed Task 40%

End-of-year examination - 1½ hours 35%

VET CERTIFICATES

BUSINESS

These certificates prepare students for possible careers in Business and reflect the increasing roles available in varied work contexts. The courses include numerous units of study and there are no prerequisite requirements for entry into individual units of competency.

The different certificates include:

Certificate II in Business - contributes to the VCE at units 1&2 level. There are no prerequisite requirements for entry into this certificate. Units cover areas such as effective communication, customer service, uses of technology in business, work health and safety.

Certificate III in Business Administration – contributes to the VCE as a Block Credit qualification (10% of the average of the best 4 scored subjects is added as a 5th or 6th ATAR contribution). There is no external examination in this subject and 13 units of competency must be completed satisfactorily. Units cover extension of the Certificate II topics with areas such as accounts, schedules, and sustainable work practices also included.

Certificate III in Business – contributes to the VCE as a scored subject with SACs and an external end of year exam. Certificate II in Business must be competed for entry into this certificate. Units include personal development, management procedures, production of business documents, and advanced use of technology in business.

HOSPITALITY – KITCHEN OPERATIONS

The Certificates in Hospitality introduce students to the areas of Cookery, Baking, Front of House and Kitchen operations. Units include customer service, safe working practices, kitchen practices, hygienic food preparation, basic cooking methods and financial aspects of the hospitality industry.

There are no prerequisite requirements for entry into this certificate.

Possible pathways within this area include Certificate II in Kitchens Operations leading to Certificate III as a scored VCE subject with SACs and an end of year examination, or to other Block Credit subjects (10% of the average of the best 4 scored subjects is added as a 5th or 6th ATAR contribution). Students must complete a variety of units of competency in the cooking and baking areas.

YESHIVAH – BETH RIVKAH & GELC TERM DATES 2019

תשע"ט/תש"פ 5779/5780



ישיבת אהלי יוסף יצחק – לויבאוויטש – בית רבקה
YESHIVAH-BETH RIVKAH COLLEGES

**** Denotes GELC Childcare available**

TERM 1 – Friday 1 February [students] – Tuesday 16 April (Friday Close 3.15pm)		
Friday 25 January	New Staff Orientation 8.45am – 12.30pm	
Tuesday 29 – Thursday 31 January	Staff Conference Days Jan 31 - Term 1 commences for Foundation & Year 7 (Part Day) ; Yeshivah Secondary VCE 3 & 4 (Full Day) students	
Friday 1 February	Term 1 commences for students	
Monday 11 March	Labour Day	GELC/School Open
Wednesday 20 March	Ta'anis Esther	School closes 3.10pm ** (Primary Supervision provided until 4.00pm)
Thursday 21 March	Purim	GELC/School open 9.15am – 11.15am
Friday 22 March	Shushan Purim	School begins 9.15am for all campuses** (Primary Supervision provided from 8.30am)
Tuesday 16 April	School closes regular time for Pesach and term vacation**	
School Holidays and Childcare Availability: Wed 17 April & Thursday 18 April: School Closed - GELC Childcare available Friday 19 April: Erev Pesach - School closed; Shabbat 20 April – Saturday 27 April: Pesach - School closed Monday 29 April – Wednesday 1 May: School Closed - GELC Childcare available		

TERM 2 — Thursday 2 May - Friday 28 June (Friday Close 2.45pm)		
Thursday 2 May	Term 2 commences for staff & students	
Thursday 23 May	Lag B'Omer	GELC/School Open
Friday 7 June	Pre Erev Shavuot	GELC/School closes 1.00pm for Shavuot
Shabbat 8 June	Erev Shavuot	
Sunday 9 & Monday 10 June	Shavuot	GELC/School closed (Monday 10 June – Queen's Bday)
Tuesday 11 June	Mid-Term Break	School closed ** Staff Reporting Day 9.00 – 1.00
Friday 28 June	School closes regular time for term vacation	
<u>School Holidays and Childcare Availability:</u> Monday 1 July – Friday 12 July School Holidays - School closed; GELC Childcare available		

TERM 3 - Tuesday 16 July [students] – Friday 13 September (Fri Close 2.45pm first 5 weeks of Term 3. Resume 3.15pm close 23 Aug)		
Monday 15 July	Staff Conference Day	School closed **
Tuesday 16 July	Term 3 commences - students	
Sunday 21 July	Fast 17 Tammuz	
Saturday 10 August	Erev Tisha B’Av	
Sunday 11 August	Tisha B’Av	
Monday 12 August		School begins 9.15am for all campuses** (Primary Supervision provided from 8.30am)
Friday 13 September	School closes regular time for term vacation	
<u>School Holidays and Childcare Availability:</u> Monday 16 Sept – Friday 20 Sept - School closed; GELC Childcare available		

TERM 4 – Monday 23 September – Wednesday 11 December [students] (Friday Close 3.15pm)		
Monday 23 September	Term 4 commences for staff and students	
Sunday 29 September	Erev Rosh Hashana	
Mon 30 Sept & Tues 1 October	Rosh Hashana	GELC/School closed
Wednesday 2 October	Tzom Gedalia	School begins 9.15am for all campuses** School closes 3.10pm ** (Primary Supervision provided from 8.30am-9.15am & 3.10pm – 4.00pm)
Tuesday 8 October	Erev Yom Kippur	GELC/School closed
Wednesday 9 October	Yom Kippur	GELC/School closed
Thursday 10 October		School begins 9.15am for all campuses** (Primary Supervision provided from 8.30am)
Sunday 13 October	Erev Succos	
Mon 14 – Tues 22 October	Succos	School closed (GELC see box below)
Wednesday 23 October		School closed **
Tuesday 5 November	Cup Day	GELC/School Open
Wednesday 11 December	Last day students	School closes 1.00pm for summer vacation **
Friday 13 December	Last Day for staff	
School Holidays and Childcare Availability: Chol Hamoed Succos – Wed 16 October – Friday 18 October: School Closed – Childcare available First Night Chanukah: Sunday 22 December Chanukah: Mon 23 December – Mon 30 December Childcare is available for GELC students from 1.00pm Wednesday 11 December until Tuesday 31 December (except Wednesday 25 & Thursday 26 Dec)		