VCE SUBJECTS
offered at Parade College 2024

NB: While all the subjects listed below are offered, classes may not run in some subjects due to lack of student demand

Please consider the environment before printing this lengthy document.

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ACCOUNTING

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Why study Accounting?

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners.
In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

> Go to Humanities Pathways diagram

> Go to Accounting Pathways diagram

Structure

The study is made up of 4 units:

Unit 1: Role of accounting in business
Unit 2: Accounting and decision-making for a trading business
Unit 3: Financial accounting for a trading business
Unit 4: Recording, reporting, budgeting and decision-making

Accounting Unit 1 - Code: 1cAC

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Accounting Unit 2 - Code: 2cAC

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Accounting Unit 3 and Unit 4 - Code: 3cAC & 4cAC

Unit 3
This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Unit 4
In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Parade Entry requirements

To enter Unit 1 and 2, students are recommended to have a C average in Year 10 Accounting for Managers. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1: Role of accounting in business

Outcome 1

On completion of this unit, the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.

Outcome 2

On completion of this unit, the student should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

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

Outcome 1

On completion of this unit, the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.

Outcome 2

On completion of this unit, the student should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

Outcome 3

On completion of this unit, the student should be able to record and report for non-current assets and depreciation.

Unit 3: Financial accounting for a trading business

Outcome 1

On completion of this unit, the student should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations**.**

Outcome 2

On completion of this unit, the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

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

Outcome 1

On completion of this unit, the student should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.

Outcome 2
On completion of this unit, the student should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

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APPLIED COMPUTING

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Why study Applied Computing?

The ubiquity and rapid pace of developments in digital systems, and the increasing availability of digitised data and information are having major influences on many aspects of society and the economy. This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital. VCE Applied Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours. VCE Applied Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, cybersecurity and to careers in digital-technologies.

This study enables students to:

- Apply skills, techniques, processes and a methodology to create digital solutions that meet a range of needs and conditions
- Manipulate data within software tools such as databases and spreadsheets to create data visualisations
- Use programming languages such as Python to develop working software solutions
- Propose strategies for reducing security risks to data and information in a networked environment (cybersecurity).
- Understand the components of information systems and the architecture of the associated digital systems
- Understand how digital systems, processes, legislation and personal behaviours can affect the integrity and security of data and information
- Apply computational, design and systems thinking skills when creating digital solutions.

Structure

The study is made up of 4 units:

Unit 1: Applied Computing
Unit 2: Applied Computing
Unit 3 & 4: Applied Computing: Software Development

Students need to take both of the Unit 3 & 4 units.

Unit 1 Applied Computing- Code: 1iIT

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Unit 2 Applied Computing - Code: 2iIT

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified; and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Unit 3 & 4 Applied Computing: Software Development - Code: 3iSD & 4iSD

In Applied Computing: Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language.

In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. They respond to given software designs and develop a set of working modules through the use of a programming language. Students need to examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. They also analyse a need or opportunity, plan and design a solution and use computational, design and systems thinking skills. This work forms the first part of a project that is completed in Unit 4.

In Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

Students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. Students focus on the security risks to software and data during the software development process and throughout the use of the software solution by an organisation. They analyse and evaluate the security of current software development practices and consider the consequences of implementing software with ineffective security strategies.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Software Development or Multimedia. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit by the VCAA. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1: Applied Computing

Outcome 1

On completion of this unit the student should be able to interpret teacher-provided solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings.

Outcome 2
On completion of this unit the student should be able to interpret teacher-provided solution requirements to design, develop and evaluate a software solution using a programming language.

Unit 2: Applied Computing

Outcome 1
On completion of this unit the student should be able to, in collaboration with other students, analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.

Outcome 2
On completion of this unit the student should be able to respond to a teacher-provided case study to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

Unit 3: Applied Computing: Software Development

Outcome 1
On completion of this unit the student should be able to interpret teacher-provided solution requirements and designs and apply a range of functions and techniques using a programming language to develop and test working software modules.

Outcome 2
On completion of this unit the student should be able to analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution.

Unit 4: Applied Computing: Software Development

Outcome 1
On completion of this unit the student should be able to develop and evaluate the software solution designed in Unit 3 to ensure that it meets the requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan.

Outcome 2
On completion of this unit the student should be able to respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Units 3 and 4
In both courses, assessment is based on school-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent

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ART: CREATIVE PRACTICE

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Why study Art: Creative Practice

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

> Go to Art pathways diagram

Structure

The study is made up of four units:

Unit 1: Interpreting artworks and exploring the Creative Practice
Unit 2: Interpreting artworks and developing the Creative Practice
Unit 3: Investigation, ideas, artworks and the Creative Practice
Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

Unit 1 - Art: Creative Practice Code 1aCP

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Unit 2 - Art: Creative Practice Code 2aCP

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Unit 3 - Art: Creative Practice Code 3aCP

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting

point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

Unit 4 - Art: Creative Practice Code 4aCP

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Art: Creative Practice. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1 – Interpreting artworks and exploring the Creative Practice

Outcome 1

On completion of this unit the student should be able to discuss the practices of three artists, and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist.

Outcome 2

On completion of this unit the student should be able to use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas.

Outcome 3

On completion of this unit the student should be able to document and evaluate the components of the Creative Practice used to make personal visual responses.

Unit 2: Interpreting artworks and developing the Creative Practice

Outcome 1

On completion of this unit the student should be able to use the Cultural Lens, and the other Interpretive Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times.

Outcome 2

On completion of this unit the student should be able to use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches.

Outcome 3

On completion of this unit the student should be able to critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses.

Unit 3: Investigation, ideas, artworks and the Creative Practice

Outcome 1

On completion of this unit the student should be able to develop personal ideas using research that examines one artwork and the practice of an artist and produce at least one finished artwork using the Creative Practice.

Outcome 2

On completion of this unit the student should be able to apply and explore ideas and an area of personal interest using the Creative Practice.

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

Outcome 1

On completion of this unit the student should be able to document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.

Outcome 2

On completion of this unit the student should be able to use the Creative Practice to resolve and present a Body of Work.

Outcome 3

On completion of this unit the student should be able to compare the practices of historical and contemporary artists and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

Levels of Achievement

Units 1 and 2

Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Units 3 and 4

School-assessed coursework, a school-assessed task and an end-of-year examination:

- Units 3 and 4 School-assessed Coursework: 10 per cent
- Units 3 and 4 School-assessed Task: 60 per cent
- End-of-year examination: 30 per cent.

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AUSTRALIAN AND GLOBAL POLITICS

(2024 - Politics Unit 1&2)

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Why study Australian and Global Politics /Politics (Unit 1&2)?

VCE Australian and Global Politics /Politics (Unit 1&2) 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.

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and of contemporary global issues. In doing so, students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active.

Australian and Global Politics provides knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia, management and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, education, law, research and politics.

Structure

The study is made up of 4 units:

Unit 1: Ideas, actors and power
Unit 2: Global connections
Unit 3: Global actors
Unit 4: Global challenges

Unit 1: Ideas, actors and power - Code: 1hAG

In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda.

Unit 2: Global Connections- Code: 2hAG

This unit introduces students to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

Unit 3: Global actors - Code: 3hGP

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

Unit 4: Global challenges - Code: 4hGP

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 History or Year 10 Australia's Legal and Political System. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4.

Unit 1: Ideas, actors and power

Outcome 1

On completion of this unit the student should be able to identify and explain key ideas relating to the exercise of political power, and analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system.

Outcome 2

On completion of this unit the student should be able to explain and analyse the roles and functions of political parties, interest groups and the media and their influence on participation in Australian politics.

Unit 2: Global Connections

Outcome 1

On completion of this unit the student should be able to identify and analyse the social, political and economic interconnections created by globalisation and evaluate Australia's participation in the global community.

Outcome 2

On completion of this unit the student should be able to describe and analyse the extent to which global actors can effectively manage cooperation, conflict and instability in relation to selected case studies.

Unit 3: Global actors

Outcome 1

On completion of this unit the student should be able to evaluate the power of key global actors and assess the extent to which they achieve their aims and are able to challenge state sovereignty.

Outcome 2

On completion of this unit the student should be able to analyse and evaluate the effectiveness of the use of various types of power by China in pursuit of its national interests.

Unit 4: Global challenges

Outcome 1

On completion of this unit the student should be able to analyse the debates relating to people movement and arms control and evaluate the effectiveness of global actors' responses to these issues.

Outcome 2
On completion of this unit the student should be able to analyse armed conflict and terrorism then evaluate the effectiveness of global actors' responses to these.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent

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BIOLOGY

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Why study Biology?

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

VCE Biology provides for continuing study pathways and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in biotechnology, health and medicine, ecology, education, food science and veterinary science. Biologists also work in cross-disciplinary areas such conservation, forensic science, geology, medical research and sports science.

> Go to Science Pathways diagram

Structure

The study is made up of four units:
Unit 1: How do organisms regulate their functions?
Unit 2: How does inheritance impact on diversity?
Unit 3: How do cells maintain life?
Unit 4: How does life change and respond to challenges?

Biology Unit 1: Code: 1sBI

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Biology Unit 2: Code: 2sBI

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Biology Unit 3: Code: 3sBI

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

Biology Unit 4: Code: 4sBI

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

Parade Entry requirements

To enter Unit 1, from the end of year 9 students are required to have a B+ average in Year 9 Science across semester 1.

To enter Unit 1 from year 10, students need to have a C average with Biology Origins across semester 1.

Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of the set of Outcomes specified for the unit.
Listed below are the outcomes for Units 1-4:

Unit 1: How do organisms regulate their functions?

Outcome 1

On completion of this unit the student should be able to explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.

Outcome 2

On completion of this unit the student should be able to explain and compare how cells are specialised and organised in plants and animals and analyse how specific systems in plants and animals are regulated.

Outcome 3

On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data

Unit 2: How does inheritance impact on diversity?

Outcome 1

On completion of this unit the student should be able to explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.

Outcome 2

On completion of this unit the student should be able to analyse advantages and disadvantages of reproductive strategies and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.

Outcome 3

On completion of this unit the student should be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

Unit 3: How do cells maintain life?

Outcome 1

On completion of this unit the student should be able to analyse the relationship between nucleic acids and proteins and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

Outcome 2

On completion of this unit the student should be able to analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

Unit 4 – How does life change and respond to challenges??

Outcome 1
On completion of this unit the student should be able to analyse the relationship between nucleic acids and proteins and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

Outcome 2

On completion of this unit the student should be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

Outcome 3
On completion of this unit the student should be able to design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges,
and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School- assessed coursework, a mid-year examination and an end-of-year examination:

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 30 per cent
- End-of-year: 50 per cent

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BUSINESS MANAGEMENT

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Why study Business Management?

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

Structure

The study is made up of 4 units:

Unit 1: Planning a business
Unit 2: Establishing a business
Unit 3: Managing a business
Unit 4: Transforming a business

Business Management Unit 1 - Code: 1cBM

In this unit, students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs.

Business Management Unit 2 - Code: 2cBM

In this unit, students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

Business Management Unit 3 - Code: 3cBM

In this unit, students explore the key processes and issues concerned with managing a business to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these.

Business Management Unit 4 - Code: 4cBM

In this unit, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake
change, and consider a variety of strategies to manage change.

Parade Entry requirements

To enter Unit 1 and 2, students are recommended to have a C average in Year 10 Small Business or Australian and Global Economics. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study.

Unit 1: Planning a business

Outcome 1
On completion of this unit, the student will be able to describe the sources of business ideas.

Outcome 2
On completion of this unit, the student should be able to describe the external environment of a business and explain how the macro and operating factors affect business planning.

Outcome 3
On completion of this unit, the student will be able to describe internal business environments.

Unit 2: Establishing a business

Outcome 1
On completion of this unit, the student should be able to explain the importance of complying with legal requirements and financial record keeping and establishing effective policies.

Outcome 2
On completion of this unit, the student should be able to explain the importance of establishing a marketing presence and analyse the effectiveness of marketing and other strategies.

Outcome 3
On completion of this unit, the student should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of staffing strategy.

Unit 3: Managing a business

Outcome 1
On completion of this unit, the student should be able to discuss the key characteristics of businesses and stakeholders and analyse culture and management styles.

Outcome 2
On completion of this unit, the student should be able to explain theories of motivation and apply them to contexts, and analyse strategies related to the management of employees.

Outcome 3
On completion of this unit, the student should be able to analyse the relationship between business objectives and operations management.

Unit 4: Transforming a business

Outcome 1
On completion of this unit, the student will be able to describe why businesses change.

Outcome 2
On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent

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CHEMISTRY

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Why study Chemistry?

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Structure

The study is made up of 4 units:
Unit 1: How can the diversity of materials be explained?
Unit 2: How do chemical reactions shape the natural world?
Unit 3: How can chemical processes be designed to optimise efficiency?
Unit 4: How are organic compounds categorised, analysed and used?

Chemistry Unit 1 Code: 1sCH

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.
Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Chemistry Unit 2 Code: 2sCH

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others

Chemistry Unit 3 Code: 3sCH

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and

electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Chemistry Unit 4 Code: 4sCH

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Chemistry Matters. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of completion of a set of outcomes. Listed below are the outcomes for Units 1-4:

Unit 1 – How can diversity of materials be explained?

Outcome 1

On completion of this unit the student should be able to explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.

Outcome 2

On completion of this unit the student should be able to calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.

Outcome 3

On completion of this unit the student should be able to investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

Unit 2 – How do chemical reactions shape the natural world?

Outcome 1

On completion of this unit the student should be able to explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.

Outcome 2
On completion of this unit the student should be able to calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.

Outcome 3
On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

Unit 3 – How can design and innovation help to optimise chemical processes?

Outcome 1
On completion of this unit the student should be able to compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.

Outcome 2
On completion of this unit the student should be able to experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.

Unit 4 – How are carbon-based compounds designed for purpose?

Outcome 1
On completion of this unit the student should be able to analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.

Outcome 2
On completion of this unit the student should be able to apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.

Outcome 3
On completion of this unit the student should be able to design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework, a mid-year examination and an end-of-year examination:

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 30 per cent
- End-of-year examination: 50 per cent

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ECONOMICS

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Why study Economics?

The study of Economics centres on decisions about how production occurs, how resources are allocated and how proceeds of production are distributed. Not only do these decisions affect the lives of individuals and nations but they can have an effect on a regional or global basis.

Structure

The study is made up of 4 units:

Unit 1: The behaviour of consumers and businesses
Unit 2: Contemporary economic issues
Unit 3: Australia's economic prosperity
Unit 4: Managing the economy

Economics Unit 1 - Code: 1cEC

In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

Economics Unit 2 - Code: 2cEC

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources.

Economics Unit 3 - Code: 3cEC

In this unit students develop an understanding of the macro economy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards.

Economics Unit 4 - Code: 4cEC

The study of this unit is the study of the management of the Australian economy, which concentrates on budgetary, monetary and supply side policies used by the Australian Government.

Parade Entry requirements

To enter Unit 1 and 2, students are recommended to have satisfactorily completed Year 10 Australian and Global Economics. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4.

Unit 1: Economic decision making

Outcome 1

On completion of this unit the student should be able to describe the basic economic problem anddiscuss the role of consumers and businesses in the economy.

Outcome 2

On completion of this unit, the student should be able to explain the role of relative prices and othernon-price factors in the allocation of resources in a market-based economy.

Outcome 3

On completion of this unit the student should be able to explain how behavioural economics complements traditional understandings of decision-making and analyse the effects of behavioural economics insights on consumers and other economic agents.

Unit 2: Economic issues and living standards

Outcome 1

On completion of this unit the student should be able to explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth.

Outcome 2

On completion of this unit the student should be able to explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

Unit 3: Australia's living standards

Outcome 1

On completion of this unit, the student should be able to explain how markets operate to allocateresources and discuss the effect of government intervention on market outcomes.

Outcome 2

On completion of this unit, the student should be able to analyse key contemporary factors that mayhave influenced the Australian Government's domestic goals over the past two years.

Outcome 3

On completion of this unit the student should be able to analyse the factors that may affect the exchange rate, terms of trade and Australia's international competitiveness, and discuss their impact on Australia's international transactions and the achievement of the domestic macroeconomic goals and living standards.

Unit 4: Managing the economy

Outcome 1

On completion of this unit, the student should be able to discuss the nature and operation of aggregate demand policies and analyse how the policies influence governmental goals.

Outcome 2

On completion of this unit, the student should be able to discuss the nature and operation of aggregate supply policies and analyse how the policies influence governmental goals.

Levels of Achievement

Unit 1 and 2

Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent

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ENGLISH

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Why study English?

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

NB: All VCE students must undertake at least three units from the English Group, two of which must be a Unit 3-4 sequence.

Structure

The study is made up of 4 units, each with 2 units of study:

English Unit 1 - Code: 1eEN

In Area of Study 1, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text.

In Area of Study 2, students read and engage imaginatively and critically with mentor texts that model effective writing. They engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

English Unit 2 - Code: 2eEN

In Area of Study 1, students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values.

In Area of Study 2, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

English Unit 3 - Code: 3eEN

In Area of Study 1, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.

In Area of Study 2, students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

English Unit 4 - Code: 4eEN

In Area of Study 1, students apply reading and viewing strategies to engage with a text and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text.

In Area of Study 2, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 English or Literature. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1

Outcome 1

On completion of this unit students should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

Outcome 2

On completion of this unit students should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Unit 2

Outcome 1

On completion of this unit students should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

Outcome 2

On completion of this unit students should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Unit 3

Outcome 1

On completion of this unit students should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

Outcome 2
On completion of this unit students should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

Unit 4

Outcome 1
On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

Outcome 2
On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

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FOOD STUDIES

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Why study Food Studies

Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products in quantities that may harm their health. Also, food and cooking, and their central roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Structure

The study is made up of four units.
Unit 1: Food origins
Unit 2: Food makers
Unit 3: Food in daily life
Unit 4: Food issues, challenges and futures

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Unit 1: Food origins – Code 1sFS

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Unit 2: Food makers - Code: 2sFS

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.
Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using

practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Unit 3: Food in daily life - Code: 3sFS

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food issues, challenges and futures - Code: 4sFS

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia. Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Food Studies. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1: Food origins

Outcome 1
On completion of this unit the student should be able to analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.

Outcome 2
On completion of this unit the student should be able to describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous
to Australia and those foods introduced through migration.

Unit 2: Food makers

Outcome 1
On completion of this unit the student should be able to analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.

Outcome 2
On completion of this unit the student should be able to use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements and create a food product that illustrates potential adaptation in a commercial context.

Unit 3: Food in daily life

Outcome 1
On completion of this unit the student should be able to explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines and apply principles of nutrition in practical activities to examine specific dietary needs.

Outcome 2
On completion of this unit the student should be able to analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

Unit 4: Food issues, challenges and futures

Outcome 1
On completion of this unit the student should be able to analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.

Outcome 2
On completion of this unit the student should be able to critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 30 per cent
- Unit 4 school-assessed coursework: 30 per cent
- Unit 3 and 4 examination: 40 per cent

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FRENCH

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Why study French?

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of French develops students' ability to understand and use a language which is widely learned internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

A knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting.

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Structure

The study is made up of 4 units taught over two years.
Areas of study: Interpretative, presentational and interpersonal communication.
Prescribed themes and topics: The individual, the French-speaking communities and the world around us.

French Unit 1 - Code: 1LFR

The areas of study for French Language comprise themes and topics, text types, writing styles, vocabulary and grammar. This unit allows the student to contribute to build skills that will allow the interpretation of texts, the presentation of information and the exchange of meaning in a spoken interaction.

French Unit 2 - Code: 2LFR

The areas of study for French Language comprise themes and topics, text types, writing styles, vocabulary and grammar. This unit allows the student to contribute to build and consolidate skills that will allow them to respond in writing in French, analyse and use information from written, spoken or visual texts and explain information, ideas and concepts orally in Japanese.

French Unit 3 and Unit 4 - Code: 3LFR and 4LFR

The areas of study for French Language comprise themes and topics, text types, writing styles, vocabulary and grammar. Students build skills to allow them to participate in a spoken exchange in French, analyse information from a range of texts and express ideas in a personal, informative or imaginative piece of writing. They also learn to analyse and share ideas in written and spoken form that reflect aspects of the language and culture of French-speaking communities.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 French. Before attempting Unit 3, students must have a C average in Units 1 and 2. French is designed for students who will, typically, have studied French for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Unit 1

Outcome 1
On completion of this unit the student should be able to exchange meaning in a spoken interaction in French on a selected subtopic.

Outcome 2
On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in French and respond in writing in French and in English.

Outcome 3
On completion of this unit the student should be able to present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose.

Unit 2

Outcome 1
On completion of this unit the student should be able to respond in writing in French to spoken, written or visual texts presented in French.

Outcome 2
On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in French.

Outcome 3
On completion of this unit the student should be able to explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

Unit 3

Outcome 1
On completion of this unit the student should be able to participate in a spoken exchange in French to resolve a personal issue.

Outcome 2
On completion of this unit the student should be able to interpret information from texts and write responses in French.

Outcome 3
On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in French.

Unit 4

Outcome 1
On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in French.

Outcome 2
On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in French.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Units 3 and 4
There is School-assessed coursework and two end-of-year examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent (Oral 12.5% and written component 37.5%)

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GEOGRAPHY

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Why study Geography?

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork, the use of geospatial technologies and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform these.

Twelve key geographic concepts underpin the study – change, distance, distribution, environment, interconnection, movement, place, process, region, scale, spatial association and sustainability. Each area of study utilises these concepts to assist in the observation, description, interpretation, analysis and explanation of geographic phenomena. VCE Geography is designed around two key concepts: change and interconnection, emphasising increasing human interaction with environments, which has had, and continues to have, significant consequences.

VCE Geography enables students to examine natural and human induced phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, students develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places and environments, and the human interactions with these.

Structure

The study is made up of 4 units:

Unit 1: Hazards and Disasters
Unit 2: Tourism: Issues and Challenges
Unit 3: Changing the land
Unit 4: Human population: trends and issues

Geography Unit 1: Hazards and Disasters - Code: 1hGE

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

Geography Unit 2: Tourism - Code: 2hGE

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. For example, the interconnections of climate, landforms, culture and climate change help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, and cultural preservation and acculturation. The growth of tourism at all scales requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable.

Students undertake fieldwork and produce a fieldwork report using the structure provided

Geography Unit 3: Changing the Land - Code: 3hGE

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.

Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation. Students undertake fieldwork and produce a fieldwork report using the structure provided. They develop a research question and hypothesis and use both primary and secondary sources to collect data. Fieldwork techniques including geospatial technologies are employed to collect and present data.

Geography Unit 4: Human population – trends and issues - Code: 4hGE

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.
Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places.

Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Geography or Outdoor Education and the Environment. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

Assessment

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Unit 1: Hazards and disasters

Outcome 1

On completion of this unit the student should be able to analyse the nature of hazards and the impacts of hazard events at a range of scales.

Outcome 2

On completion of this unit the student should be able to analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 2: Tourism: issues and challenges

Outcome 1

On completion of this unit the student should be able to analyse the nature of tourism at a range of scales.

Outcome 2

On completion of this unit the student should be able to analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism.

Unit 3: Changing the land

Outcome 1

On completion of this unit the student should be able to analyse processes that result in changes to land cover and evaluate the impacts and responses resulting from these changes.

Outcome 2

On completion of this unit the student should be able to analyse land use change and evaluate its impacts.

Unit 4: Human population: trends and issues

Outcome 1

On completion of this unit the student should be able to analyse and discuss population dynamics on a global scale.

Outcome 2

Students undertake investigations into two countries with significant population trends in different parts of the world: a growing population of one country and an ageing population of another country.

Levels of Achievement

Unit 1 and 2

Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4

School assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent

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HEALTH AND HUMAN DEVELOPMENT

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Why study Health and Human Development?

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

Further information about the course is provided in the study design:
https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevelopment/2018HealthHumDevSD.pdf

Structure

The study is made up of four units.

Unit 1: Understanding health and wellbeing
Unit 2: Managing health and development
Unit 3: Australia's health in a globalised world
Unit 4: Health and human development in a global context

Assessment & Levels of Achievement

Student must demonstrate achievement of the set of outcomes specified for all units. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Units 1 and 2 - Code 1pHD & Code 2pHD

Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2 all of which require satisfactory completion.
Assessment tasks for these units are selected from the following:

- a case study analysis
- a data analysis
- a test
- a visual presentation
- an oral presentation
- a written response, such as a research assignment or written report.
- Semester examinations

Unit 3 & 4 - Code 3pHD & Code 4pHD

School-assessed coursework and an end-of-year examination:

• Unit 3 school-assessed coursework: 25 per cent
• Unit 4 school-assessed coursework: 25 per cent
• Units 3 and 4 examination: 50 per cent

School-assessed coursework for these units are selected from the following:

- a case study analysis
- a data analysis
- a test
- a visual presentation
- an oral presentation
- a written response, such as a research assignment or written report.

Parade Entry requirements

Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

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HISTORY

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Why study History?

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of historical sources, and the capacity of historians to interpret those sources. VCE History reflects this by enabling students to explore a variety of eras and periods, events, people, places and ideas.

Structure

The study is made up of 4 units:

Unit 1: Modern History – Change and conflict
Unit 2: Twentieth-Century History (1945-2000)
Unit 3: Revolutions (France)
Unit 4: Revolutions (Russia)

Unit 1: Modern History – Change and conflict - Code: 1hHI

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Unit 2 Modern History – The changing world order - Code: 2hHI

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Units 3 & 4: Revolutions - Code: 3hHR & 4hHR

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. The French and Russian Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity

and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

For the two revolutions (French & Russian), both areas of study must be undertaken.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in a Year 10 history subject or Year 10 Australia's Legal and Political System. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Unit 1: Modern History – Change and conflict

Outcome 1
On completion of this unit the student should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

Outcome 2
On completion of this unit the student should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

Unit 2: Modern History – Changing world order

Outcome 1
On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

Outcome 2
On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

Units 3 and 4 Revolutions

NB: The two Outcomes are the same for each unit (four outcomes overall)

Outcome 1
On completion of this unit the student should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Outcome 2
On completion of this unit the student should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School assessed coursework and an end-of-year examination:

• Unit 3 school-assessed coursework: 25 per cent

- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent

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ITALIAN

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Why study Italian?

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Italian develops students' ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

A knowledge of Italian in conjunction with other skills can provide employment opportunities in areas such as tourism, social services, banking, commerce, and translating and interpreting.

Structure

The study is made up of 4 units taught over two years.
Areas of study: Interpretative, presentational and interpersonal communication.
Prescribed themes and topics: The individual, the Italian-speaking communities and the world around us.

Italian Unit 1 - Code: 1LIT

The areas of study for Italian Second Language comprise themes and topics, text types, writing styles, vocabulary and grammar. This unit allows the student to build skills that will allow the interpretation of texts, the presentation of information and the exchange of meaning in a spoken interaction.

Italian Unit 2 - Code: 2LIT

The areas of study for Italian Second Language comprise themes and topics, text types, writing styles, vocabulary and grammar. This unit allows the student to build and consolidate skills that will allow them to respond in writing in Japanese, analyse and use information from written, spoken or visual texts and explain information, ideas and concepts orally in Italian.

Italian Unit 3 and Unit 4 - Code: 3LIT and 4LIT

The areas of study for Italian Second Language comprise themes and topics, text types, writing styles, vocabulary and grammar. Students build skills to allow them to participate in a spoken exchange in Italian, analyse information from a range of texts and express ideas in a personal, informative or imaginative piece of writing. They also learn to analyse and share ideas in written and spoken form that reflect aspects of the language and culture of Italian speaking communities.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Italian. Before attempting Unit 3, students must have a C average in Units 1 and 2. Italian is designed for students who will, typically, have studied Italian for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must also undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Unit 1

Outcome 1
On completion of this unit the student should be able to exchange meaning in a spoken interaction in Italian on a selected subtopic.

Outcome 2
On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Italian and respond in writing in Italian and in English.

Outcome 3
On completion of this unit the student should be able to present information, concepts and ideas in writing in Italian on the selected subtopic and for a specific audience and purpose.

Unit 2

Outcome 1
On completion of this unit the student should be able to respond in writing in Italian to spoken, written or visual texts presented in Italian.

Outcome 2
On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Italian.

Outcome 3
On completion of this unit the student should be able to explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken.

Unit 3

Outcome 1
On completion of this unit the student should be able to participate in a spoken exchange in Italian to resolve a personal issue.

Outcome 2
On completion of this unit the student should be able to interpret information from texts and write responses in Italian.

Outcome 3
On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Italian.

Unit 4

Outcome 1
On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Italian.

Outcome 2
On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in Italian.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Units 3 and 4
There is School-assessed coursework and two end-of-year examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent (Oral 12.5% and written component 37.5%)

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JAPANESE

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Why study Japanese?

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. This recognises the close economic and cultural ties between the two countries.

The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

Structure

The study is made up of 4 units taught over two years.
Areas of study: Interpretative, presentational and interpersonal communication.
Prescribed themes and topics: The individual, the Japanese-speaking communities and the world around us.

Japanese Unit 1 - Code: 1LJA

The areas of study for Japanese Second Language comprise themes and topics, text types, writing styles and vocabulary and grammar. This unit allows the student to contribute to build skills that will allow the interpretation of texts, the presentation of information and the exchange of meaning in a spoken interaction.

Japanese Unit 2 - Code: 2LJA

The areas of study for Japanese Second Language comprise themes and topics, text types, writing styles, vocabulary and grammar. This unit allows the student to contribute to build and consolidate skills that will allow them to respond in writing in Japanese, analyse and use information from written, spoken or visual texts and explain information, ideas and concepts orally in Japanese.

Japanese Units 3 and Unit 4 - Code: 3LJA and 4LJA

The areas of study for Japanese Second Language comprise themes and topics, text types, writing styles, vocabulary and grammar. Students build skills to allow them to participate in a spoken exchange in Japanese, analyse information from a range of texts and express ideas in a personal, informative or imaginative piece of writing. They also learn to analyse and share ideas in written and spoken form that reflect aspects of the language and culture of Japanese-speaking communities.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Japanese. Before attempting Unit 3, students must have a C average in Units 1 and 2. Japanese Second Language is designed for students who do not have a Japanese background, which are students who have learnt all the Japanese they know in an Australian school or similar environment. These students will, typically, have studied Japanese for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Students must complete application forms giving details of their background in Japanese if they wish to enrol in this study. Students must also undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Units 1 - 4

Outcome 1
On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Japanese.

Outcome 2
On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in Japanese.

Outcome 3
On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Japanese.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Units 3 and 4
There is School-assessed coursework and two end-of-year examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent (Oral 12.5% and written component 37.5%)

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LEGAL STUDIES

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Why study Legal Studies?

Legal Studies provides students with an analytical evaluation of the process of law making and methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. The course provides an insight into the legal heritage which has shaped, and continues to shape, the development of Australian society. Students are encouraged to examine the dynamic nature of our lawmaking institutions and procedures, and explore how our legal system endeavours to be all inclusive, thus enabling our law to reflect the changing values of our society.

Structure

The structure is made up of 4 units:
Unit 1: Guilt and liability
Unit 2: Sanctions, remedies and rights
Unit 3: Rights and justice
Unit 4: The people and the law

Legal Studies Unit 1 - Code: 1cLS

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Legal Studies Unit 2 - Code: 2cLS

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to
form a judgment about the ability of sanctions and remedies to achieve the principles of justice.

Legal Studies Unit 3 & 4 - Code: 3cLS & 4cLS

In unit 3, students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.
Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

In unit 4, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting
the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

Parade Entry requirements

To enter Unit 1 and 2, students are recommended to have satisfactorily completed Year 10 Law and Politics. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent

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LITERATURE

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Why study Literature?

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

NB: All VCE students must undertake at least three units from the English group, with at least one at Unit 3 / 4 level. These may be chosen from English or Literature.

Structure

The study is made up of 4 units.

Literature Unit 1 - Code: 1eLI

In this unit, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

Literature Unit 2 - Code: 2eLI

In this unit, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They also focus on the text and its historical, social and cultural context. They reflect on representations of a specific time period and/or culture within a text.

Literature Unit 3 and 4 - Codes: 3eLI & 4eLI

In Unit 3, students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. Students also explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.

In Unit 4, students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. They also focus on a detailed scrutiny of the language, style, concerns and construction of texts.

Parade Entry requirements

To enter Unit 1 and 2 Literature, students are required to have a B average in Year 10 Literature or English. Before attempting Unit 3 Literature or English, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4.

Unit 1

Outcome 1
On completion of this unit the student should be able to respond to a range of texts through close analysis.

Outcome 2
On completion of this unit the student should be able to explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Unit 2

Outcome 1
On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

Outcome 2
On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Unit 3

Outcome 1
On completion of this unit the student should be able to analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.

Outcome 2
On completion of this unit the student should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4

Outcome 1
On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

Outcome 2
On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

Levels of Achievement

Unit 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and examinations:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Unit 3 and 4 examination: 50 per cent

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MATHEMATICS

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Why study Mathematics?

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of
mathematical concepts, processes and skills in practical and theoretical contexts.

Structure

Parade College offers the following units of Mathematics:

- Foundation Mathematics Units 1 and 2
- General Mathematics Units 1 and 2
- Specialist Mathematics Units 1 and 2
- Mathematical Methods Units 1 and 2
- Foundation Mathematics Units 3 and 4
- General Mathematics Units 3 and 4
- Mathematical Methods Units 3 and 4
- Specialist Mathematics Unit 3 and 4

Units 1 and 2: Foundation Mathematics – Codes: 1mFO & 2mFO

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who need mathematical skills to support their other VCE subjects, including VET studies.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work, and study. Students are encouraged to use appropriate technology in all areas of their study. These units will be especially useful for students undertaking VET studies.
Students who undertake this course cannot complete any other VCE Mathematics options concurrently.

Units 1 and 2: General Mathematics – Codes: 1mGM & 2mGM

General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study General Mathematics Units 3 and 4. Others will also be studying Mathematical Methods Units 1 and 2 and intend to study Mathematical Methods Units 3 and 4.

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Networks and decision mathematics', 'Graphs of linear and non-linear relations' and 'Statistics'.

Units 1 and 2: Mathematical Methods - Codes: 1mMM & 2mMM

Mathematical Methods Units 1 and 2 are designed as preparation for Mathematical Methods Units 3 and 4. The areas of study for Units 1 and 2 are: 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. Material from all areas of study are organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2 in each area of study.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

Units 1 and 2: Specialist Mathematics - Codes: 1mSM & 2mSM

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

Units 3 and 4: Foundation Mathematics – Codes: 3mFO & 4mFO

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit.

Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

Students who undertake this course cannot complete any other VCE Mathematics options concurrently.

Units 3 and 4: General Mathematics - Codes: 3mGM & 4mGM

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical,

graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Units 3 and 4: Mathematical Methods - Codes: 3mMM & 4mMM

Mathematical Methods Units 3 and 4 consists of the following areas of study: 'Functions and Graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods.

In Unit 3, a study of Mathematical Methods would typically include a selection of content from the areas of study 'Functions and Graphs', 'Algebra', and identifying and analysing key features of the functions and their graphs. In Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and Graphs', 'Calculus', 'Algebra' and the study of random variables and discrete and continuous probability distributions and their applications. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

The appropriate use of computer algebra system technology to support learning and in related assessments is incorporated throughout the course. This will include the use of CAS technology to assist in the development of mathematical ideas and concepts, the application of specific techniques and processes to produce required results and its use as a tool for systematic analysis in investigative, problem-solving and modelling work.

Units 3 and 4: Specialist Mathematics - Codes: 3mSM & 4mSM

Specialist Mathematics consists of the following areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight mathematical structure and proof. All of this material must be covered in progression form Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of materials for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4. Specialist Mathematics Units 3 and 4 assumes concurrent or previous study of Mathematical Methods Units 3 and 4 or Mathematical Methods Units 3 and 4. They contain assumed knowledge and skills for Specialist Mathematics, which will be drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. In Unit 4 this selection would consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in the relevant Year 10 course:

- Year 10 Mathematics: Foundation for VCE Foundation Mathematics Unit 1
- Year 10 Mathematics: General for VCE General Mathematics Unit 1
- Year 10 Mathematics: Methods or Methods Enhanced for VCE Mathematical Methods Unit 1
- Year 10 Mathematics: Methods or Methods Enhanced for VCE Specialist Mathematics Unit 1

Before attempting Unit 3, students must have a C average in the relevant Units 1 and 2 subject:

- VCE Foundation Mathematics Units 1 & 2 for VCE Foundation Mathematics Unit 3
- VCE General Mathematics Units 1 & 2 for VCE General Mathematics Unit 3
- VCE Mathematical Methods Units 1 & 2 for VCE Mathematical Methods Unit 3
- VCE Specialist Mathematics Units 1 & 2 for VCE Specialist Mathematics Unit 3

Students must successfully undertake Unit 3 prior to Unit 4.

Assessment

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

Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for the different Units of Mathematics.

Foundation Mathematics Units 1 and 2

Outcome 1

On completion of this unit the student should be able to use and apply a range of mathematical concepts,skills and procedures from selected areas of study to solve problems based on a range of everyday andreal-life contexts.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

General Mathematics Units 1 and 2

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Mathematical Methods Units 1 & 2

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative,

modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Specialist Mathematics Units 1 and 2

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Foundation Mathematics Units 3 and 4

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

General Mathematics Units 3 and 4

Outcome 1

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics

Outcome 3
On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Mathematical Methods Units 3 and 4

Outcome 1
On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3
On completion of each unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Specialist Mathematics Units 3 and 4

Outcome 1
On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics

Outcome 3
On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment processfor Units 1 and 2.

Units 3 and 4
The student's level of achievement will be assessed through school-assessed coursework and examinations as follows:

Foundation Mathematics

Unit 3 school-assessed coursework: 40 per centUnit 4 school-assessed coursework: 20 per cent
Unit 3 and 4 Examination: 40 per cent

General Mathematics

Unit 3 school-assessed coursework: 24 per cent

Unit 4 school-assessed coursework: 16 per cent
Unit 3 and 4 Examination 1 (Multiple-choice questions): 30 per cent
Unit 3 and 4 Examination 2 (Written response questions): 30 per cent

Mathematical Methods

Unit 3 school-assessed coursework: 20 per
centUnit 4 school-assessed coursework: 20
per cent
Unit 3 and 4 Examination 1 (Short-answer and some extended-answer questions): 20 per cent
Unit 3 and 4 Examination 2 (Multiple-choice questions and extended-answer questions): 40 per cent

Specialist Mathematics

Unit 3 school-assessed coursework: 20 per cent

Unit 4 school-assessed coursework: 20 per cent
Unit 3 and 4 Examination 1 (Short-answer and some extended-answer questions): 20 per cent
Unit 3 and 4 Examination 2 (Multiple-choice questions and extended-answer questions): 40 per cent

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MEDIA

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Why study Media?

The media is ubiquitous. Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live.

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories, narratives are constructed that engage, and are read by, audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever-increasing technological sophistication, ease and speed to engage audiences.

The context of media shapes both production and the audiences' reading. Contextual influences such as time, place, culture, societal attitudes and values may be reflected explicitly and implicitly in media products. Audiences also read and consume media through this contextual lens. The relationship between media and audience is complex. Students will interrogate notions of influence, power, audience, agency and the role that media plays in shaping views and values.

Structure

The study is made up of 4 units:

Unit 1: Media forms, representations and Australian stories
Unit 2: Narrative across media forms
Unit 3: Media narratives and pre-production
Unit 4: Media production; agency and control in and of the media

Unit 1 –Media forms, representations and Australian stories Code: 1aME

The relationship between audiences and the media is evolving. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Unit 2 – Narrative across media forms Code: 2aME

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

Unit 3 – Media narratives and pre-production Code: 3aME

In this unit, students explore stories that circulate in society through a close analysis of a media narrative.

Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture,

economic and political contexts may influence the construction of media narratives and audience readings.

Unit 4 – Media production; agency and control in and of the media Code: 4aME

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Media (Year 10 English results will also be considered). Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1: Media forms, representations and Australian stories

Outcome 1 - Media Representations

On completion of this unit the student should be able to explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.

Outcome 2 – Media forms in production
On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

Outcome 3 – Australian Stories
On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2:

Outcome 1 – Narrative, style and genre
On completion of this unit the student should be able to analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.

Outcome 2 – Narratives in production
On completion of this unit the student should be able to apply the media production process to create,develop and construct narratives.

Outcome 3 – Media and change

On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Unit 3:

Outcome 1 - Narratives and their context
On completion of this unit the student should be able to analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.

Outcome 2 – Research, development, and experimentation
On completion of this unit the student should be able to research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.

Outcome 3 – Pre-production planning
On completion of this unit the student should be able to develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

Unit 4: Media production and issues in the media

Outcome 1 – Media production
On completion of this unit the student should be able to produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3.

Outcome 2 – Agency and control in the media
On completion of this unit the student should be able to use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Units 3 and 4
School-assessed coursework, a school-assessed task and an end-of-year examination:

- Unit 3 school-assessed coursework: 10 per cent
- Unit 4 school-assessed coursework: 10 per cent
- Units 3 and 4 school-assessed task: 40 per cent
- Unit 3 and 4 examination: 40 per cent

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MUSIC PERFORMANCE

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Why study Music Performance?

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains. VCE Music allows for the expression of the intellect, imagination and emotion, and the exploration of values, and fosters an understanding of continuity and change. Active participation in music develops musicianship through creating, performing, responding and analysing, and fosters an understanding of other times, places, cultures and contexts. Students develop ideas about the ways in which music can interact with other art forms, technology and design, and other fields of endeavour.

VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making. VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

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Structure

The study is made up of 4 units:
Unit 1 Music Performance – Organisation in music
Unit 2 Music Performance – Effect in music
Unit 3 Music Performance
Music Inquiry – Influence in Music
or
Music- contemporary performance
or
Music -repertoire performance
Unit 4 Music Performance
Music Inquiry Project
or
Music- contemporary performance
or
Music -repertoire performance
Please note that in Unit 3 and 4 only **ONE of Music Inquiry, Music contemporary performance or Music repertoire performance will be offered, this will be in consultation with the teaching and learning team taking in to account the cohort of students.*

Unit 1 Music Performance Organisation of music - Code: 1aMP

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Unit 2 Music Performance – Effect in music - Code: 2aMP

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Unit 3 Music Performance - Code: 3aMP

Music Inquiry

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually.

Music making is a collective and integrated experience. It involves composing, arranging, interpreting, reimagining, improvising, recreating, performing and critiquing music in an informed manner. All these activities involve active engagement in imaginative music making, responding and remaking. Students perform and compose/arrange music to demonstrate musical influences of an existing style and/or performer in relation to their own works and the works of others.

Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced subsequent music makers, including students' own works. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in the works of others, leading to a reflection on their own music making.

Unit 3: Influence in music

In this unit, through music making and responding, students focus on connections between music created in different times and/or places and the influence(s) of one on the other. Their music making involves the integrated music experiences of performing, creating and responding. They compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music in a scaffolded manner that will lead to their project in Unit 4, where students become increasingly autonomous and self-directed and less dependent on teacher direction and support.

Students perform music to demonstrate musical approaches influenced by an existing style and/or performer and create/arrange short music works that include identifiable influences from an existing work/performer/style and are able to explain these influences.

Students develop aural skills by responding to and analysing music from a range of sources across time and place, comparing their music characteristics. They analyse a music work and/or style and explore how it has influenced subsequent music creators. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in the works of others.

Units 3 and 4: Music contemporary performance

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers in contemporary styles. They also study music language concepts such as scales, harmony and rhythmic materials that relate to contemporary music.

Students may present with any instrument or combination of instruments which will be suitable to convey understanding of the key knowledge and application of key skills for, with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B.

Students prepare a program for assessment in a live performance. They may be assessed as primarily a member of a group or as a solo performer. All performances must include at least one ensemble work with another live musician and an original work created by an Australian artist since 1990. All performances must include a personally reimagined version of an existing work. Original works may also be included in the program.

Students submit a program list along with a Performer's Statement of Intent. Part of the statement should include information about their reimagined piece and explain how the existing work has been manipulated. This must be accompanied by an authentication document. As part of their preparation, students are able to present performances of both ensemble and solo music works and take opportunities to perform in both familiar and unfamiliar venues and spaces.

Across Units 3 and 4 all students select works of their own choice for performance that allow them to meet examination requirements and conditions as described in the performance examination specifications.

Unit 3 Music Contemporary Performance

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

Units 3 and 4: Music repertoire performance

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers and study music language concepts such as scales, harmony and rhythmic materials.

The works selected for assessment must have sufficient range to convey understanding of the key knowledge and application of the key skills for Outcome 1. Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical music outside the Western tradition (for example, Indian, Chinese).

The most significant task in Music Repertoire Performance is the preparation of a recital program of up to 20 minutes' duration. Students may present primarily as a soloist or as an ensemble musician. However, students must present at least one ensemble work (that is, a performance with at least one other live musician) as part of their final program and include at least one work created since 1990 by an Australian composer. Programs may also consist entirely of ensemble works, with one or more students being assessed. One work in the final program must be selected from the separately published Prescribed List. An application process will apply for instruments without a list. Students must also bring copies of their works to the performance examination.

Unit 3 Music Repertoire Performance

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Unit 4 Music Performance - Code: 4aMP

Unit 4 Music inquiry - Project

In this unit, students deepen their understanding of the influence of music by considering it at a personal level. They move from considering and reflecting on the influences in the works of others to applying new understandings of influence in their own music making. They are increasingly able to deliberate on and articulate their thinking and choices.

Their music making continues to focus on integrated music experiences and they become increasingly autonomous and self-directed after the modelling they experienced in Unit 3.

Students perform music to demonstrate musical influences of an existing style and/or performer on their own works, and they create/arrange short music works that include identifiable influences from an existing work/performer/style, which they are able to explain.

Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced their own music making. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in their own works.

Students choose their own Area of Investigation. This may be:

- a style
- a performer
- a creator
- a musical genre.

Students analyse at least two works from their chosen Area of Investigation. They discuss how the treatment of music elements, concepts and compositional devices in these works influence their own musical output. They describe the connections between these works and their own music making.

They perform on their chosen instrument. The works performed will come from their chosen area of investigation. They create/arrange a music work. The work should demonstrate direct connections to the chosen Area of Investigation.

Students continue to respond to a wide variety of music excerpts from a range of different music traditions, times and locations. In their responses, they continue to develop skills in identifying and describing similarities and differences between musical approaches

Unit 4 Music contemporary performance

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Unit 4 Music repertoire performance

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Advanced Music Performance. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1

Outcome 1

Performing: On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation.

Outcome 2

Creating: On completion of this unit the student should be able to create short music works/responses that demonstrate their understanding of different approaches to musical organisation and reflect on the creative process.

Outcome 3

Analysing and responding: On completion of this unit the student should be able to describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation.

Unit 2

Outcome 1

Performing: On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).

Outcome 2

Creating: On completion of this unit students should be able to create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.

Outcome 3

Analysing and responding: On completion of this unit the student should be able to identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.

Unit 3

Music Inquiry Unit 3 Influence in Music

Outcome 1
Music Making: On completion of this unit the student should be able to perform a short work in the style of a selected work/creator from Area of Study 2, explain how their performance relates to the selected music style and/or creator, and create and/or arrange music and demonstrate the connection to the selected music style and/or creator.

Outcome 2
Analysing for music making: On completion of this unit the student should be able to analyse and describe the treatment of music elements, concepts and compositional devices in two works, discussing how one work has influenced the other, and formulating and presenting a proposal for an Area of Investigation for Unit 4.

Outcome 3
Responding: On completion of this unit the student should be able to listen and respond to selected music excerpts from a range of styles and identify, describe and discuss the musical characteristics of each, and compare similarities and differences.

Unit 3 Music contemporary performance

Outcome 1
Performing: On completion of this unit the student should be able to perform a selection of works being prepared for the performance examination, demonstrating an understanding of music style, authentic performance conventions and a range of techniques, using a Performer's Statement of Intent to explain their choice of works for the program.

Outcome 2
Analysing for performance:
On completion of this unit the student should be able to demonstrate and discuss performance development techniques and approaches relevant to performance of selected works and an intended approach to a reimagined existing work.

Outcome 3
Responding: On completion of this unit the student should be able to discuss a performer's interpretation and manipulation of music elements and concepts in works, and identify, recreate and notate music language concepts from examples presented, both in context and in isolation.

Unit 3 Music repertoire performance

Outcome 1
Performing On completion of this unit the student should be able to explain the artistic and practical considerations used to select a program of works for performance, and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works including one work from the prescribed list intended for their final recital program and at least one ensemble work.

Outcome 2
Analysing for Performance: On completion of this unit the student should be able to demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.

Outcome 3
Responding On completion of this unit the student should be able to discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

Unit 4

Music Inquiry – Project

Outcome 1
Music Making: In this area of study, students focus on performing and composing/arranging music connected with their Area of Investigation from Area of Study 2. Students use their knowledge and understanding gained in Area of Study 2 to perform works and arrange/compose short works associated with the selected works studied in Area of Study 2.

They explain how their work has been influenced by the selected music style and/or creator

Outcome 2
Analysing for music making: On completion of this unit the student should be able to analyse and describe the treatment of music elements, concepts and compositional devices in two works from their Area of Investigation, and reflect on how these works have influenced their own music making.

Outcome 3
Responding: On completion of this unit the student should be able to identify, describe and discuss musical characteristics of selected music excerpts and compare similarities and differences between them.

Unit 4 Music contemporary performance

Outcome 1
Performing: On completion of this unit the student should be able to perform a program of works, including one work demonstrating a creative reimagining of an existing work, relevant to their performer's Statement of Intention.

Outcome 2
Analysing for performance: On completion of this unit students should be able to demonstrate and discuss performance development techniques and reimagining approaches relevant to performance of selected works.

Outcome 3
Responding: On completion of this unit the student should be able to discuss a performer's interpretation and manipulation of music elements and concepts in works, identifying and transcribing short examples of music using appropriate notation.

Unit 4 Music repertoire performance

Outcome 1
Performing: On completion of this unit the student should be able to perform a final recital of up to 20 minutes' duration, demonstrating a diverse range of techniques and expressive qualities reflecting an understanding of a range of music styles and performance conventions.

Outcome 2
Analysing for performance: On completion of this unit the student should be able to demonstrate and discuss techniques (technical and expressive) relevant to the performance and development of a personal interpretation of works selected for performance

Outcome 3
Responding: On completion of this unit the student should be able to discuss the interpretation of expressive elements of music in pre-recorded works and develop their auditory discrimination and memory skills through identifying, re-creating and notating short examples.

Levels of Achievement

Units 1 and 2

Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Units 3 and 4 Music Inquiry
Unit 3 School-assessed Coursework: 30 per cent to the study score.
Unit 4 School-assessed Coursework: 5 per cent to the study score.
Unit 4 assessed by an Externally-assessed Task: 50 per cent to the study score.
Units 3 and 4 is also assessed by an end-of-year examination: 15 per cent to the study score.

Units 3 and 4: Music contemporary performance
Unit 3 School-assessed Coursework: 20 per cent to the study score.
Unit 4 School-assessed Coursework :10 per cent to the study score.
Units 3 and 4 is also assessed by a performance examination: 50 per cent to the study score.
Units 3 and 4 is also assessed by an end-of-year aural and written examination: 20 per cent to the study score.

Units 3 and 4: Music repertoire performance3 School-assessed Coursework: 20 per cent to the study score.4 School-assessed Coursework: 10 per cent to the study score.

Units 3 and 4 is also assessed by an end-of-year performance examination: 50 per cent to the study score.
Units 3 and 4 is also assessed by an end-of-year aural and written examination: 20 per cent to the study score.

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OUTDOOR & ENVIRONMENTAL STUDIES

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Why study Outdoor & Environmental Studies?

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

Compulsory attendance on outdoor experiences and camps is a requirement of enrolment in this subject.

Further information about the course is provided in the study design:

https://www.vcaa.vic.edu.au/Documents/vce/outdoor/2018OutdoorEnviroStdsSD.pdf

Potential Careers related to this study

Possible Professions:		
Defence Forces General Entry Diver Drillers Assistant Fire-Fighter Fitness Instructor/Personal Trainer Landscaper Landcare Worker Park Ranger Navy Sailor Outdoor Adventure Leader Recreation Officer Sports coach Surveyor Tour Guide Tree Surgeon Secondary School/Certificate IV/Apprenticeship	Cartographic Technician Defence Forces Technician Fisheries Officer Geographic Information Systems Manager Natural Resource Manager Sports Development Officer Diploma/Advanced Diploma Qualification	Archeologist Defence Forces Officer Environmental Health Officer Environmental Scientist Geologist Geophysicist Marine Biologist Meteorologist Natural Resource Manager Bachelor Degree Qualification or higher

**This is not an exhaustive or prescriptive list*

Structure

The study is made up of four units:
Unit 1: Exploring outdoor experiences
Unit 2: Discovering outdoor environments
Unit 3: Relationships with outdoor environments
Unit 4: Sustainable outdoor relationships

Assessment & Levels of Achievement

Student must demonstrate achievement of the set of outcomes specified for all units. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Units 1 & 2: 1pOE & 2pOE

Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2 all of which require satisfactory completion.
School-assessed coursework for these units are selected from the following:

- a journal/report of outdoor experiences
- a case study analysis
- oral presentations
- practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display
- data analysis
- tests
- written responses, including essays, short answers, weblogs, web discussion forums.

Units 3 & 4: 3pOE & 4pOE

School-assessed coursework and an end-of-year examination:

• Unit 3 school-assessed coursework: 25 per cent
• Unit 4 school-assessed coursework: 25 per cent
• Units 3 and 4 examination: 50 per cent

School-assessed coursework for these units are selected from the following:

- a case study
- a multimedia presentation
- written analysis and evaluation
- an oral presentation.
- a test
- data analysis

Parade Entry requirements

Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

PHYSICAL EDUCATION

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Why study Physical Education?

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

> Go to Physical Education Pathways diagram

Further information about the course is provided in the study design:

https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf

Potential Careers related to this study

Possible Professions:		
Construction worker Defence Forces General Entry Diver Fire-Fighter Fitness Instructor/Personal Trainer Landscaper Furniture Removalist Life Guard Park Ranger Police Officer Recreation Officer Sports coach Tree Surgeon Secondary School/Certificate I-IV/Apprenticeship	Aviation Firefighter Defence Forces Technician Fisheries Officer Police Officer Sports Development Officer Diploma/Advanced Diploma Qualification	Defence Forces Officer Dietician Doctor Exercise Scientist Health Promotion Officer Nutritionist Paramedic PE Teacher Physiotherapist Police Officer (AFP) Bachelor Degree Qualification or higher

**This is not an exhaustive or prescriptive list*

Structure

The study is made up of four units:

Unit 1: The human body in motion
Unit 2: Physical activity, sport and society
Unit 3: Movement skills and energy for physical activity
Unit 4: Training to improve performance

Assessment & Levels of Achievement

Student must demonstrate achievement of the set of outcomes specified for all units. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Units 1 and 2 – The Human Body in Motion - Code 1pPE & Physical activity, Sport and Society - Code 2pPE

Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2 all of which require satisfactory completion.
Assessment tasks for these units are selected from the following:

- a case study analysis
- a data analysis
- a test
- a practical laboratory report
- a visual presentation
- a multimedia presentation
- a reflective folio/diary
- a set of structured questions
- a written response, such as a research assignment or written report.

Unit 3 & 4 – Movement skills and energy for physical activity - Code 3pPE & Training to improve performance - Code 4pPE

School-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent

School-assessed coursework for these units are selected from the following:

- a case study analysis
- a data analysis
- a test
- a practical laboratory report
- a visual presentation
- a multimedia presentation
- a reflective folio/diary
- a set structured questions
- a written response, such as a research assignment or written report.

Parade Entry requirements

Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to Unit 4.

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PHYSICS

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Why study 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 and also develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. These skills and knowledge can lead to a large range of careers in medical, technical and industrial fields.

> Go to Science Pathways diagram

Structure

The study is made up of four units:

- Unit 1: How is energy useful to society?
- Unit 2: How does physics help us to understand the world?
- Unit 3: How do fields explain motion and electricity?
- Unit 4: How can two contradictory models explain both light and matter?

Physics Unit 1 - Code: 1sPH

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Physics Unit 2 - Code: 2sPH

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Physics Unit 3 - Code: 3sPH

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Physics Unit 4 Code: 4sPH

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Physics Fundamentals. It is also beneficial to have achieved a C average in Matter in Motion. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of the set outcomes as specified for the unit.
Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1 – How is energy useful to society?

Outcome 1

On completion of this unit the student should be able to model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.

Outcome 2

In this area of study, students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy.

Outcome 3

On completion of this unit the student should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical

models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

Unit 2 – How does physics help us to understand the world?

Outcome 1
On completion of this unit the student should be able to investigate, analyse, mathematically model and apply force, energy and motion.

Outcome 2
Eighteen options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following:

- How does physics explain climate change?
- How do fusion and fission compare as viable nuclear energy power sources?
- How do heavy things fly?
- How do forces act on structures and materials?
- How do forces act on the human body?
- How is radiation used to maintain human health?
- How does the human body use electricity?
- How can human vision be enhanced?
- How is physics used in photography?
- How do instruments make music?
- How can performance in ball sports be improved?
- How can AC electricity charge a DC device?
- How do astrophysicists investigate stars and black holes?
- How can we detect possible life beyond Earth's Solar System?
- How can physics explain traditional artefacts, knowledge and techniques?
- How do particle accelerators work?
- How does physics explain the origins of matter?
- How is contemporary physics research being conducted in our region?

Outcome 3
On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

Unit 3 – How do fields explain motion and electricity?

Outcome 1
On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.

Outcome 2
On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.

Unit 4 – How have creative ideas and investigation revolutionised thinking in physics?

Outcome 1
On completion of this unit the student should be able to analyse and apply models that explain the nature of light and matter and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.

Outcome 2
On completion of this unit the student should be able to design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 30 per cent
- Unit 4 school-assessed coursework: 20 per cent
- End-of-year examination: 50 per cent

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PRODUCT DESIGN & TECHNOLOGY

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Why study Product Design and Technology?

The combination of design and technical skills is vital if we are to create and use sustainable products, and add value to these products through commerce. In Product Design and Technology students assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges.

> Go to Technology Pathways diagram

Structure

Parade College offers the following Units:

Unit 1 – Sustainable product redevelopment Code: 1tDT

This area of study introduces students to the product design process, lifecycle analysis/assessment (LCA), IP and the product design factors, with an emphasis on sustainability. Students consider contemporary practices of designers who claim to incorporate sustainable practices.

Unit 2 – Collaborative Design Code: 2tDT

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-users' needs and wants; function, purpose and context for product design. Other considerations include aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Unit 3 – Applying the Product Design Process Code: 3tDT

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-users. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Unit 4 – Product Development and Evaluation Code: 4 tDT

In this unit students engage with an end-users to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Materials Design & Production, or have successfully undertaken VET Furniture Making Pathways or VET Building & Construction. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1: Sustainable Product Redevelopment

Outcome 1
On completion of this unit the student should be able to design and plan the redevelopment of a product with the intention of developing a different product with consideration of sustainability issues.

Outcome 2
On completion of this unit the student should be able to select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

Unit 2: Collaborative design

Outcome 1
On completion of this unit the student should be able to design and plan a product or range of products collaboratively in response to a design brief.

Outcome 2
On completion of this unit the student should be able to justify, manage and use appropriate production processes to make a product safely and evaluate individually and as a member of a team, the processes and materials used and the suitability of a product or components of a group product/s against the design brief.

Unit 3: Applying the product design process

Outcome 1
On completion of this unit the student should be able to investigate and define a design problem, and discuss how the design process leads to product design development.

Outcome 2
On completion of this unit the student should be able to explain and analyse influences on the design, development and manufacture of products within industrial settings.

Outcome 3
On completion of this unit the student should be able to document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

Unit 4: Product development and evaluation

Outcome 1
On completion of this unit the student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

Outcome 2
On completion of this unit the student should be able to apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Outcome 3
On completion of this unit the student should be able to evaluate the finished product through testing and feedback against criteria, create end-users' instructions or care labels and recommend improvements to future products.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
A School-assessed task, school-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 12 per cent
- Unit 4 school-assessed coursework: 8 per cent
- Unit 3 & 4 School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent

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PSYCHOLOGY

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Why study Psychology?

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition. 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. Students can develop an understanding of themselves and their relationships with others and also their society through the study of psychology.

> Go to Science Pathways diagram

Structure

The study is made up of four units:

- Unit 1: How are behaviour and mental processes shaped?
- Unit 2: How do internal and external factors influence behaviour and mental processes?
- Unit 3: How does experience affect behaviour and mental processes?
- Unit 4: How is mental wellbeing supported and maintained?

Unit 1: Psychology - Code: 1sPS

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Unit 2: Psychology - Code: 2sPS

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Unit 3: Psychology - Code: 3sPS

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider

stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: Psychology - Code: 4sPS

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Parade Entry requirements

To enter Unit 1 and 2, it is recommended that students have a C average in Year 10 Psychology. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of the set of outcomes specified in the unit. Listed below are the outcomes for Units 1-4:

Unit 1 – How are behaviour and mental processes shaped?

Outcome 1
On completion of this unit the student should be able to discuss complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.

Outcome 2
On completion of this unit the student should be able to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.

Outcome 3
On completion of this unit the student should be able to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

Unit 2 – How do internal and external factors influence behaviours of mental processes?

Outcome 1

On completion of this unit the student should be able to analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.

Outcome 2
On completion of this unit the student should be able to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.

Outcome 3
On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

Unit 3 – How does experience affect behaviour and mental processes?

Outcome 1
On completion of this unit the student should be able to analyse how the functioning of the human nervous system enables a person to interact with the external world and evaluate the different ways in which stress can affect psychobiological functioning.

Outcome 2
On completion of this unit the student should be able to apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

Unit 4 – How is mental wellbeing supported and maintained?

Outcome 1
On completion of this unit the student should be able to analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.

Outcome 2
On completion of this unit the student should be able to discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.

Outcome 3
On completion of this unit the student should be able to design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and examination:

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 30 per cent
- End-of-year examination: 50 per cent

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RELIGION AND SOCIETY

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Why study Religion and Society?

We now live in a very multicultural society where the beliefs, values and ideas of religious traditions continue to play an important part in maintaining and shaping culture. Religious beliefs about the nature of existence and the purpose of human life provide an ultimate frame of reference for understanding the world and for guiding daily personal and communal action.
This study of Religion and Society is designed for all students interested in the great questions of life. It also seeks to develop understanding and respect for the perceptions of the participants in religious traditions. Therefore it values and promotes open inquiry without bias towards any one tradition while drawing on the personal and collective experience of the students.

It is compulsory for all Year 10 students to study a Unit 1 & 2 VCE Religion subject and for all Year 11 students to participate in the Touchstones program. Students in Year 11 can choose to accelerate into Units 3 & 4 Religion & Society or Texts & Traditions. Students will have a choice between VCE Religion and Society or VCE Texts and Traditions.

Students at Year 12 can elect to continue Unit 3 & 4 of Religion and Society or Texts and Traditions as one of their elective choices. All Year 12 students, whether they undertake a Unit 3-4 study of Religion will participate in the Tenete Program – a school-based program that runs for one double-period per week and for which there is no assessment or reporting. The Tenete program aims to continue students' personal and faith development.

> Go to Religious Education Pathways diagram

Structure

NB: All Year 10 students must study Unit 1 and 2 of either Religion & Society or Texts & Traditions and may choose to accelerate into Units 3 & 4 Religion & Society or Texts & Traditions in Year 11.

Religion and Society Unit 1 – Code: 1rRS

In this unit students explore the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live.

Religion and Society Unit 2 - Code: 2rRS

Ethics is a discipline that investigates the various methods for ethical decision making; it involves reflection on what 'right' and 'wrong', and 'good' and 'bad' mean when applied to human decisions and actions. It is concerned with discovering ways of acting that are worthy of choice and of discerning those that are unworthy of choice. Value choices are fundamental to being human. Ethics is particularly concerned with the justification for moral choices - the argument and reasoning behind them. The cumulative effect of decisions made by individuals and groups determines the quality of an individual's personal, social and working life, the health of the environment and ultimately the very future of the world. Ethical questions are raised at the personal family, local, national and global level.

Ethics is not just a matter of individual awareness and personal decision-making. Family, community and traditional connections tie people together and provide an ethical background to what individuals

do, supporting some choices and disapproving of others. Today, religious traditions compete with powerful alternative sources of values represented in the media and popular culture. Nevertheless, society still relies on a cultural heritage that contains a variety of ethical perspectives as well as numerous commonly held moral values centred on human dignity and basic justice. These moral values remain fundamental to legal and social systems and constitute the everyday categories of ethical discourse in the modern world. They are taken to be the starting point and common ground for ethical discussion in a pluralistic society.

Religion and Society Units 3 and 4 - Codes: 3rRS and 4rRS

Unit 3 focuses on major religious beliefs and the ways in which they create meaning for religious communities and individuals. These beliefs refer to views about ultimate reality, the nature and purpose of human life, and humanity's relationship with each other and the natural world. Religious beliefs may be communicated and expressed through the following aspects: formal statements of belief, sacred stories, sacred texts and other religious writings, rituals, symbols, social structures, ethical codes of behaviour, religious experiences, and sacred spaces, places, times and artefacts.

Religious traditions change and develop over time. They respond to the needs of their membership, and to changes in society, while seeking to maintain their integrity, convictions and credibility. Religious traditions themselves can provide the impetus for social change, or they may respond to external challenges.

Unit 4 focuses on internal and external developments which challenge significant beliefs of the studied religious tradition, and which may produce enduring historical or social consequences for the tradition/s or for their social setting. Students explore historical profiles of religious traditions, and analyse decisive occasions of religious challenge and response. They also consider the implications of religious belief for action on behalf of social justice and for assessment of new problems arising from social and technological change.

Parade Entry requirements

There is no pre-requisite for Unit 1. To enter Unit 2, students are required to have a C average in Unit 1 Religion & Society or Texts & Traditions. Before attempting Unit 3, students must have a C average in Unit 1 or Unit 2- whichever they have most recently completed. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of the set of Outcomes specified for the unit.

Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the Outcomes for Units 1-4:

Unit 1: The Role of Religion in Society

Outcome 1
On completion of this unit the student should be able to discuss the nature and purpose of religion and examine the aspects of religion as they apply to selected examples.

Outcome 2
On completion of this unit the student should be able to discuss the changing roles of religion and the interrelationship between religion and society over time.

Outcome 3
On completion of this unit the student should be able to discuss the presence of religion in Australia, past and present.

Unit 2: Religion and Ethics

Outcome 1
On completion of this unit the student should be able to explain the variety of influences on ethical decision-making and moral judgment in societies where multiple worldviews coexist.

Outcome 2
On completion of this unit the student should be able to analyse how ethical perspectives and moral judgments are formed within at least two spiritualities, religious traditions and/or religious denominations, in societies in which multiple worldviews coexist.

Outcome 3
On completion of this unit the student should be able to examine two or more debates on ethical issues in societies in which multiple worldviews coexist, and to which spiritualities, religious traditions and religious denominations contribute.

Unit 3: The Search for Meaning

Outcome 1
On completion of this unit the student should be able to analyse the nature and purpose of religion and religious beliefs.

Outcome 2
On completion of this unit the student should be able to examine how beliefs and their expression through other aspects of religion are intended to respond to the search for meaning.

Outcome 3
On completion of this unit the student should be able to analyse the interplay between religious beliefs and their expression through related aspects of religion and significant life experiences.

Unit 4: Religion, Challenge and Change

Outcome 1
On completion of this unit the student should be able to analyse and compare stances and supporting responses taken by religious traditions or religious denominations as they are challenged.

Outcome 2
On completion of this unit the student should be able to discuss the interactions within a religious tradition or religious denomination and between a religious tradition or religious denomination and wider society in relation to a significant challenge, and evaluate the influence of the stances and responses on these interactions.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent

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SPORT ACADEMY

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Why Consider Sport Academy?

The Sport Academy builds on almost 150 Years of Sporting Heritage
Parade College has long enjoyed a handsome sporting reputation based on its incredible array of talented athletes across a vast array of pursuits over many years:

- More than 100 former students of the College have gone on to play the great Australian Indigenous game at the highest level – the likes of Jock McHale, Phonse Kyne, Sergio Silvagni and Peter McKenna – with Peter Bedford and (now) Trent Cotchin the recipients of the highest individual award League football can bestow, the Charles Brownlow Medal.
- Bedford of course excelled as a cricketer for Victoria, as did John Swanson and Mick Lewis, and Parade can lay claim to two Test cricketers in Leo O'Brien and Adam Dale.
- Swanson also excelled as a baseballer at both state and national level.
- Three Old Paradians – Jack Carr, Allen Pollock and John Dinan – are Stawell Gift winners.
- Another Old Boy, Gary Honey, was second only to Carl Lewis in the 1984 Olympiad in Los Angeles, while Tony Sneazwell represented his nation with distinction as a high jumper at both the Tokyo and Mexico Olympiads of 1964 and '68 respectively.

Structure

Parade College has further developed the Year 7 - 10 Sport Academy Program by extension of the Sports Academy Program to the Victorian Certificate of Applied Learning Program.
In developing this program, Parade College seeks to build on its great heritage in sport; leverage the expertise of its staff; develop the potential of its students; explore synergies in partnerships with Universities; and maximise the use of its excellent sport facilities.

Victorian Certificate of Educational – Vocational Major (VCE-VM)

The Victorian Certificate of Education – Vocational Major (VCE – VM) is a senior school certificate designed to sit alongside the VCE, providing additional pathways for Years 11 and 12 students seeking vocationally oriented career options such as traineeships, further education and training or moving on to employment.
Students cannot complete the VCE Certificate while undertaking VCE-VM.

Those considering VCE-VM are:

- Students who are seeking a vocational pathway on completion of school
- Students who learn best where learning is practical, experiential, 'hands-on' or 'applied'
- Students who are less suited to academic learning

VCE-VM provides students with a more flexible approach to their education and training. It aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding work and further education. Personal development and the use of individual student interests are important components of the VCE-VM.

Senior Sport Academy Year 1 (Year 11 Students)

- VET Certificate III Sport & Rec Program
- School Based Apprenticeship and Traineeship (SBAT) OR Industry-focused Projects & Mentoring
- Completion of Intermediate VCE-VM

Senior Sport Academy Year 2 (Year 12 Students)

- VET (Certificate IV Business)
- Industry-focused Projects & Mentoring
- Completion of Senior VCE-VM

Typical Program

Monday to Friday

- 2 1 / 2 days of Curriculum Content: VCE-VM Numeracy, Literacy, Life Skills, VET Content
- 2 x 1 / 2 days delivering skills / coaching sessions
- 1 x Full Day of School-Based Apprenticeship and Traineeship (SBAT) OR Industry-focused Projects & Mentoring
- 1 x 1/2 Day of Sport: skills, squad, strength and conditioning, delivering skills / coaching sessions

Beyond Year 12

Articulation into La Trobe University Undergraduate Programs:

- Bachelor of Health Sciences
- Bachelor of Business
- Bachelor of Business (Accounting)
- Bachelor of Business (Sports Management)
- Bachelor of Business (Event Management)
- Bachelor of Media and Communication (Sport Journalism)

Sport Academy Partnerships

- Parade has entered partnerships at the moment with three elite sporting clubs who share specialised coaches with the College.
    - Northern Knights use Parade College's sports facilities during the Pre-Season months of November to March
    - Melbourne City use Parade College's sports facilities for Development Squads
    - Diamond Valley Basketball use Parade College's sports facilities

Parade Entry requirements

To enter the Senior Sport Academy, students must complete an application form and attend an interview.

The Course is rigorous and requires students to meet the requirements of University Study at the end of the two years. Students would normally need to maintain a C average in Year 10.

Potential Careers related to this study

SPORT ACADEMY CAREERS		
Secondary School/Certificate I-IV/ Apprenticeship	**Diploma/Advanced Diploma Qualification**	**Bachelor Degree Qualification or Higher**
Athletic Trainer Physical Therapist Medical Assistant Sports Medicine Aide Assistant Athletic Trainer Physical Therapy Assistant Sports Photography Fitness Program Coordinator Personal Trainer	Sports Massage Therapist Sports and Fitness Nutritionist Strength and Conditioning Coach Sports Marketing Sports Management	Sports Physician Sports Psychologist Exercise Physiologist Sports Dietitian Sports Medicine Sport / PE Teaching Sport Journalist

**This is not an exhaustive or prescriptive list*

SYSTEMS ENGINEERING

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Why study Systems Engineering?

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems.

The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

> Go to Technology Pathways diagram

Structure

The study is made up of 4 units:

Unit 1: Mechanical systems
Unit 2: Electrotechnological systems
Unit 3: Integrated and controlled systems
Unit 4: Systems control

Unit 1: Mechanical systems - Code: 1tSE

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages.

Unit 2: Electrotechnological systems - Code: 2tSE

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.

Unit 3: Integrated and controlled systems Code: 3tSE and 4tSE

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Unit 4: Systems control - Code: 4tSE

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Robotics and Control Systems; results in Year 10 Advanced Materials Design & Production or Year 10 Physics will also be considered. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4:

Unit 1: Mechanical systems

Outcome 1
On completion of this unit the student should be able to describe and apply basic engineering concepts and principles, and use components to design and plan a mechanical system using the systems engineering process.

Outcome 2
On completion of this unit the student should be able to produce, test, diagnose and evaluate a mechanical system using the systems engineering process.

Unit 2: Electrotechnological systems

Outcome 1
On completion of this unit the student should be able to investigate, represent, describe and use basic electrotechnological and basic control engineering concepts, principles and components, and design and plan an electrotechnological system using the systems engineering process.

Outcome 2
On completion of this unit the student should be able to produce, test and evaluate an electrotechnological system, using the systems engineering process.

Unit 3: Integrated and Controlled Systems

Outcome 1
On completion of this unit the student should be able to investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electrotechnological system using the systems engineering process.

Outcome 2
On completion of this unit the student should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Unit 4: Systems Control

Outcome 1
On completion of this unit the student should be able to finalise production, test and diagnose a mechanical and electrotechnological integrated and controlled system using the systems engineering process, and manage, document and evaluate the system and the process, as well as their use of it.
Outcome 2
On completion of this unit the student should be able to evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework, a school-assessed task and an end-of-year examination:

- Unit 3 school-assessed coursework: 10 per cent
- Unit 4 school-assessed coursework: 10 per cent
- Unit 3 & 4 School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent

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TEXTS AND TRADITIONS

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Why study Texts and Traditions?

The study of VCE Texts & Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written texts which grow from and shape the traditions. These texts become a touchstone to the tradition as the tradition develops and responds to changing circumstances. Through this study, students come to understand that these writings have particular authority for the tradition and may act as an important reference and foundation for the tradition's social organisation, rituals, beliefs, values and behaviour, both historically and in the world today.

Students will study the texts in their original historical and social setting, as well as investigate the impact such texts have had throughout history and on the world today. Different methods of interpretation are taken into account throughout this study.

The study of VCE Texts & Traditions encourages independent and critical thinking in students that will assist them in work and study.

It is compulsory for all Year 10 students to study a Unit 1 & 2 VCE Religion subject and for all Year 11 students to participate in the Touchstones program. Students in Year 11 can choose to accelerate into Units 3 & 4 Religion & Society or Texts & Traditions. Students will have a choice between VCE Religion and Society or VCE Texts and Traditions.

Students at Year 12 can choose to either continue Unit 3 & 4 of Religion & Society or Texts & Traditions. All Year 12 students, whether they undertake a Unit 3-4 study of Religion will participate in the Tenete Program – a school-based program that runs for one double-period per week and for which there is no assessment or reporting.

> Go to Religious Education Pathways diagram

Structure

NB: All Year 10 students must study Unit 1 and 2 of either Religion & Society or Texts & Traditions and may choose to accelerate into Units 3 & 4 Religion & Society or Texts & Traditions in Year 11.

Texts and Traditions Unit 1 - Code: 1rTT

In this unit students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

Texts and Traditions Unit 2 - Code: 2rTT

In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles, including consideration of the social context within which the texts were produced and the ways in which they shaped, and are shaped by the content of their message, and the kinds of authority attributed them by the tradition.

Texts and Traditions Units 3 and 4 - Codes: 3rTT & 4rTT

In these units, students explore the history and culture from which the tradition being studied was formed, and how the historical context of these beginnings lent shape and content to the texts themselves. They explore the needs and events that the texts are written in response to, the intended audience and the message or teaching found within the text, and the texts' major themes and literary structure. Students become familiar with the nature of exegetical methods being used by scholars today in the religious tradition of the particular text. The reinterpretation of themes in fundamental texts over time within the tradition is also studied.

Parade Entry requirements

There is no pre-requisite for Unit 1. To enter Unit 2, students are required to have a C average in Unit 1 Texts & Traditions. Before attempting Unit 3, students must have a C average in Unit 1 or Unit 2- whichever they have most recently completed. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of the set of Outcomes specified for the unit.

Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the Outcomes for Units 1-4:

Unit 1: Texts in traditions

Outcome 1
On completion of this unit the student should understand the history of the formation of the sacred text, and be able to recognise and explain the development and acceptance of the text into the religious tradition.

Outcome 2
On completion of this unit the student should be able to apply basic exegetical methods to explore the texts within their sociocultural and historical contexts.

Outcome 3
On completion of this unit the student should be able to analyse a range of understandings and interpretations of sacred texts as understood or expressed by the later religious tradition.

Unit 2: Texts in society

Outcome 1
On completion of this unit the student should be able to understand the origin and development of selected texts that express a religious tradition's relationship to its society.

Outcome 2
On completion of this unit the student should be able to understand the type of authority that a religious tradition currently attributes to its sacred texts, how these texts affect the current religious tradition's understanding of its relationship to society, and the effects of the sacred text upon society today.

Outcome 3
On completion of this unit the student should be able to compare the similarities and differences between the ways sacred texts of two or more religious traditions present a particular social issue.

Unit 3: Texts and the early tradition

Outcome 1
On completion of this unit the student should be able to identify and explain sociocultural conditions and historical contexts that influenced the early development of the religious tradition.

Outcome 2
On completion of this unit the student should be able to discuss the major purposes of the set text, and analyse literary structure and other aspects related to the formation of the set text, including knowledge of the original audience.

Outcome 3
On completion of this unit the student should be able to understand the nature of exegetical methods and apply them to develop an interpretation of some of the passages for special study.

Unit 4: Texts and their teachings

Outcome 1
On completion of this unit the student should be able to apply exegetical methods to develop an interpretation of all the passages for special study.

Outcome 2
On completion of this unit the student should be able to discuss themes arising from the passages for special study and analyse their social, cultural, religious and historical context, and the importance of the themes to the original audience.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate how a textual theme has been interpreted within the religious tradition at a later stage of history and understand how the text is used to justify the interpretation.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Unit 3 and 4
School-assessed coursework and an end-of-year examination:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent

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THEATRE STUDIES

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Why study VCE Theatre Studies?

Theatre as a form of cultural expression has been made and performed for audiences from the earliest times and is an integral part of all cultures. Theatre is ever evolving and exists as entertainment, education, ritual, an agent for change, a representation of values and a window on society. Theatre practice has developed and has influenced cultures over many centuries through a wide variety of productions in diverse spaces and venues for a range of audiences. Theatre makers work as playwrights, actors, directors and designers, producing theatre for diverse purposes.

Through the study of VCE Theatre Studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills. They work both individually and in collaboration with others to interpret scripts. Through study and practice, students develop their aesthetic sensibility, including an appreciation for the art form of theatre, interpretive skills, interpersonal skills and theatre production skills. The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

> Go to Theatre Studies Pathways diagram

Structure

The study is made up of four units:

Unit 1: Pre-modern theatre styles and conventions
Unit 2: Modern theatre styles and conventions
Unit 3: Producing theatre
Unit 4: Presenting an interpretation

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

Unit 1: Pre-modern theatre styles and conventions - Code: 1aTS

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Unit 2: Modern theatre styles and conventions - Code: 2aTS

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply

this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

Unit 3: Producing theatre – Code: 3aTS

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Unit 4: Presenting an interpretation - Code: 4aTS

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Theatre Studies. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking Unit 4.

Acceleration into VCE Theatre Studies

Acceleration into a Unit 1-4 combination of VCE Theatre Studies whilst the student is in year 10 or 11 is possible, depending upon student results, desire and the approval of a either the LAL Visual & Performing Arts or the Director of Teaching and Learning.

Progression

The Drama framework is designed to give students the maximum exposure and chances to succeed as they progress through the school curriculum. Students are encouraged to undertake both VCE Theatre Studies and VCE Drama; however, VCE Drama is not currently offered at Parade College.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design. Listed below are the outcomes for Units 1-4.

Unit 1: Pre-modern theatre styles and conventions

Outcome 1
On completion of this unit the student should be able to identify and describe distinguishing features of theatre styles and scripts from the pre-modern era.

Outcome 2
On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the pre-modern era.

Outcome 3
On completion of this unit the student should be able to analyse a performance of a script.

Unit 2: Modern theatre styles and conventions

Outcome 1
On completion of this unit the student should be able to identify and describe the distinguishing features of theatre styles and scripts from the modern era.

Outcome 2
On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the modern era.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate a theatre production.

Unit 3: Producing theatre

Outcome 1
On completion of this unit the student should be able to interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.

Outcome 2
On completion of this unit the student should be able to outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.

Unit 4: Presenting an interpretation

Outcome 1
On completion of this unit the student should be able to describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

Outcome 2
On completion of this unit the student should be able to interpret and present a monologue and orally justify and explain their interpretative decisions.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate acting, direction and design in a production.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the Assessment process for Units 1 and 2.

Units 3 and 4
School-assessed Coursework contributes a total of 45 per cent to the study score; the monologue examination contributes 25 per cent and the written examination 30 per cent. School-assessed Coursework for Unit 3 will now contribute 30 per cent to the study score and Unit 4 will contribute 15 per cent School-assessed coursework and two end-of year examinations.

- Unit 3 school-assessed coursework: 30 per cent
- Unit 4 school-assessed coursework: 15 per cent
- Units 3 and 4 written examination: 30 per cent
- Unit 4 monologue examination: 25 per cent

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UNIVERSITY ENHANCEMENT STUDIES

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Why study a University Enhancement subject?

Extension studies are for the most able students. In any one year it is likely that less than two per cent of VCE students will be eligible. Extension studies are university subjects taken with the VCE. They build on VCE studies to first-year university level. Aimed at the most able students, they are a great way to extend your interest in a subject a step beyond the VCE. They are designed for students entering Year 12 who have already successfully completed a Unit 3 / 4 subject in Year 11 with an expected study score of 35+.

For further information about the program or to receive a course brochure please visit the university websites.

Students are advised that these courses are solely administered by the University, with **no direct teaching by Parade College staff**.

Pre-requisites

Students wishing to undertake a University Enhancement subject must have already successfully completed a Unit 3 / 4 subject in Year 11, achieving study score of 35+ in that study. Please note that Universities may choose to change this prerequisite without notice.

Structure

There are a number of subjects offered by Victorian universities. These subjects are available in a range of delivery methods from on campus at the University, off-campus at school centres or by distance education.

Studies may be available in the following subjects, however for up to date course information, please contact the university concerned.

- Accounting
- Australian History/Politics
- Biology
- Business Management
- Computer Systems/Computer Programming
- Chemistry
- Criminal Justice
- Geography
- Japanese
- Japanese for background speakers
- Media/Communication Studies
- Mathematics
- Mathematics Extension Study
- Philosophy
- Studies in Religion

Assessment

Credit

As Enhancement Studies units are standard University units, students who successfully complete the program and who are subsequently selected for and enrol in a University degree course for which that study is a legitimate part will, on request, be granted credit for that study. Units for which credit is granted are exempt from student contribution fees.

Exams and assessment

Most Enhancement units will involve an examination at the end of semester and other types of assessment during the semester i.e. research reports, lab work and essays. For more information visit the website.

It is important that you find out how you will be assessed in your subject and if you are unclear about anything make sure you check with your Unit Coordinator at the University.

ATAR credit

The Victorian Tertiary Admissions Centre (VTAC) provides an ATAR increment for a higher education study as a fifth or sixth study, provided that the student has:

- satisfactorily completed four VCE Unit 3 and 4 sequences for which study scores have been calculated, including one from the English group
- satisfactorily completed at least one VCE Unit 3 and 4 sequence in the same year as the higher education study
- satisfactorily completed the full year of the higher education study
- been awarded a pass result by the higher education institution.

Upon satisfactory completion, these studies will be counted as an increment in the calculation of the ATAR. The increment will be calculated as **10% of the average of the primary four studies**, which is the same calculation used for non-scoreable VET studies.

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VISUAL COMMUNICATION DESIGN

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Why study Visual Communication Design?

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

> Go to Visual Communication Design pathways diagram

Structure

The study is made up of four units:

Unit 1: Finding, reframing and resolving design problems
Unit 2: Design contexts and connections
Unit 3: Visual communication in design practice
Unit 4: Delivering design solutions

- Unit 1: Finding, reframing and resolving design problems
- Unit 2: Design contexts and connections
- Unit 3: Visual communication in design practice
- Unit 4: Delivering design solutions

Unit 1: - Finding, reframing and resolving design problems - Code: 1aVC

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Unit 2: Design contexts and connections - Code: 2aVC

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and

interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Unit 3: Visual Communications in Design Practice - Code: 3aVC

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Unit 4: Delivering Design Solutions - Code: 4aVC

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

Parade Entry requirements

To enter Unit 1 and 2, students are required to have a C average in Year 10 Introduction to Visual Communication Design. Before attempting Unit 3, students must have a C average in Units 1 and 2. Students must successfully undertake Unit 3 prior to undertaking unit 4.

Assessment

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit. Outcomes define what students will know and be able to do as a result of undertaking the study. Listed below are the outcomes for Units 1-4.

Unit 1:

Outcome 1 – Reframing Design Problems
On completion of this unit the student should be able to use human-centred research methods to reframe a design problem and identify a communication need.

Outcome 2 - Solving communication design problems
On completion of this unit the student should be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.

Outcome 3 - Design's influence and influences on design
On completion of this unit the student should be able to develop a sustainable object, considering design's influence and factors that influence design.

Unit 2:

Outcome 1 – Design, place and time
On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical conventions and effectively communicate information and ideas for a selected designfield.

Outcome 2 Cultural ownership and design
On completion of this unit the student should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.

Outcome 3 Designing interactive experiences
On completion of this unit the student should be able to apply the VCD design process to design an interface for a digital product, environment or service.

Unit 3:

Outcome 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.

Outcome 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.

Outcome 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:

Outcome 1 - Design process: Refining and resolving design concepts
On completion of this unit the student should be able to refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.

Outcome 2 - Presenting design solutions
On completion of this unit the student should be able to produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

Levels of Achievement

Units 1 and 2
Parade College has developed a number of Graded Assessment Tasks as part of the assessment process for Units 1 and 2.

Units 3 and 4
School-assessed coursework, school-assessed task and an end-of-year examination.

- Unit 3 school-assessed coursework: 20 per cent
- Unit 3 and 4 school-assessed task: 50 per cent
- Units 3 and 4 examination: 30 per cent

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