

Introduction

The Victorian Certificate of Education (VCE) is, in general, a two-year certificate conducted under the auspices of the Victorian Curriculum and Assessment Authority, a Victorian Government instrumentality. Completion of the VCE may lead to a variety of future options including employment and/or further study at TAFE or University.

The Victorian Certificate of Applied Learning (VCAL) is an accredited senior secondary qualification undertaken in Year 11 and Year 12. It is a course for senior students who want to pursue a pathway into TAFE, apprenticeships, further training or work. It recognises that the VCE certificate does not cater for all students and allows for a learning program to be designed with the students based on hands-on learning, also known as applied learning. This learning program is based on the students' interests at school, outside the school and in their plans for future education or for a career.

Choosing an appropriate course can be a challenging task. This handbook is intended to assist students and parents explore the many options available at MacKillop College. Our guiding principle is to ensure each student achieves their best by recognising their own gifts and talents. We strongly encourage students entering the senior years of schooling to select subjects for which they have demonstrated a propensity and clear capability.

Both the VCE and VCAL reflect the College's commitment to academic rigour and we strive to achieve results for each student that exemplifies excellence for that student. To that end we will guide students into courses that are appropriate to them and will be proactive in ensuring their capacity to undertake selected studies or combinations of subjects prior to the commencement of their final years.

Students and parents need to be aware that the move into senior secondary education has additional responsibilities for students and increased expectations. For example, skills such as time management and organisation will be dependent more on the student's own self-discipline and self-motivation than in previous year.

MacKillop College provides course selection and careers advice to all students. However, it is important that, before committing to a particular senior course, students and parents avail themselves of other information beyond this guide. These additional sources may include past and present students, current teachers, other parents, employer groups, tertiary institutions and career centres.

Please Note: The information contained in this Senior Pathways Handbook was correct at the time of printing.

Principal's Message

These final years of study are, for most students, a time of rapid maturation and development. They are years of transition educationally, socially and emotionally. The staff of the College understand that, while tremendously rewarding, the senior years of schooling can be approached with great trepidation by some students and we aim to support all our students as they approach and complete their studies.

We undertake to guide both students and parents/guardians in the subject selection process and the subject matter, which will be presented. We will prepare students to achieve the best possible results, those of excellence, at the conclusion of Year 12.

Such results come only with dedication, commitment and consistent application. As a College, we pledge to provide a spiritual, educational and pastoral framework in which to complete your studies and foster a sense of academic rigour. The College's services are at your disposal to assist you in making a smooth transition to what lies before you after leaving the school, whether that is further education, training or employment. We regard ourselves as working in partnership with you, as a young adult, to assist you to make well informed, appropriate decisions regarding your studies and your future.

We welcome you to this final phase of secondary education and look forward to sharing this exciting journey with you and your parents/guardians. Undertake it with confidence knowing that we all, not only wish you well, but will do our utmost to ensure you do.

Rory Kennedy

Principal

Our Vision Statement

Celebrating all life

Challenging all people

Dreaming the new day

Our Mission Statement

MacKillop is a Catholic college in the Josephite tradition.

Inspired by the spirit of Saint Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society
- enhance positive relationships in a supportive community by promoting justice and a sustainable future
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship
- foster leadership by empowering and developing all members of the school community
- witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community

In this, we seek to be disciples of Jesus, our model for authentic humanity.

Our Educational Principles

Teaching and Learning

- A positive teaching and learning environment is dynamic and adaptive
- Lifelong learners challenge themselves
- Effective teaching is responsive to a rapidly-evolving society

School Community

- A sustainable future is the responsibility of all community members
- Diversity, equity and justice form the basis of a supportive community
- Genuine partnerships between students, families, staff and the wider community promote a positive school environment

Student Wellbeing

- Each student is a global citizen called to respond to the challenges of their time
- Affirming the intrinsic dignity of each person is fundamental to student wellbeing
- An environment that models Catholic values enhances student wellbeing

Leadership and Management

- Leadership takes many forms; all are called to leadership
- Leadership encourages, nurtures and supports
- Effective management enables all members to engage fully in their leadership roles

Education in Faith

- All that we do gives witness to the presence of God
- All are invited to respond to God's call to bring hope to our world
- Our Catholic heritage is celebrated in the tradition of Saint Mary of the Cross MacKillop

Glossary of Terms

ATAR – Australian Tertiary Admissions Rank

Assessment Tasks - Tasks used to measure each student’s level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and are completed mainly in class time.

Derived Exam Score – VCAA may approve the use of a calculated or anticipated exam score if a student is adversely affected during an examination period.

General Achievement Test (GAT) - All students undertaking VCE Units 3 & 4 will sit a General Achievement Test, which will be used to monitor school assessment and used in the moderation of external examinations.

Outcomes - Achievement requirements for a Unit of Study. Students are required to demonstrate achievement of all outcomes in the unit.

Quality Assurance - The process to assure the quality of delivery and consistency in interpretation of learning outcomes and relevant levels.

Satisfactory Completion - Satisfactory completion of all Units will be based on completion of all the outcomes prescribed for the Unit.

School Assessed Coursework (SAC) – Assessment tasks used to measure each student’s level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed in class.

School Assessed Task (SAT) – Extended assessment tasks to be completed by students undertaking a Units 3 & 4 sequence in *Art, Product Design & Technology (Fibre & Wood), Food Technology, Media and Visual Communication & Design* only. Performance on each task will be summarised by a letter grade from A⁺ to UG and reported to the VCAA. These tasks can be completed in both class and at home. If students are permitted to complete part of the task at home, the “Authentication Record for School Assessed Tasks” needs to be completed on a regular basis.

Semester - Equivalent to half a school year.

Sequence of Units - Most studies are designed as a sequence of four units to be taken in each semester over two years. VCE Units 3 & 4 must be taken as a sequence.

Special Provision - Where illness or other factors affect performance, students may seek special provision.

Study - A sequence of half-year Units in a particular curriculum area, for example: English, Mathematics, Japanese and VCAL Work Related Skills (Intermediate).

Study Design - The study design describes the units available within the Study and prescribes the objectives, areas of study, work requirements and assessment tasks.

Unit - A semester-length component of a Study.

Units 1 & 2 - Units within a VCE study designed to approximate the Year 11 level of difficulty.

Units 3 & 4 - Units within a VCE study designed to approximate the Year 12 level of difficulty.

VCAA - The Victorian Curriculum and Assessment Authority - responsible for curriculum, assessment, certification and administration of the VCE at Years 10, 11 and 12 levels in Victoria.

VCAL - The Victorian Certificate of Applied Learning.

VCE - Victorian Certificate of Education.

VET – Vocational Education and Training.

VQA - Victorian Qualifications Authority – responsible for the accreditation, registration and certification of all qualifications in Victoria.

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is usually a two-year program of study.

The program is made up of semester length units (2 Terms each). At MacKillop, each student is expected to study at most 23 units over the course of their VCE years.

Year 11 Students will study **12 units** over two semesters.

Year 12 students will study at most **12 units** over two semesters.

In order to complete the VCE, students must satisfactorily complete:

- (a) A minimum of 16 VCE units
- (b) at least three units from the English Group, two of which must be a Unit 3 & 4 sequence
- (c) an additional three Unit 3 & 4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met (including VCE VET Units 3 & 4 sequences)
- (d) Minimum of 50 hours class time per unit (as per VCAA requirements)

VCE Subjects offered at MacKillop College

Accounting	Legal Studies
Applied Computing	Literature
Art	LOTE – Italian
Biology	LOTE – Japanese
Business Management	LOTE – French
Chemistry	Mathematical Methods
Dance	Media
Data Analytics	Music Performance
Drama	Outdoor and Environmental Studies
Economics	Software Development
English	Physical Education
English Language	Physics
Environmental Science	Product Design and Technology - Textiles
Food Studies	Product Design and Technology - Wood
Foundation Mathematics	Psychology
Further Mathematics	Religion and Society
General Mathematics	Specialist Mathematics
Geography	Texts and Traditions
Health and Human Development	Theatre Studies
History – 20 th Century	Visual Communication Design
History – Australian	VET – Business
History – Global Empires	VET – Music (Sound Production)
History – Revolutions	VET – Sport and Recreation

At MacKillop College, students are required to study Religious Education during each year of their VCE study. For students not studying either Religion and Society or Texts and Traditions, the Religious Education subject will be a school-based unit that is not accredited towards the VCE.

Victorian Certificate of Applied Learning

The Victorian Certificate of Applied Learning (VCAL) is a senior pathway option for Years 11 and 12 students based upon a practical, applied and experiential classroom experience. The VCAL gives you realistic, work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), it is a recognised senior secondary qualification. The VCAL aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

Students who do the VCAL are likely to be interested in going onto training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or securing full-time employment after completing school.

The award of satisfactory achievement for a VCAL unit is based on a decision that the student has demonstrated achievement of the learning outcomes specified for the unit. Successful completion of all learning outcomes for a VCAL unit may be demonstrated in one integrated assessment activity or spread over a number of different activities. To be awarded an **S**, students must demonstrate competence on more than one occasion and wherever possible in different contexts to make sure the assessment is consistent, fair, valid and reliable.

VCAL - Assessment and Reporting

A range of assessment methods may be applied. These include:

- a portfolio of accumulated evidence
- oral or written reports
- evidence accumulated through project or program participation
- awards from recognised programs
- self-assessment inventories
- evidence of information and communications technology, including Internet usage
- teacher observation and/or checklists

The VCAL learning program at MacKillop College provides opportunities for students to demonstrate achievement of learning outcomes.

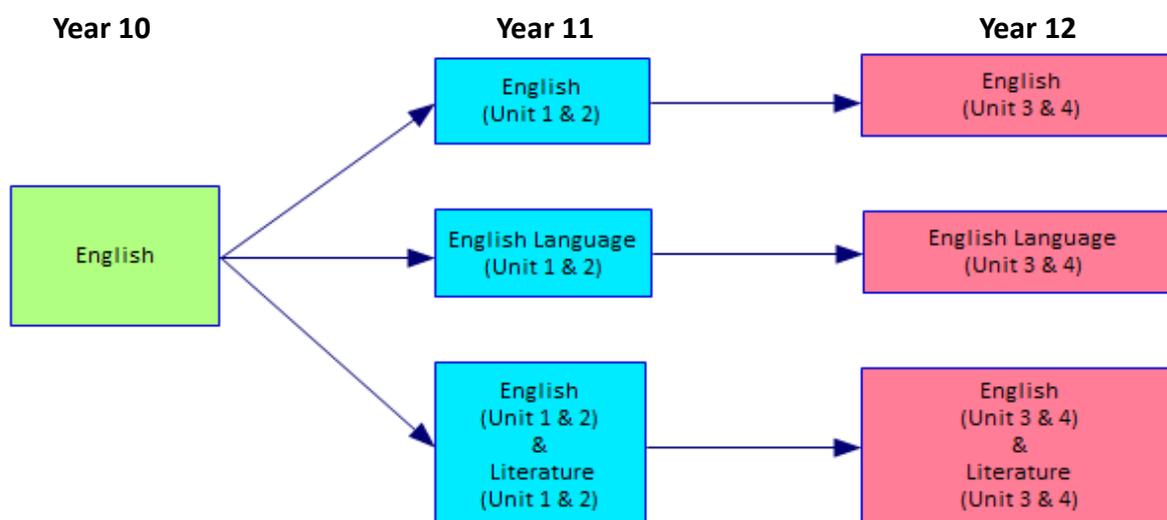
At MacKillop College, students are required to study at least one unit of Religious Education during each year of their VCAL study. For students in Year 11 and Year 12, the Religious Education subject will be a school-based unit that is not accredited towards the VCAL.

Compulsory Subjects for the VCE

English

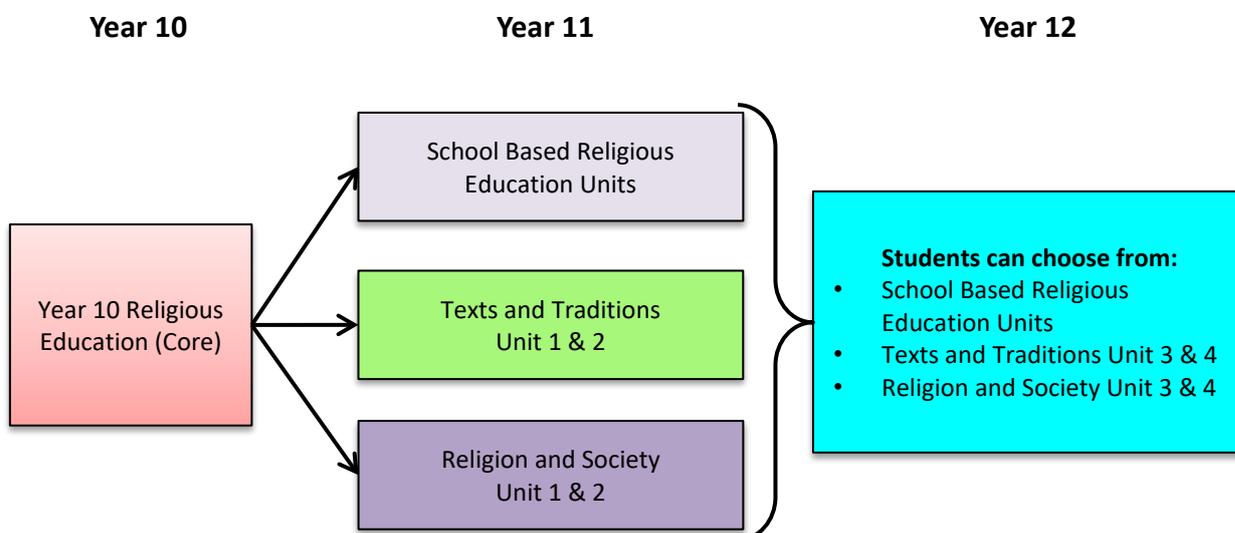
English is a compulsory study as part of the VCE. The possible pathways in English are shown below.

More detailed information about the English subjects can be found in the Senior Pathways Subject Handbook.



Religious Education

All VCE and VCAL students at MacKillop College undertake the study of Religious Education. The possible pathways are shown below. All Unit 3 & 4 sequences are eligible for a Study Score which will count towards the final ATAR score. More detailed information about the Religious Education subjects can be found in this Handbook.



Compulsory Subjects for the VCAL

a) Literacy and Numeracy Skills

A VCAL learning program must include literacy and numeracy subjects. This includes VCAL Literacy to satisfy the literacy strand and either VCAL Numeracy and/or VCE Mathematics to satisfy the numeracy strand.

b) Work Related Skills (WRS)

In order to develop 'employability' skills VCAL students participate in a structured work placement. Students will also study units and modules that will help prepare them for work, these include Occupational Health and Safety (OHS) and job interview skills.

c) Industry Specific Skills (ISS)

A VCAL learning program must include industry specific units from Vocational Education and Training (VET) programs or VCE VET. This may include a School Based Apprenticeship and Traineeship (SBAT) or off-campus VET studies.

d) Personal Development Skills (PDS)

As part of the VCAL learning program students must participate in community-based projects, voluntary work and/or structured activities that will help develop their self-confidence, teamwork skills and other fundamental capacities important for life and work.

e) Religious Education and Additional Studies

All students undertaking VCAL are required to complete a unit of Religious Education and additional studies as described below:

Year 11	Year 12
School Based Religious Education	School Based Religious Education
VET Small Business Certificate II (partial completion)	VET Small Business Certificate II (partial completion)

Students completing VCAL at MacKillop College are able to access the following subjects:

VCAL (Foundation) Subjects

Unit 1 & 2 Work Related Skills (Foundation)	Unit 1 & 2 Personal Development Skills (Foundation)
Literacy – Reading and Writing (Foundation)	Unit 1 Numeracy (Foundation)
Literacy – Oral Communication (Foundation)	VET Creative Industries (partial completion)

VCAL (Intermediate) Subjects

Unit 1 & 2 Work Related Skills (Intermediate)	Unit 1 & 2 Personal Development Skills (Intermediate)
Literacy – Reading and Writing (Intermediate)	Unit 1 & 2 Numeracy (Intermediate)
Literacy – Oral Communication (Intermediate)	VET Creative Industries (partial completion)

VCAL (Senior) Subjects

Unit 1 & 2 Work Related Skills (Senior)	Unit 1 & 2 Personal Development Skills (Senior)
Literacy – Reading and Writing (Senior)	Unit 1 & 2 Numeracy (Senior)
Literacy – Oral Communication (Senior)	VET Creative Industries (partial completion)

VET Subjects (Industry Specific Skills Strand)

VET – Music (Sound Production)	VET – Sport and Recreation
VET – Small Business	VET – Off Campus Course*

* An additional fee applies to these programs which must be paid in full in order for enrolment to be completed.

Prerequisite Criteria for Unit 1 & 2 Subjects

The following provides a list of prerequisite subjects that students must successfully complete before being eligible to study the appropriate Unit 1 & 2 Subject.

Learning Area	Unit 1 & 2 Subject	Prerequisite
English	-	-
Mathematics	Mathematical Methods Specialist Mathematics	Year 10 Maths (Pre-Methods)
Science	-	-
Health & Physical Education	-	-
Humanities	-	-
LOTE	Italian	Year 10 Italian
	French	Year 10 French
	Japanese	Year 10 Japanese
The Arts – Performing	Music Performance	Year 10 Music or AMEB Grade 3 Music Language and Practical Equivalent
	Dance	Dance Audition
The Arts – Visual	-	-
Religious Education	-	-
Digital Technologies and Computing	-	-
Design and Technologies	-	-
VET	-	-

Prerequisite Criteria for Unit 3 & 4 Subjects

The following provides a list of prerequisite subjects that students must successfully complete before being eligible to study the appropriate Unit 3 & 4 Subject.

Learning Area	Unit 3 & 4 Subject	Prerequisite
English	English Language	English Language Unit 1 & 2
	Literature	Literature Unit 1 & 2
Mathematics	Further Maths	General Mathematics 1 & 2
		Mathematical Methods Unit 1 & 2
	Mathematical Methods	Mathematical Methods Unit 1 & 2
	Specialist Mathematics	Mathematical Methods Unit 1 & 2
Specialist Mathematics Unit 1 & 2		
Science	Chemistry	Chemistry Unit 1 & 2
	Physics	Physics Unit 1 & 2
Humanities	Accounting	Accounting Unit 2
	Legal Studies	Legal Studies Unit 1 &/or 2
Health & Physical Education	-	-
LOTE	French	French Unit 1 & 2
	Italian	Italian Unit 1 & 2
	Japanese	Japanese Unit 1 & 2
The Arts – Performing	Dance	Dance Unit 1 &/or 2 or Theatre Studies Unit 1 &/or 2
	Drama	Drama Unit 1 &/or 2 or Theatre Studies Unit 2
	Music Performance	Music Performance 1 & 2
	Theatre Studies	Drama Unit 1 &/or 2 or Theatre Studies Unit 1 &/or 2
The Arts – Visual	Art	Art Unit 1 &/or 2
	Media	Media Unit 1 &/or 2
	Visual Communication Design	Visual Communication Design Unit 1 &/or 2
Religious Education	Religion and Society	Religion and Society 1 &/or 2
	Texts and Traditions	Texts and Traditions 1 &/or 2
Digital Technologies and Computing	Data Analytics	Applied Computing Unit 1 &/or 2
	Software Development	Applied Computing Unit 1
Design and Technologies	Textiles (Fibre)	Fibre Unit 1 &/or 2
	Food Studies	Food Studies Unit 1 &/or 2
	Wood	Wood Unit 1 &/or 2
VET	Beauty Services	Year 11 Beauty Services
	Music (Sound Production)	Year 11 Music (Sound Production)
	Sport & Recreation	Year 11 Sport & Recreation
VCAL	All Subjects	Year 11 VCAL or application approval

The Structure of VCE Mathematics

Mathematics is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

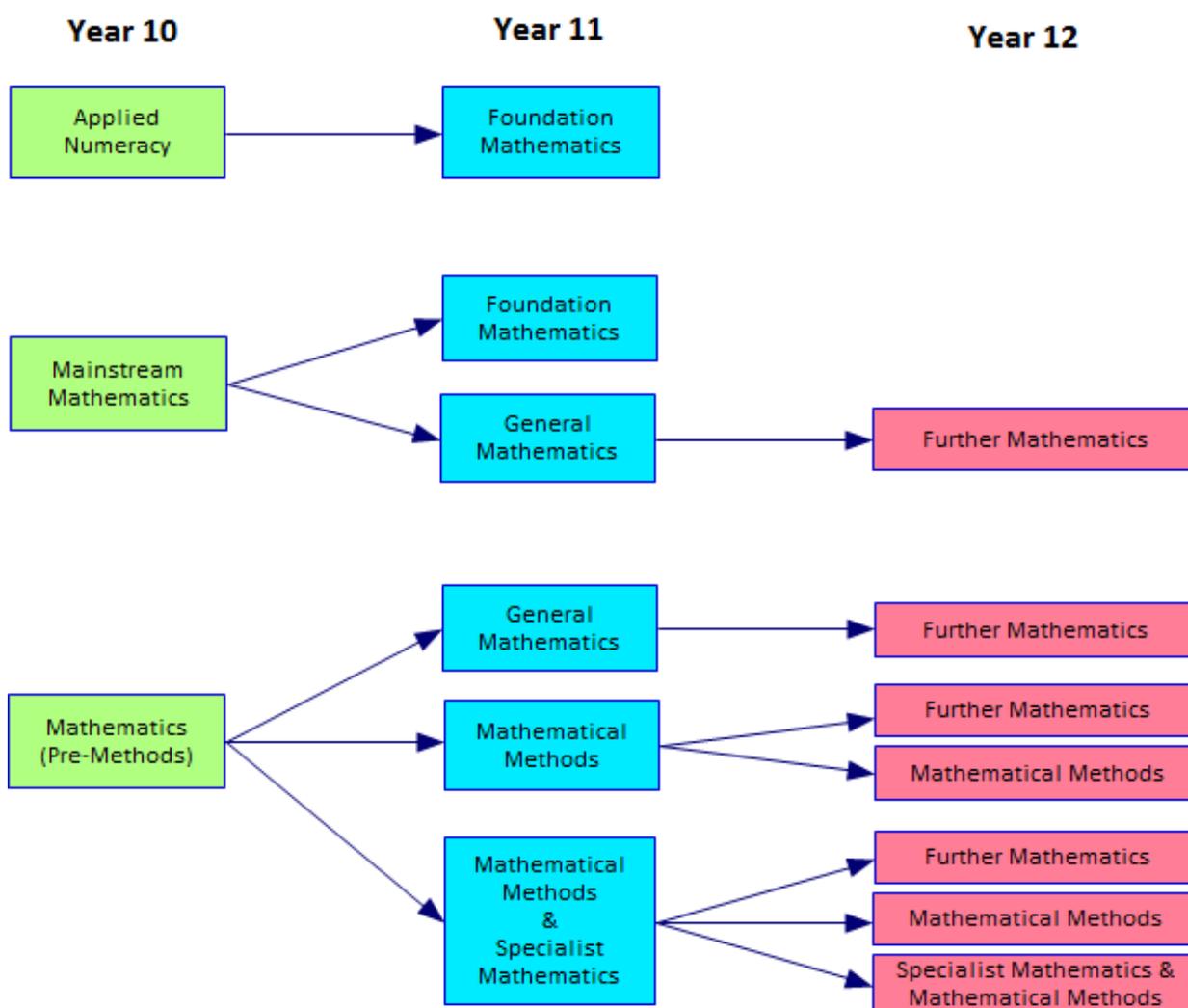
The final subject selection in the Mathematics Learning Area will be determined by consultation within the Learning Area and in conjunction with individual students and their parents.

The study of mathematics at MacKillop College is made up of the following units:

- Foundation Mathematics Units 1 & 2
- General Mathematics Units 1 & 2
- Specialist Mathematics Units 1 & 2
- Mathematical Methods Units 1 & 2
- Further Mathematics Units 3 & 4
- Mathematical Methods Units 3 & 4
- Specialist Mathematics Units 3 & 4

Courses Available

The following chart gives the possible Mathematics courses available to students.



Accounting

Unit 1: The Role of Accounting in Business

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. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

Areas of Study

1 The role of accounting

In this area of study, students investigate the reasons for establishing a business and possible alternatives to operating a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations. They develop an understanding of the role and importance of accounting in operating a business, and consider how accounting is used to provide information for making operational and investment decisions.

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.*

2 Recording financial data and reporting accounting information for a service business

In this area of study, students investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions. Students use both manual methods and ICT to record financial data and report accounting information. They apply accounting assumptions and qualitative characteristics, and use business documents and indicators to measure business performance in order to consider the success or failure 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.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Students will use ICT in at least two of the assessment tasks.

Assessment tasks may include:

- Folio of exercises (Manual and ICT based)
- Assignment (Manual and ICT based)
- Structured Questions (Manual and ICT based)
- Case Studies (Manual and ICT based)
- Classroom presentations (Manual and ICT based)
- A feasibility investigation of a business venture (Manual and ICT based)
- Tests
- Unit exam

Please Note:

Students must satisfactorily complete Unit 2 Accounting before undertaking Units 3 & 4.

Accounting

Unit 2: Accounting and Decision Making for a Trading Business

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. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

Areas of Study

1 Accounting for Inventory

The strategic management of inventory is a key factor in the success or failure of a trading business. In this area of study, students investigate use of both the First-In, First-Out (FIFO) and Identified Cost inventory cost assignment methods to record and report the movements of inventory through the business. Using both methods, students discuss the effect of relevant financial and non-financial factors, including ethical considerations, on the outcomes of decisions taken in relation to inventory.

Outcome 1: *On completion of this unit, the student should be able to 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.*

2 Accounting for and managing accounts receivable and accounts payable

In this area of study students record and report transactions relating to accounts receivable and payable. They examine strategies for managing credit transactions and use indicators, such as accounts receivable and accounts payable turnover, to analyse decisions related to these areas. Students also take account of ethical considerations involved in managing accounts receivable and accounts payable and the effects of these on business performance.

Outcome 2: *On completion of this unit the student should be able 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.*

3 Accounting for and managing non-current assets

In this area of study, students develop an understanding of the accounting processes for non-current assets and the issues that can arise when determining a valuation for a non-current asset. Students calculate and apply depreciation using the straight-line method and undertake recording and reporting of depreciation.

Outcome 3: *On completion of this unit, the student should be able to record and report for non-current assets and depreciation.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Students will use ICT in at least two of the assessment tasks. Assessment tasks may include:

- Folio of exercises (Manual and ICT based)
- Assignment (Manual and ICT based)
- Structured Questions (Manual and ICT based)
- Case Studies (Manual and ICT based)
- Classroom presentations (Manual and ICT based)
- A feasibility investigation of a business venture (Manual and ICT based)
- Tests
- Unit exam

Please Note:

Students must satisfactorily complete Unit 2 Accounting before undertaking Units 3 & 4.

Accounting

Unit 3: Financial Accounting for a Trading Business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Areas of Study

1 Recording and analysing financial data

In this area of study, students focus on identifying and recording financial data for a business. They use double entry accounting to record data and generate accounting information in the form of accounting reports and graphical representations. This information is used to assist the owner in making informed decisions about the operation of the business. Students should also consider strategies to improve the performance of the business, taking into account the ethical considerations relevant to the business owner.

***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.*

2 Preparing and interpreting accounting reports

Students develop their understanding of the accounting processes and complete those processes that are applicable to the end of a reporting period for a trading business. They apply the accrual method of accounting to the preparation of accounting reports and draw a distinction between cash and profit, considering the implications of these differences when using reports to make decisions. Students undertake an analysis of accounting reports and interpret the information, taking into account relevant ethical considerations, in order to evaluate the performance of the business.

***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.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Structured questions (Manual and ICT based)
- Folio of exercises (Manual and ICT based)
- A case study (Manual and ICT based)
- A report (written, oral or ICT based)

Accounting

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

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Areas of Study

1 Extension of recording and reporting

In this area of study, students further develop their understanding of the recording and reporting of financial data in the General Journal and General Ledger by focusing on balance day adjustments and the alternative methods of depreciating for non-current depreciable assets. Students prepare accounting reports using manual methods and ICT. They consider the effect of balance day adjustments on the accounting reports, and the implications of using alternative methods of depreciation on the accounting reports and on the performance of the business. They also examine ethical considerations that may effect the recording and reporting of financial data and business performance.

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.*

2 Budgeting and decision-making

Students prepare and analyse budgeted accounting reports, both manually and using ICT, and suggest strategies to improve the performance of the business. They also discuss and evaluate the ethical considerations associated with business decision-making and business improvement.

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.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks may include:

- Structured questions (Manual and ICT based)
- Folio of exercises (Manual and ICT based)
- A case study (Manual and ICT based)
- A report (written, oral or ICT based)

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

Applied Computing

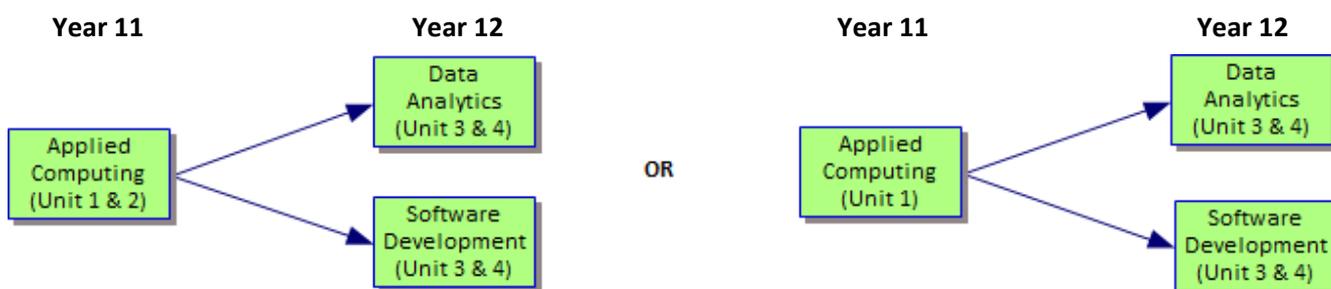
Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at local and global levels.

Applied Computing provides students with practical opportunities to create digital solutions for real-world problems in a range of settings. In this study, underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact, students will

- Develop strategies and techniques to manage the threats to data, information and software security.
- Acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions.
- Investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information.
- Develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

Applied Computing provides a pathway to further studies in areas such as cybersecurity, games development, ICT, networks, data analytics, business analysis, computer science, data science, data management, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

At MacKillop, we recommend the following options for studying Applied Computing:



Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for each unit of study. Assessment for all units of Computing may include any of the following

- Folio of exercises
- Software solution
- A report in written or multimedia format
- Visual, multimedia or oral presentations
- A case study with structured questions
- Annotated visual plans
- Tests

Please Note:

Students must satisfactorily complete at least one of Applied Computing Unit 1 or Unit 2 before undertaking Data Analytics Units 3 & 4, or Software Development Units 3 & 4.

While not a prerequisite, it is **strongly recommended** that students undertake **both** Applied Computing Units 1 & 2 if they wish to undertake either of the Unit 3 & 4 sequences.

Applied Computing

Unit 1: Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data is used within software tools such as databases and spreadsheets to create data visualisations and the use of programming languages to develop working software solutions. You will respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present findings as data visualisations. You will present work that includes database, spreadsheet and data visualisations solutions. You will select and use a programming language to create a working software solution. You will document and monitor project plans and engage in all stages of the problem-solving methodology.

Areas of Study

1 Data analysis

You will use software tools to create data visualisations in response to teacher-provided requirements and designs. Software tools will be used for the collection, interpretation and manipulation of data to draw conclusions and create data visualisations that represent findings. Data visualisations could include charts, graphs, histograms, maps, network diagrams and spatial relationships diagrams. No restrictions will be placed on the software tools used to create data visualisations.

You will examine the features of different design tools to represent the functionality and appearance of software solutions. You will interpret designs and create database, spreadsheet and data visualisations solutions using the data collected.

Outcome 1: *On completion of this unit, the student should be able to acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings on an investigation.*

2 Programming

You will use a programming language to create a working software solution in response to teacher-provided solution requirements. You will apply the problem-solving stages of design, development and evaluation to develop the solution. You will apply methods and techniques for creating a working software solution using a range of processing features and data structures. You will apply testing and debugging techniques to ensure the software solution works as intended.

A project plan is prepared to support an organised approach to problem solving. You will use software to record the identification and sequencing of tasks, time allocation, dependencies, milestones and critical path. You will record and monitor the progress of working solutions throughout the stages of the problem-solving methodology.

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.*

Please Note:

Students must satisfactorily complete Applied Computing Unit 1 before undertaking Software Development Units 3 & 4.

While not a prerequisite, it is **strongly recommended** that students undertake **both** Applied Computing Units 1 & 2 if they wish to undertake either of the Unit 3 & 4 sequences.

Applied Computing

Unit 2: Applied Computing

In this unit, you will focus on developing innovative solutions to needs or opportunities that you have identified, and propose strategies for reducing security risks to data and information in a networked environment. You will 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, prototype or product. You will investigate networks and threats, vulnerabilities and risks to data and information. You will propose strategies to protect the data accessed using a network.

Areas of Study

1 Innovative solutions

You will work collaboratively to develop an innovative solution to an identified need or opportunity. You will apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications. The innovative solution may take the form of a proof of concept, prototype or product. A project plan is prepared to support an organised approach to problem-solving. You will use software to record the identification and sequencing of tasks, time allocation, milestones, dependencies and critical path. You will record and monitor the progress of your solution throughout the stages of the problem-solving methodology.

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.*

2 Network security

You will investigate how networks enable local and global data and information exchange. You will examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology. You will apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network. You will develop an understanding of cybersecurity issues when you investigate threats, vulnerabilities and risks to data and information stored within and transmitted across networks, and propose strategies for reducing security risks.

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.*

Please Note:

Students must satisfactorily complete Applied Computing Unit 1 before undertaking Software Development Units 3 & 4.

While not a prerequisite, it is **strongly recommended** that students undertake **both** Applied Computing Units 1 & 2 if they wish to undertake either of the Unit 3 & 4 sequences.

Applied Computing

Unit 3: Data Analytics

In this unit, you will apply the problem-solving methodology to identify and extract data through use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. You will respond to teacher-provided solution requirements and designs, and develop data visualisations and use appropriate software tools to present findings. You will propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations.

Areas of Study

1 Data analytics

You will access, select and extract authentic data from large repositories. In response to teacher-provided solution requirements and designs, you will manipulate data to present findings as data visualisations. You will develop software solutions using database, spreadsheet and data visualisation software to undertake problem-solving activities in the development stages of manipulation, validation and testing.

***Outcome 1:** On completion of this unit the student should be able to respond to teacher-provided solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings.*

2 Data analytics: analysis and design

You will determine and propose a research question and collect and analyse data. You will prepare a project plan, taking into account all stages of the problem-solving methodology. You will use a range of methods to collect data for analysis. You will generate design ideas for creating a database and/or spreadsheet solution, and infographics or dynamic data visualisation to present findings, and develop criteria to evaluate the efficiency and effectiveness of the infographics or dynamic data visualisation.

***Outcome 2:** On completion of this unit the student should be able to propose a research question, formulate a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations.*

Assessment

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.

Applied Computing

Unit 4: Data Analytics

In this unit, you will focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets, and on the security strategies used by an organisation to protect data and information from threats. You will develop your preferred design into infographics or dynamic data visualisations, and evaluate the solutions and project plan. You will investigate security practices of an organization including examining threats to data and information, evaluating security strategies and recommending improved strategies for protecting data and information.

Areas of Study

1 Data analytics: development and evaluation

You will develop the design prepared in Unit 3 into infographics or dynamic data visualisations that address your research topic or question by applying the problem-solving stages of development and evaluation.

Effective designs and clear messages are key features of infographics and dynamic data visualisations, intended to communicate findings to a target audience. You will use software tools and functions of database and/or spreadsheet software and data visualisation software to support the types of data being manipulated to transform the designs into infographics or dynamic data visualisations.

Outcome 1: *On completion of this unit the student should be able to develop and evaluate infographics or dynamic data visualisations that present findings in response to a research question, and assess the effectiveness of the project plan in monitoring progress.*

2 Cybersecurity: data and information security

You will focus on data and information security and its importance to an organisation. You will investigate security strategies used by an organisation to manage the storage, communication and disposal of data and information in their networked environment. You will examine threats to this data and information, and evaluate the methods an organisation uses to protect their data and information. You will consider the consequences for an organisation that fails to protect their data and information and recommend strategies to reduce threats to data and information, taking into account key legal requirements and any ethical issues faced by the organisation.

Outcome 2: *On completion of this unit the student should be able to respond to a teacher-provided case study to investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.*

Assessment

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.

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	10%
Unit 4 School Assessed Coursework	10%
School Assessed Task for Unit 3 Outcome 2 and Unit 4 Outcome 1	30%
Unit 3 & 4 Examination	50%

Applied Computing

Unit 3: Software Development

You will apply the problem-solving methodology to develop working software modules using a programming language. You will respond to teacher-provided solution requirements and designs and develop a set of working modules through use of a programming language. You will examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. You will analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution.

Areas of Study

1 Software development: programming

You will examine the features and purposes of different design tools to accurately interpret the requirements and designs for developing working software modules. You will use a programming language and undertake the problem-solving activities of manipulation (coding), validation, testing and documentation in the development stage.

The working modules do not have to be complete solutions and can focus on limited features of the programming language; however you will be expected to fully develop the working modules in accordance with the given designs. Validation and testing techniques will be applied to ensure modules operate as intended and internal documentation will be written to explain the function of the modules.

***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.*

2 Software development: analysis and design

You will analyse a need or opportunity for a software solution and construct the framework for the development of the solution (design). You will prepare a project plan that includes milestones that take into account all stages of the problem-solving methodology. You will justify the selection of an appropriate development model, and monitor and modify your project plans.

A range of methods will be used to collect data for analysis. Analysis tools and techniques will be used to depict relationships between data, users and digital systems and to document the solution requirements, constraints and scope as a software requirements specification. You will generate and document two or three design ideas for creating a solution.

***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.*

Assessment

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.

Applied Computing

Unit 4: Software Development

You will focus on how the information needs of individuals and organisations are met through the creation of software solutions. You will consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation. You will develop your preferred design into a software solution, and evaluate the solution, chosen development model and project plan. You will examine the security practices of an organisation and the risks to software and data during the development and use of software solutions. You will evaluate the current security practices and develop a risk management plan.

Areas of Study

1 Software development: development and evaluation

You will develop an efficient and effective software solution that meets an identified need or opportunity. You will use testing techniques, such as usability tests, to evaluate your solution and ensure the software solution meets requirements.

You will monitor and record the progress of your projects using the project plan developed in Unit 3, including actual versus expected durations, achievement of milestones and annotations to explain progress. You will evaluate the effectiveness development model and effectiveness of the project plan.

Outcome 1: *On completion of this unit the student should be able to develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan.*

2 Cybersecurity: software security

Organisations are increasingly dependent on the use of software to achieve their goals and objectives. You will focus on security risks to software and data during the software development process and throughout the use of the software solution by an organisation. You will analyse and evaluate the security of current software development practices, examine risks to software and data, and consider the consequences of implementing software with ineffective security strategies. Physical and software controls, security vulnerabilities, web application and third-party software risks will be investigated. You will recommend risk management strategies to improve current practices, taking into account key legal requirements and ethical issues faced by an organisation.

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.*

Assessment

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.

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	10%
Unit 4 School Assessed Coursework	10%
School Assessed Task for Unit 3 Outcome 2 and Unit 4 Outcome 1	30%
Unit 3 & 4 Examination	50%

Art

Unit 1 – Artworks, experience and meaning

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks.

Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists.

Students apply the Structural and Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. They learn how to formulate and substantiate personal opinions about artworks. Students explore areas of personal interest and the characteristics of materials, techniques and the art process. They develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

Areas of Study

1 Artworks and meaning

In this area of study students are introduced to the Structural and the Personal Framework to support the interpretation of the meanings and messages of artworks, both as intended by the artist and as interpreted by the viewer. Students learn that the analysis of an artwork using the Structural Framework can enhance their understanding and interpretation. They gain an understanding that art may reflect the artist's interests, experiences and thinking through applying the Personal Framework to read possible meanings of artworks. They also develop an understanding that the interpretation of the meanings and messages of art may be a personal response by the artist and/or the viewer, and that viewpoints can be substantiated using a range of sources. Students study at least three artists and at least one artwork from each artist to examine both historical and contemporary artworks.

Outcome 1: *On completion of this unit the student should be able to analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework.*

2 Art making and meaning

In this area of study students are encouraged to develop and apply skills while exploring areas of individual interest to create artworks. Students undertake a range of experiences that offer different ways of working and develop an understanding about how to use the art process. They build confidence through the exploration of techniques, materials and processes. Students create and develop a range of visual responses using imagination and observation in a selection of tasks. They investigate the artistic practices of selected artists or styles as inspiration for the development of their own visual responses. Students engage in creative and technical processes with a range of materials and art forms and use a visual diary to document their reflections, exploration of ideas, and experimentation with materials and techniques. They reflect on their own art making and examine how they have developed their visual language. They use the Structural Framework and the Personal Framework to analyse and evaluate their visual responses.

Outcome 2: *On completion of this unit the student should be able to use the art process to create visual responses that demonstrate their personal interests and ideas.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- an extended written response
- an annotated visual report
- an oral presentation
- short-answer responses supported by visual references
- a presentation using digital technologies
- a range of visual responses to a selection of set tasks and documented evidence of the art process

Please Note:

Students must satisfactorily complete Unit 1 &/or 2 Art before undertaking Units 3 & 4.

Art

Unit 2 - Artworks and contemporary culture

In this unit students use the Cultural and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice.

Students investigate how artworks can be created as forms of expression for specific cultural and contemporary contexts. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions, social movements and events. They can reinforce a social group's sense of power and authority or they can challenge social attitudes and assumptions.

Students use the Contemporary Framework to examine artworks from different periods of time and cultures. In current contemporary artistic practice, many artists have reinterpreted traditional art forms and familiar representation, re-examining the traditions of realism and abstraction in conceptual artworks that challenge ideas about art. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. These practices may also include practices of appropriation, collaboration, participation and questioning of the notion of authorship of artworks.

Areas of Study

1 Contemporary Artworks and Culture

In this area of study students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it was created. Particular emphasis is placed on the influence of contemporary materials, techniques, ideas and approaches to making and presenting artworks. Students explore and investigate the ways in which the world has changed and continues to change over time, the factors that influence these changes and their impact on artistic practice. Students focus their research on selected theme/s to compare artworks, artists and their artistic practice. From the range of artists studied, two of the artworks must be based on a common theme.

Outcome 1: *On completion of this unit the student should be able to discuss and compare artworks from different cultures and times using the Cultural Framework and the Contemporary Framework.*

2 Art making and contemporary culture

In this area of study students explore areas of personal interest related to culture and contemporary practices. They use the art process and experiment with visual language to develop, present and document their ideas. Observations, imagination, ideas and concepts inspired by cultural or contemporary sources, such as the artists and artworks being studied in Area of Study 1, may be starting points to experiment with techniques, materials, processes and art forms. Students use all the Analytical Frameworks as appropriate to analyse visual qualities, concepts and meaning in their artworks and to document their artistic practice in a visual diary. They reflect on their own art making, and identify and discuss how they have used the art process and developed their visual language. Students examine and discuss their artistic practice and reflect on how cultural and contemporary aspects are evidenced in their artworks.

Outcome 2: *On completion of this unit the student should be able to use the art process to produce at least one finished artwork that explores social and/or personal ideas or issues.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

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

Please Note:

Students must satisfactorily complete Unit 1 &/or 2 Art before undertaking Units 3 & 4.

Art

Unit 3 - Artworks, ideas and values

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks for analysing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations.

Students link their growing theoretical understanding of art to their own practice. Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks.

Areas of Study

1 Interpreting art

In this area of study students respond to and critically interpret the meanings and messages of artworks. They develop, examine and analyse their own and others' opinions and use evidence to support different points of view. Students undertake research to support their analysis and critique. Using appropriate terminology, they compare artworks produced before 1990 with artworks produced since 1990.

When selecting artworks for study, it is recognised that the Analytical Frameworks can be applied to all artworks in varying degrees. Students demonstrate depth of analysis by drawing on specific aspects of the frameworks to support their interpretations of artworks.

Outcome 1: *On completion of this unit the student should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.*

2 Investigation and interpretation through artmaking

In this area of study students use the art process to develop their own art responses inspired by ideas, concepts and observations. They apply imagination and creativity as they explore and develop visual language through the investigation and experimentation of materials, techniques, processes and art forms. Students engage in ongoing exploration, experimentation, reflection, analysis and evaluation as they progressively develop and refine their ideas. They document and analyse their thinking and working practices throughout the art process, using the language and context of selected and identified Analytical Frameworks (pages 10–12) to guide their reflection. They use appropriate technical skill to produce a body of work with at least one finished artwork at the end of Unit 3. Students employ appropriate health, safety and sustainable practices in the development of their practical work.

Outcome 2: *On completion of this unit the student should be able to use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Written report
- Extended response
- Short responses
- Structured questions
- Annotated visual report
- A response using digital technologies
- An oral presentation with documented evidence

Art

Unit 4 - Artworks, ideas and viewpoints

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think.

Students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of artistic practice. Students select appropriate aspects of the Analytical Frameworks as a structure for the reflection and documentation of their artworks.

Areas of Study

1 Discussing Art

In this area of study students discuss art ideas and issues and the varying interpretations about the role of art in society. Students select a statement about an art idea and related issues that they research, analyse and interpret. They refer to a range of resources and viewpoints to examine opinions and arguments, and refer to artists and artworks to support and develop their own ideas. The range of commentaries and viewpoints may both support and challenge the selected art idea and related issues.

Outcome 1: *On completion of this unit the student should be able to examine and analyse an art idea and its related issues to inform their viewpoint.*

2 Realisation and resolution

In this area of study students continue to develop the body of work begun in Unit 3 by using the art process and work toward resolved ideas and concepts leading to at least one finished artwork, in addition to the work that was completed for Unit 3. They reflect on personal concepts and ideas as they progressively develop and refine their artworks. Students continue to use the Analytical Frameworks to document their artistic practice, reflecting on exploration, experimentation, further development, refinement and resolution of a body of work.

Outcome 2: *On completion of this unit the student should be able to apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Written report
- Extended response
- Short responses
- Body of work presenting explorations within selected art forms and/or media which clearly demonstrates the development of the student's thinking and working practices. At least two finished artworks that resolve the student's intentions are to be produced.
- Structured questions
- Annotated visual report
- Multimedia presentation

Contributions to Final Assessment	
Unit 3 & 4 School Assessed Coursework	20%
School Assessed Task (SAT)	50%
Unit 3 & 4 Examination	30%

Biology

Unit 1: How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. The role of a keystone species in maintaining the structure of an ecosystem is explored.

Areas of Study

1 How do organisms function?

In this area of study students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell. Whether life forms are unicellular or multicellular, or heterotrophic or autotrophic, whether they live in a deep ocean trench, a tropical rain forest, an arid desert or on the highest mountain peak, all individual organisms are faced with the challenge of obtaining nutrients and water, exchanging gases, sourcing energy and having a means of removal of waste products.

Outcome 1: *On completion of this unit the student should be able to investigate and explain how cellular structures and systems*

2 How do living systems sustain life?

In this area of study students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time. Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment within a narrow range of values for factors including temperature, blood glucose and water balance.

They explore the importance and implications of organising and maintaining biodiversity and examine the nature of an ecosystem in terms of the network of relationships within a community of diverse organisms. Students identify a keystone species, explore an organism's relationship to its habitat and evaluate the impact of abiotic factors on the distribution and abundance of organisms within the community. Factors affecting population size and growth are analysed.

Outcome 2: *On completion of this unit the student should be able explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.*

3 Research Investigation

In this area of study students design and conduct a practical investigation into the survival of an individual or a species. The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question.

Outcome 3: *On completion of this unit the student should be able to design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- A report of a student-designed and/or adapted and/or extended practical investigation
- A report of a field work activity
- Test, multiple choice, short answer and/or extended response.
- Annotations of practical work
- Data analysis
- Reflective journal/blog
- Problem Solving Task
- Media Response
- A bioinformatics exercise

Biology

Unit 2: How is the continuity of life maintained?

In this unit students examine the transmission of biological information through cell reproduction, the cell cycle and the process of DNA replication in both eukaryotic and prokaryotic organisms. They explore the advantages and disadvantages of sexual and asexual reproduction and the mechanisms for each type of reproduction. The role of stem cells in the growth and development of humans and their potential use in medical therapies is also explored. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes.

Areas of Study

1 How does reproduction maintain the continuity of life?

In this area of study students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement. They examine the main events of the cell cycle in prokaryotic and eukaryotic cells. Students investigate and use visualisations and modelling to describe the characteristics of each of the phases in mitosis. Cytokinesis is explained for both plant and animal cells. Students describe the production of gametes in sexual reproduction through the key events in meiosis and explain the differences between asexual and sexual reproduction in terms of the genetic makeup of daughter cells. Students consider the role and nature of stem cells, their differentiation and the consequences for human prenatal development and their potential use to treat injury and disease.

Outcome 1: *On completion of this unit the student should be able to compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.*

2 How is inheritance explained?

In this area of study students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. Students apply their genetic knowledge to consider the social and ethical implications of genetic applications in society including genetic screening and decision making regarding the inheritance of autosomal and sex-linked conditions.

Outcome 2: *On completion of this unit the student should be able to apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.*

3 Investigation of an issue

The increasing uses and applications of genetics knowledge and reproductive science in society both provide benefits for individuals and populations and raise social, economic, legal and ethical questions. Human cloning, genetic modification of organisms, the use of forensic DNA databanks, assisted reproductive technologies and prenatal and predictive genetic testing challenge social and ethical norms. In this area of study students apply and extend their knowledge and skills developed to investigate an issue involving reproduction and/or inheritance.

Outcome 3: *On completion of this unit the student should be able to design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- A report of a student-designed and/or adapted and/or extended practical investigation
- A report of a field work activity
- Test, multiple choice, short answer and/or extended response.
- Annotations of practical work
- Data analysis
- Reflective journal/blog
- Problem Solving Task
- Media Response
- A bioinformatics exercise

Biology

Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signaling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signaling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Areas of Study

1 How do cellular processes work?

In this area of study students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane to compare how hydrophilic and hydrophobic substances move across it. They model the formation of DNA and proteins from their respective subunits. The expression of the information encoded in a sequence of DNA to form a protein is explored and the nature of the genetic code outlined. Students use the *lac* operon to explain prokaryotic gene regulation in terms of the 'switching on' and 'switching off' of genes. Students learn why the chemistry of the cell usually takes place at relatively low, and within a narrow range of, temperatures. They examine how reactions, including photosynthesis and cellular respiration, are made up of many steps that are controlled by enzymes and assisted by coenzymes. Students explain the mode of action of enzymes and the role of coenzymes in the reactions of the cell and investigate the factors that affect the rate of cellular reactions.

Outcome 1: *On completion of this unit the student should be able to explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.*

2 How do cells communicate?

In this area of study students focus on how cells receive specific signals that elicit a particular response. Students apply the stimulus-response model to the cell in terms of the types of signals, the position of receptors, and the transduction of the information across the cell to an effector that then initiates a response. Students examine unique molecules called antigens and how they elicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how malfunctions in signalling pathways cause various disorders in the human population and how new technologies assist in managing such disorders.

Outcome 2: *On completion of this unit the student should be able to apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks may include:

- A report related to practical activities
- Data analysis
- Media Response
- A response to a set of structured questions
- Annotations of practical work
- A graphic organiser
- Reflective journal/blog
- Problem Solving
- A bioinformatics exercise
- An evaluation of research

Biology

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Areas of Study

1 How are species related?

In this area of study students focus on changes to genetic material over time and the evidence for biological evolution. They investigate how changes to genetic material lead to new species through the process of natural selection as a mechanism for evolution. Students examine how evolutionary biology and the relatedness of species is based upon the accumulation of evidence. They learn how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. The human fossil record is explored to identify the major biological and cognitive trends that have led to a complex interrelationship between biology and culture.

Outcome 1: *On completion of this unit the student should be able to analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.*

2 How do humans impact on biological processes?

In this area of study students examine the impact of human culture and technological applications on biological processes. They apply their knowledge of the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students describe gene technologies used to address human issues and consider their social and ethical implications. Scientific knowledge can both challenge and be challenged by society. Students examine biological challenges that illustrate how the reception of scientific knowledge is influenced by social, economic and cultural factors.

Outcome 2: *On completion of this unit the student should be able to describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.*

3 Practical Investigation

A student-designed investigation related to cellular processes and/or biological change and continuity over time.

Outcome 3: *On the completion of this unit the student should be able to design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks for Unit 4 may include:

- A report using primary or secondary data
- A response to an issue
- A structured scientific poster
- A report of an investigation

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	16%
Unit 4 School Assessed Coursework	24%
Unit 3 & 4 Examination	60%

Business Management

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Areas of Study

1 The business idea

In this area of study students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. Students explore some of the issues that need to be considered before a business can be established.

Outcome 1: *On completion of this unit the student should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.*

2 External environment

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. Students investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business.

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 within it may affect business planning.*

3 Internal Environment

The internal environment affects the approach to and success of business planning. The owner will generally have more control over the activities, functions and pressures that occur within a business. These factors, such as business models, legal business structures and staffing, will also be influenced to some extent by the external environment. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

Outcome 3: *On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Case study analysis
- Business research report
- Development of a business plan
- Interview and report on contact with business
- Business simulation exercise
- School-based, short-term business activity
- Essay
- Media analysis
- Unit exam

Business Management

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Areas of Study

1 Legal requirements and financial considerations

In this area of study students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.

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

2 Marketing a business

In this area of study students develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations on price, product features and packaging, promotion, place, people, physical evidence and processes. They also consider effective public relations strategies and the benefits and costs these can bring to a business.

***Outcome 2:** On completion of this unit the student should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.*

3 Staffing a business

In this area of study students examine the staffing requirements that will meet the needs and objectives of the business and contribute to productivity and effectiveness. They research the processes undertaken by the business with relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can contribute to the business, the legal obligations that must be addressed and the relationship between employers and employees within a business.

***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 management strategies in this area from both an employer and an employee perspective.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Case study analysis
- Business research report
- Development of a business plan
- Interview and report on contact with business
- Business simulation exercise
- School-based, short-term business activity
- Essay
- Media analysis
- Unit exam

Business Management

Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Areas of Study

1 Business foundations

This area of study introduces students to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between and the different demands of stakeholders on a business. They examine a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies.

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

2 Managing employees

In this area of study students investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved. They consider Maslow's Hierarchy of Needs, Locke and Latham's Goal Setting Theory and Lawrence and Nohria's Four Drive Theory of motivation. Using the theories and motivation strategies, students propose and justify possible solutions to employee management in contemporary business case studies. Students gain an overview of workplace relations, including the main participants and their roles in the dispute resolution process.

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

3 Operations management

In this area of study students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.

Outcome 3: *On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks may include:

- Case study
- Structured questions
- Essay
- Report
- Media analysis

Business Management

Unit 4: Transforming a business

In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Areas of Study

1 Reviewing performance - the need for change

In this area of study students develop their understanding of the need for change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. They apply Lewin's Force Field Analysis theory to contemporary case studies and consider approaches to strategic management, using Porter's (1985) Generic Strategies.

Outcome 1: *On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.*

2 Implementing change

In this area of study students explore how businesses respond to evaluation data. Students consider the importance of leadership in change management, how leaders can inspire change and the effect change can have on the stakeholders in a business. They consider the principles of Senge's Learning Organisation and apply the Three Step Change Model (Lewin) in implementing change in a business. Using a contemporary business case study from the past four years, students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

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 and discuss the effect of change on the stakeholders of a business.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks may include:

- Case study
- Structured questions
- Essay
- Report
- Media analysis

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

Chemistry

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

In this unit students investigate the chemical properties of a range of materials. Using their knowledge of elements and atomic structure students explore the relationships between properties, structure and bonding forces within and between particles that vary in size. They examine the modification of metals, polymers and carbon nanoparticles. Students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments and to discuss chemical phenomena.

Areas of Study

1 How can knowledge of the elements explain the properties of matter?

In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. They review how the model of the atom has changed over time and examine the periodic table. Students explore patterns and trends of, and relationships between, elements with reference to properties of the elements including their chemical reactivity.

They investigate the nature of metals and their properties, including metallic nanomaterials. Students investigate how a metal is extracted from its ore and how the properties of metals may be modified for a particular use. They study how ionic compounds are formed, explore their crystalline structures and investigate how changing environmental conditions may change their properties. Fundamental quantitative aspects of chemistry are introduced including the mole concept, relative atomic mass, percentage abundance and composition by mass and the empirical formula of an ionic compound.

Outcome 1: *On completion of this unit the student should be able to relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.*

2 How can the versatility of non-metals be explained?

In this area of study students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers. They investigate the relationship between the electronic configurations of non-metallic atoms and the resultant structures and properties of a range of molecular substances and covalent lattices. Students study a variety of organic compounds and how they are grouped into distinct chemical families. They apply rules of systematic nomenclature to each of these chemical families. Students investigate useful materials that are made from non-metals, and relate their properties and uses to their structures. They explore the modification of polymers and the use of carbon-based nanoparticles for specific applications. Students apply quantitative concepts to molecular compounds, including mole concept and percentage composition by mass, and determine the empirical and molecular formulas of given compounds.

Outcome 2: *On completion of this unit the student should be able to investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.*

Research Investigation

In this area of study students investigate a selected question related to materials. They apply critical and creative thinking skills, science inquiry skills and communication skills to conduct and present the findings of an independent investigation into one aspect of the discoveries and research that have underpinned the development, use and modification of useful materials or chemicals.

Outcome 3: *On completion of this unit the student should be able to investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Refer to Unit 2 for example assessment tasks.

Chemistry

Unit 2: What makes water such a unique chemical?

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. Students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures.

Areas of Study

1 How do substances interact with water?

In this area of study, students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students relate the properties of water to the water molecule's structure, polarity and bonding. They explore the significance of water's high specific heat capacity and latent heat of vaporisation for living systems and water supplies. Students investigate issues associated with the solubility of substances in water. Precipitation, acid-base and redox reactions that occur in water are explored and represented by the writing of balanced equations. Students compare acids with bases and learn to distinguish between acid strength and acid concentration. The pH scale is examined and students calculate the expected pH of strong acids and strong bases.

Outcome 1: *On completion of this unit the student should be able to relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.*

2 How are substances in water measured and analysed?

In this area of study students focus on the use of analytical techniques, both in the laboratory and in the field. Students examine the origin and chemical nature of substances that may be present in a water supply, including contaminants, and outline sampling techniques used to assess water quality. They measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves and learn to predict when a solute will dissolve or crystallise out of solution. The concept of molarity is introduced and students measure concentrations of solutions using a variety of commonly used units. Students apply the principles of stoichiometry to gravimetric and volumetric analyses of aqueous solutions and water samples. Instrumental techniques include the use of colorimetry and/or UV-visible spectroscopy to estimate the concentrations of coloured species in solution, atomic absorption spectroscopy data to determine the concentration of metal ions in solution and high performance liquid chromatography data to calculate the concentration of organic compounds in solution.

Outcome 2: *On completion of this unit the student should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.*

3 Practical Investigation

In this area of study students design and conduct a practical investigation into an aspect of water quality.

Outcome 3: *On completion of this unit the student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks for both Unit 1 and Unit 2 may include:

- Data analysis
- Media Response
- A modelling activity
- Annotations of practical work
- Test, multiple choice, short answer and/or extended response.
- Reflective journal/blog
- Problem Solving Task
- A report of a student-designed and/or adapted and/or extended practical investigation

Please Note:

Students must satisfactorily complete Units 1 & 2 Chemistry before undertaking Units 3 & 4.

Chemistry

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

The global demand for energy and materials is increasing with world population growth. In this unit students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Areas of Study

1 What are the options for energy production?

In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. Students use the specific heat capacity of water and thermochemical equations to determine the enthalpy changes and quantities of reactants and products involved in the combustion reactions of a range of renewable and non-renewable fuels.

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 galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.*

2 How can the yield of a chemical product be optimised?

In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs. 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 explore homogeneous equilibrium systems and apply the equilibrium law to calculate equilibrium constants and concentrations of reactants and products. They investigate Le Chatelier's principle and the effect of different changes on an equilibrium system and make predictions about the optimum conditions for the production of chemicals, taking into account rate and yield considerations.

Students investigate a range of electrolytic cells with reference to their basic design features and purpose, their operating principles and the energy transformations that occur. They examine the discharging and recharging processes in rechargeable cells, and apply Faraday's laws to calculate quantities in electrochemistry and to determine cell efficiencies.

Outcome 2: *On completion of this unit the student should be able to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Practical work
- Tests
- Structured questions
- Data analysis

Chemistry

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

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that are found in living tissues and the fuels, foods, medicines and many of the materials we use in everyday life.

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. Students determine the energy released in the combustion of foods.

Areas of Study

1 How can the diversity of carbon compounds be explained and categorised?

In this area of study students explore why such a vast range of carbon compounds is possible. They examine the structural features of members of several homologous series of compounds. Students investigate trends in the physical and chemical properties of various organic families of compounds. They study typical reactions of organic families and some of their reaction pathways, and write balanced chemical equations for organic syntheses. Students learn to deduce or confirm the structure and identity of organic compounds by interpreting data from mass spectrometry, infrared spectroscopy and proton and carbon-13 nuclear magnetic resonance spectroscopy.

Outcome 1: On completion of this unit the student should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.

2 What is the chemistry of food?

Food contains various organic compounds that are the source of both the energy and the raw materials that the human body needs for growth and repair. Students study the major components of food with reference to their structures, properties and functions. They examine the hydrolysis reactions in which foods are broken down, the condensation reactions in which new biomolecules are formed and the role of enzymes in the metabolism of food. Students study the role of glucose in cellular respiration and investigate the principles of calorimetry and its application in determining enthalpy changes for reactions in solution.

Outcome 2: On completion of this unit the student should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.

3 Practical Investigation

A student-designed practical investigation related to energy and/or food.

Outcome 3: On the completion of this unit the student should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks may include:

- Practical work
- Data Analysis
- Structured questions
- Tests and Exams

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	16%
Unit 4 School Assessed Coursework	24%
Unit 3 & 4 Examination	60%

Dance

Unit 1

In this unit, students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles. They commence the process of developing a personal movement vocabulary and also begin the practices of documenting and analysing movement. Through this work they develop understanding of how other choreographers use these practices. Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body.

Areas of study

1 Dance perspectives

This area of study focuses on analysis of choreographers' intentions, expressive movement resulting from use of the choreographic processes and the physical skills required to safely realise dance works. Students learn about how the intention of a choreographer might be realised, ways of articulating an intention and approaches to researching and documenting influences on choreography. They develop their skills in documenting movement, for example using annotated drawings, sketches and written descriptions using dance terminology.

Outcome 1: *On completion of this unit, the student should be able to describe and document features of other choreographers' dance works.*

2 Choreography and performance

In this area of study students develop an intention for a solo, duo and/or group dance work, and explore and safely use movement to communicate this intention through choreography and performance. Students use the choreographic process to explore their chosen intention and develop a personal movement vocabulary. Students study ways of structuring and developing a cohesive composition and develop solo, duo and/or group improvisation skills.

Outcome 2: *On completion of this unit, the student should be able to choreograph and perform a solo, duo and/or group dance work and complete structured improvisations.*

3 Dance technique and performance

In this area of study students learn, rehearse and perform a solo, duo or group dance work that communicates an intention. They develop their capacity to expressively execute a range of movements through the safe use of physical skills. Students develop their dance technique through regular and systematic training, focusing on improving skills in the execution of personal and learnt movement vocabulary.

Outcome 3: *On completion of this unit, the student should be able to safely and expressively perform a learnt solo, duo or group dance work.*

4 Awareness and maintenance of the dancer's body

In this area of study, students develop an understanding of current health and wellbeing principles, and the safe use, maintenance and physiology of the dancer's body. They develop their understanding of alignment, for example, the integrated engagement of the core muscles of the abdomen. Students study methods of developing physical skills that incorporate safe dance practices.

Outcome 4: *On completion of this unit, the student should be able to describe key approaches to wellbeing and health practices for dancers and essential aspects of physiology, and demonstrate the safe use and maintenance of the dancer's body.*

Assessment

Assessment tasks for this unit may include the following:

- Written
- Multimedia
- Oral
- Performance

Please Note:

Students must satisfactorily complete a VCE Dance audition in order to be eligible for Unit 1 & 2 Dance.
Students must satisfactorily complete Unit 1 &/or 2 Dance before undertaking Units 3 & 4.

Dance

Unit 2

In this unit students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement (time, space and energy), the manipulation of movement through choreographic devices and the types of form used by choreographers. Students use the choreographic process to develop and link movement phrases to create a dance work. They apply their understanding of the processes used to realise a solo or group dance work – choreographing and/or learning, rehearsing, preparing for performance and performing. Students are introduced to a range of dance traditions, styles and works. Dance traditions, styles and works selected for study should encompass the dance output of traditional and/or contemporary Aboriginal and Torres Strait Islander Peoples and other Australian dance artists.

Areas of study

1 Dance perspectives

This area of study focuses on ways the movement categories and elements of movement can be manipulated to communicate an intention in various dance traditions, styles and works. Students consider the types of group structures choreographers can use to communicate an intention. They explore the influences on selected dance traditions, styles and/or works including the traditional and/or contemporary dance output of Aboriginal and Torres Strait Islander Peoples and/or other Australian dance artists and/or dance from other cultures, times, locations and/or genres. They explore how these traditions, styles and works have influenced the arts, artists and society.

Outcome 1: *On completion of this unit, the student should be able to analyse use of the movement categories and elements of movement in selected dance traditions, styles and/or works.*

2 Choreography and performance

Students choreograph a solo, duo or group dance work. Using the choreographic process and choreographic devices to safely manipulate movement, they explore their chosen intention and develop personal movement vocabulary. They complete structured solo, duo and/or group improvisations to develop their understanding of different ways that improvisation can be used as a starting point for choreography. Students study ways of structuring dance works and analyse and describe the aspects of form in their own works.

Outcome 2: *On completion of this unit, the student should be able to complete structured improvisations and choreograph and perform a solo, duo or group dance work.*

3 Dance technique and performance

In this area of study, students demonstrate their capacity to safely and accurately execute a range of actions from all the movement categories. Students' physical skills, dance technique and artistry are developed through regular and systematic training, focusing on learnt movement vocabulary. Students learn, rehearse and perform a solo, duo or group dance work that communicates an intention.

Outcome 3: *On completion of this unit the student should be able to safely and securely perform a learnt solo, duo or group dance work with artistry, and report on the realisation of the dance work.*

Assessment

Assessment tasks for this unit may include the following:

- Written
- Multimedia
- Oral
- Performance

Please Note:

Students must satisfactorily complete a VCE Dance audition in order to be eligible for Unit 1 & 2 Dance.
Students must satisfactorily complete Unit 1 &/or 2 Dance before undertaking Units 3 & 4.

Dance

Unit 3

In this unit, students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories. Students continue regular and systematic dance training and learn and perform a duo or group dance work created by another choreographer. They continue to develop their ability to safely execute movement vocabulary and perform with artistry.

Students analyse the realisation of their solo and the learnt duo or group dance work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing. This analysis connects each student's work as a choreographer to the work of professional choreographers.

Areas of study

1 Dance perspectives

In this area of study students develop an understanding of the ways selected choreographers of two prescribed dance works arrange selected movement vocabulary into phrases and movement sections to create a form to communicate their intention. Students analyse phrasing in selected works with reference to the choreographers' uses of movement categories, physical skills, choreographic devices and manipulations of the elements of movement. They analyse the dance design of each work and consider influences on the choreographer's choices, and the influence the choreographer and/or selected works have had on the arts, artists and/or society.

Outcome 1: *On completion of this unit, the student should be able to analyse two selected dance works.*

2 Choreography, performance and analysis of a skills-based solo dance work

In this area of study students choreograph and perform a solo dance work that demonstrates the safe use of a wide range of physical skills. They develop an intention to inform their use of the choreographic process. The intention also informs their realisation of the dance work through choreography, rehearsal, pre-performance and performance. Throughout the process of realising the work, students consider aspects of artistry they can bring to their performance.

Outcome 2: *On completion of this unit, the student should be able to choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work.*

3 Dance technique, performance and analysis of a learnt dance work

In this area of study students learn, rehearse and perform a duo or group dance work created by another choreographer. The work chosen should expand and refine students' physical skills and proficiency in the execution of movement vocabulary. As students work through the process of realising this dance work, they develop their capacity to safely and accurately execute group movement sequences, phrases and movement sections. Students undertake regular and systematic dance training to continually improve their execution of a wide range of skills. They analyse and document the processes involved in realising the learnt dance work – learning, rehearsing, preparing for performance and performing.

Outcome 3: *On completion of this unit the student should be able to learn, rehearse and prepare for performance, and perform a duo or group dance work by another choreographer and analyse the processes used.*

Assessment

Assessment tasks for this unit may include the following:

- Written
- Oral
- Multimedia
- Performance

Dance

Unit 4

In this unit, students choreograph, rehearse and perform a solo dance work with a cohesive structure. When rehearsing and performing this dance work students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. They explore how they can demonstrate artistry in performance. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work.

Areas of study

1 Dance perspectives

In this area of study, students analyse a twentieth or twenty-first century group dance work. They examine ways choreographers communicate their intention through creating spatial relationships and manipulating group structures and the elements of spatial organisation. Students analyse influences on choices made by choreographers on movement vocabulary and the intention of the selected works. They examine the influence the choreographer and/or the selected dance work has had on the arts, artists and/or society.

Outcome 1: On completion of this unit, the student should be able to analyse a selected group dance work.

2 Choreography, performance and dance-making analysis

This area of study focuses on choreography and performance of a solo dance work. The intention for this work should focus on communicating ideas through movement. Students explore ways of manipulating the elements of spatial organisation to create a cohesive composition that communicates their chosen intention. Students analyse and document the creation of movement phrases and sections to create structures that best express their intention. They make choices about the music and/or sound or absence thereof for their solo dance work, and identify the purposes for this choice and the influences it might have on their choreography. Students document and analyse the realisation of the dance across the processes of choreographing, rehearsing, preparing to perform and performing. They present a performance of their solo dance work that demonstrates safe and accurate execution of movement vocabulary and artistry.

Outcome 2: On completion of this unit, the student should be able to choreograph, rehearse, perform and analyse their realization of a solo dance work.

Assessment

Assessment tasks for this unit may include the following:

- Written
- Oral
- Multimedia
- Performance

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.

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	15%
Unit 4 School Assessed Coursework	10%
Unit 3 & 4 Performance Examination	50%
Unit 3 & 4 Examination	25%

Drama

Unit 1: Introducing performance styles

In this unit, students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Areas of Study

1 Creating a devised performance

In this area of study, students use play-making techniques to devise and develop solo performances and/or ensemble performances based on a range of stimulus material relevant to their personal, cultural and/or community experiences and stories. Students explore a range of performance styles and draw on ideas as they respond to a given structure and stimulus material. They also focus on recording and documenting the play-making techniques used in the development of this performance work.

Outcome 1: *On completion of this unit, the student should be able to devise and document solo and/or ensemble drama works based on experiences and/or stories.*

2 Presenting a devised performance

In this area of study, students present to an audience a devised solo and/or ensemble drama works based on a range of stimulus material relevant to the student's personal, cultural and/or community experiences and stories. The performance should be based on the work devised in Outcome 1. Students use a range of performance styles to present these stories, ideas and characters to an audience. They also begin to explore and develop skills in establishing and maintaining an appropriate actor–audience relationship.

Outcome 2: *On completion of this unit, the student should be able to perform devised drama works to an audience.*

3 Analysing a devised performance

In this area of study students focus on observation and analysis of their own performance work completed in Outcomes 1 and 2. They reflect upon and document work processes using appropriate drama terminology. They demonstrate development of the use of expressive skills, performance skills, stimulus material, dramatic elements, conventions, production areas, performance styles, and approaches to character and roles.

Outcome 3: *On completion of this unit, the student should be able to analyse the development, and the performance to an audience, of their devised work.*

4 Analysing a professional drama performance

In this area of study students observe and analyse a performance by professional drama performers. Drama performances by students enrolled at a school may not be analysed for this outcome. Attending and analysing a performance by professional drama performers provides opportunities for students to make connections with their own work. They build their experience of how dramatic elements, conventions, performance styles, production areas, and expressive and performance skills can be manipulated to communicate meaning in performance. Students learn about ways of establishing, sustaining and manipulating actor–audience relationships and use appropriate drama terminology to explain, analyse and evaluate the performance.

Outcome 4: *On completion of this unit, the student should be able to analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks may include the following:

- Journal
- Performance
- Multimedia presentation
- Written analysis

Please Note:

Students must satisfactorily complete Unit 1 &/or 2 Drama **OR** Unit 2 Theatre Studies before undertaking Units 3 & 4.

Drama

Unit 2: Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Areas of Study

1 Using Australia as inspiration

In this area of study, students explore the use of a range of stimulus material to create a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. As they work with stimulus material and a performance structure, students explore and experiment with ways that play-making techniques, expressive skills, performance skills, dramatic elements, conventions, performance styles and production areas may be used to realise the dramatic potential of stimulus material and shape dramatic action. Students also consider how to use techniques intentionally to have an effect on and engage the audience in ways that are appropriate to contemporary drama practice.

Outcome 1: *On completion of this unit the student should be able to devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice.*

2 Presenting a devised performance

In this area of study, students present a performance to an audience of a devised work based on a person, an event, an issue, a place, an artwork, a text and/or an icon from an Australian context. The performance should be based on the work developed for Outcome 1, and should take place in a performance space appropriate to the theme or the subject matter of the drama.

Outcome 2: *On completion of this unit, the student should be able to present a devised performance that reflects aspects of Australian identity and contemporary drama practice.*

3 Analysing a devised performance

In this area of study students observe and analyse their own performance work completed in Outcomes 1 and 2. They reflect on and articulate the ways they used play-making techniques and processes to explore and to extract the dramatic potential of the stimulus material. Students analyse their approaches to shaping and refining their work and creating and manipulating the actor–audience relationship. They continue to develop the use of appropriate drama terminology.

Outcome 3: *On completion of this unit, the student should be able to analyse the development, and performance to an audience, of their devised work.*

4 Analysing an Australian drama performance

In this area of study students observe and analyse a performance by professional drama performers. Drama performances by students enrolled at school cannot be analysed for this outcome. Students use appropriate drama terminology to explain, analyse and evaluate how the use of dramatic elements, conventions, performance styles, production areas, expressive skills, performance skills, and the actor–audience relationship may be manipulated to communicate meaning in performance.

Outcome 4: *On completion of this unit, the student should be able to analyse and evaluate a performance of a drama work by Australian practitioners.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks may include the following:

- Journal
- Performance
- Multimedia presentation
- Written analysis

Please Note:

Students must satisfactorily complete Unit 1 &/or 2 Drama **OR** Unit 2 Theatre Studies before undertaking Units 3 & 4.

Drama

Unit 3: Devised ensemble performance

In this unit, students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Areas of Study

1 Devising and presenting ensemble performance

In this area of study students develop and present a devised ensemble performance. They examine the work of a range of drama practitioners working in selected performance styles to explore how dramatic work is created. Students work with given stimulus material and guidelines that provide a starting point for the structure of a performance. They apply their knowledge of ways other drama practitioners work to devise and shape their work to communicate meaning and to have an impact on their audience in specific and intentional ways. Students use play-making techniques to extract dramatic potential from the stimulus, and devise and develop characters, story and meaning in the ensemble performance.

Outcome 1: *On completion of this unit the student should be able to develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.*

2 Analysing a devised ensemble performance

In this area of study, students analyse the ensemble performance devised in Outcome 1. They describe, reflect upon, interpret, analyse and evaluate the construction and performance of this ensemble performance. They analyse the selection, use and manipulation of conventions (including application of symbol and transformation of character, time and place), dramatic elements, expressive skills, performance skills, play-making techniques, production areas and selected performance styles. Students also use appropriate drama terminology to discuss their own performance work and to analyse the dramatic potential of stimulus material and resources for developing characters for an ensemble performance.

Outcome 2: *On completion of this unit, the student should be able to analyse the use of processes, techniques and skills to create and present a devised ensemble performance.*

3 Analysing and evaluating a professional drama performance

In this area of study, students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist. Students analyse the actors' use of expressive and performance skills to represent character and to communicate meaning in the performance. They consider how the actor–audience relationship is created and manipulated and analyse and evaluate how the conventions, dramatic elements, production areas and performance styles are used in the performance.

Outcome 3: *On completion of this unit, the student should be able to analyse and evaluate a professional drama performance.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks may include the following:

- Performance
- Written analysis
- Written analysis and evaluation

Drama

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Areas of Study

1 Demonstrating techniques of solo performance

In this area of study students explore, and develop skills in, play-making techniques in the development of a short solo performance. They demonstrate application of symbol and transformation of character, time and place. Teachers provide stimulus material appropriate to the size of the task, such as a person, an event, an issue, a place, an image, one word, a definition, a quotation, lyrics, a sound or an icon.

Outcome 1: *On completion of this unit, the student should be able to demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used.*

2 Devising a solo performance

In this area of study students create and develop a solo performance in response to a prescribed structure. They draw on an understanding of performance styles from a range of historical, cultural and social contexts. During their solo performance, students use conventions including application of symbol and transformation of character, time and place. They may also use other conventions such as asides, caricature, exaggerated movement, heightened use of language, pathos, placards, satire, song, stillness and silence, as appropriate to the requirements of a prescribed structure. The resulting work will go beyond a representation of real life as it is lived.

Outcome 2: *On completion of this unit, the student should be able to create, develop and perform a solo performance in response to a prescribed structure.*

3 Analysing and evaluating a devised solo performance

In this area of study students use appropriate drama terminology to analyse and evaluate the creative processes used in the creation, development and presentation of a solo performance devised in response to a prescribed structure. To support their analysis and evaluation, students draw on examples of conventions, including application of symbol and transformation of character, time and place, dramatic elements, expressive skills, performance skills, performance styles, play-making techniques, production areas and use of stimulus material.

Outcome 3: *On completion of this unit, the student should be able to analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks may include the following:

- Performance
- Written statement
- Written analysis and evaluation

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	30%
Unit 4 School Assessed Coursework	10%
Unit 3 & 4 Performance Examination	35%
Unit 3 & 4 Examination	25%

Economics

Unit 1: The behaviour of consumers and businesses

Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. 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.

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Areas of Study

1 Thinking like an economist

In this area of study students begin to appreciate the contributions of economics as a discipline and investigate some of the factors that motivate people to act in the way they do and the consequences of their actions. Students investigate the key economic questions of what and how much to produce, how to produce and who gets to enjoy the benefits of what is produced. They consider the reasons why people might respond differently to incentives and how this can affect living standards. Students are introduced to some of the tools that economists have developed to help them solve economic problems and apply them to contemporary economic issues.

Outcome 1: *On completion of this unit the student should be able to describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.*

2 Decision making in markets

One of the key tools used to explain how prices change and how resources are allocated is the basic demand and supply model. Using contemporary case-studies students make connections between the theory and the workings of different markets in the Australian and world economy. They develop skills in making predictions and constructing arguments about the possible consequences of key changes in different markets. In studying the operation of markets and using relevant models, students consider one or more of the following markets:

- Agricultural markets such as wool, wheat and beef
- Other commodity markets such as minerals and energy
- Community markets
- The finance market
- The share market
- The labour market
- The property/housing market
- Online markets
- The health market
- Any other relevant market

Outcome 2: *On completion of this unit the student should be able to explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Analysis of written, visual and statistical evidence
- Folio of applied economic exercises
- Problem-solving tasks
- Folio of annotated media commentaries
- Presentations
- A blog
- Structured questions
- Economic simulation activities
- Fieldwork
- Report of an investigation
- Essay
- Debate
- Case studies
- Tests
- A web page
- Media analysis
- Unit exam

Economics

Unit 2: Contemporary economic issues

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. Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards.

Areas of Study

1 Economic growth, long term economic prosperity and environmental sustainability

In this area of study students consider the meaning and importance of economic growth and its effect on material and non-material living standards. Students investigate the nature of key economic trade-offs; situations where the achievement of one goal may come at the expense of another. Students consider the effect of economic growth on future generations and begin to appreciate some of the current environmental challenges that have been created from past and current economic decisions.

Outcome 1: *On completion of this unit the student should be able to explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off.*

2 Economic efficiency and equity

In this area of study students consider the nature of the potential trade-off between equity in the distribution of income and the efficiency of resource allocation in Australia. Students analyse the factors that may lead to income disparity in Australia and one other nation, and why the income of some people is below the poverty line. Students evaluate contemporary budgetary policy initiatives and how these may have affected the goals of equity in the distribution of income and efficiency of resource allocation.

Outcome 2: *On completion of this unit the student should be able to explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.*

3 Global economic issues

Students investigate one or more contemporary global economic issue/s. They examine the selected economic issue/s from the perspective of the relevant stakeholders and evaluate decisions that may have been made with regard to these issue/s. Students consider the economic costs and benefits associated with greater levels of international trade, movement of capital and economic integration.

Outcome 3: *On completion of this unit the student should be able to explain the factors that may influence a global economic issue/s and evaluate potential consequences associated with actions to address the issue/s.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Analysis of written, visual and statistical evidence
- Folio of applied economic exercises
- Problem-solving tasks
- Folio of annotated media commentaries
- Presentations
- A blog
- Structured questions
- Economic simulation activities
- Fieldwork
- Report of an investigation
- Essay
- Debate
- Case studies
- Tests
- A web page
- Media analysis
- Unit exam

Economics

Unit 3: Australia's economic prosperity

In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. 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. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards.

Areas of Study

1 An introduction to microeconomics: The market system, resource allocation and government intervention

In this area of study students investigate the role of the market in answering the key economic questions of what and how much to produce, how to produce and for whom to produce. They investigate some of the key factors that influence the level of demand and supply in the economy and how these might lead to changing prices and the movement of land, labour and capital to those areas of production that generate the most value for society. Students use models to make predictions and to consider the role of markets in achieving economic efficiency.

Outcome 1: *On completion of this unit the student should be able to explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes.*

2 Domestic macroeconomic goals

In this area of study students investigate the Australian Government's domestic macroeconomic goals of low inflation, strong and sustainable economic growth and full employment and why these goals are pursued. They consider the role of key economic agents using a simple circular flow model of the macroeconomy. They identify and analyse contemporary aggregate demand and aggregate supply factors that may influence the achievement of domestic macroeconomic goals in the past two years, and consider how achievement of the goals may affect material and non-material living standards.

Outcome 2: *On completion of this unit the student should be able to analyse key contemporary factors that may have influenced the Australian Government's domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards.*

3 Australia and the world economy

Students examine the reasons why countries engage in international transactions such as the exchange of goods and services and the movement of savings and investment capital, and evaluate how these transactions might affect living standards. Students apply their knowledge of demand and supply models to explain movements in the exchange rate, and discuss the effects of changing currency values on the achievement of the Australian Government's domestic macroeconomic goals.

Outcome 3: *On completion of this unit the student should be able to explain the factors that may influence Australia's international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government's domestic macroeconomic goals and living standards in Australia.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- A folio of applied economic exercises
- An essay
- A report
- Media analysis
- A case study
- structured questions.

Economics

Unit 4: Managing the economy

Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government's domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives and consider how they increase competition and efficiency in the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity and the achievement of the Australian Government's domestic macroeconomic goals.

Areas of Study

1 Aggregate demand policies and domestic economic stability

In this area of study students examine how the Australian Government and its statutory authority, the RBA, can utilise budgetary and monetary policy respectively to influence the level of aggregate demand in the economy. They evaluate the relative effectiveness of each policy by focusing on their strengths and weaknesses and explain how each policy has been utilised by the Australian Government in the past two years.

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 may influence the Australian Government's domestic macroeconomic goals and living standards.*

2 Aggregate supply policies

In this area of study students examine the important role of aggregate supply policies in creating a stronger macroeconomic environment so that domestic macroeconomic goals can be more easily achieved. They investigate the different approaches that government may take to promoting competition and efficiency. Students evaluate each of these approaches, highlighting their strengths and weaknesses and drawing conclusions about the short-term and long term consequences in terms of the domestic macroeconomic goals and living standards.

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 may influence the Australian Government's domestic macroeconomic goals and living standards.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- Report
- Essay
- Structured questions
- Problem-solving exercises
- Folio of applied economic exercises
- Folio of media commentaries

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

English

The English language is central to the way in which students understand, critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The diversity of students' different social and cultural backgrounds is recognised in this study as well as the fostering of students' self-esteem by enabling them to use the English language confidently. Language development is treated as an integrated process which brings together the skills of reading, writing, speaking, listening and thinking.

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written and spoken texts.

Areas of Study

1 Reading and creating texts

In this area of study, students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. They consider the similarities and differences between texts, developing awareness that some features are specific to texts, while others are similar across texts. Students develop the ability to respond to texts in written and spoken forms. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. In developing creative responses to texts, students explore how purpose and audience affect the choices they make as writers in developing ideas and planning work, as well as the choices they make about structure, conventions and language to develop voice and style.

Outcome 1: *On completion of this unit, the student should be able to produce analytical and creative responses to texts.*

2 Analysing and presenting argument

In this area of study, students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken and visual, and combinations of these, and how language is used to position the reader. Students practise written analysis of the presentation of argument and the use of language to position the intended audience. They craft and present reasoned, structured and supported arguments and experiment with their own use of language to position audiences.

Outcome 2: *On completion of this unit, the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.*

Assessment

Satisfactory completion of the outcomes specified for the unit.

English

Unit 2

In this unit, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Areas of Study

1 Reading and comparing texts

In this area of study, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives. They develop an understanding of the choices available to writers and creators of texts, and the ways in which comparing texts can offer an enriched understanding of ideas, issues or themes.

Outcome 1: *On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.*

2 Analysing and presenting argument

In this area of study, students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience. Students practise developing and presenting reasoned points of view on issues of contemporary social relevance. In constructing arguments, students focus on the logical development of their own ideas and select evidence and language to support their arguments.

Outcome 2: *On completion of this unit, the student should be able to identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience, and create a text which presents a point of view.*

Assessment

Satisfactory completion of the outcomes specified for the unit.
There will be a written examination at the end of the unit.

English

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

Students have different social and cultural backgrounds, and this study is designed to recognise and value this diversity and to foster self-esteem in all students by enabling them to use the English language confidently.

Unit 3

The focus of this unit is on reading and responding to texts analytically and creatively, both orally and in writing. Students analyse how authors create meaning and the different ways in which texts can be interpreted. They analyse arguments and the use of persuasive language in texts.

Areas of Study

1 Reading and creating texts

In this area of study, students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning, and using textual evidence to support their responses. Students also present sustained creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. In developing a creative response, they explore issues of purpose and audience and make key choices about structure, conventions and language. They develop a credible and effective voice and style and use the chosen features of the selected text to offer an interpretation of that text.

Outcome 1: *On completion of this unit, students should be able to produce an analytical interpretation of a selected text and a creative response to a different selected text.*

2 Analysing argument

In this area of study, students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since the 1st of September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader. Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used. Students develop written and spoken critical analyses of the use of argument and language in these texts, including analysis of the quality of the reasoning presented and the use of features intended to position audiences. They compare different written texts presenting argument on similar ideas or issues, considering the different ways authors use language to express arguments.

Outcome 2: *On completion of this unit, students should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.*

Assessment

Satisfactory completion of the outcomes specified for the unit.

English

Unit 4

In this unit, students compare the presentation of ideas, issues and themes in texts. They also create an oral presentation intended to position audiences about an issue currently debated in the media.

Areas of Study

1 Reading and comparing texts

In this area of study, students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students produce a written analysis comparing the selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values. Students will apply the conventions of written analysis and textual evidence.

Outcome 1: *On completion of this unit, the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.*

2 Presenting argument

In this area of study, students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since the 1st of September of the previous year. Students use their understanding of argument and language as the basis for the development of an oral presentation of their points of view, designed specifically to position an audience.

Outcome 2: *On completion of this unit, the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.*

Assessment

Satisfactory completion of the outcomes specified for the unit.

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

English as an Additional Language

EAL Students (Students from Non-English Speaking Backgrounds)

EAL is integrated with the study of English. Other than the addition of a third Area of Study in Unit 3 ('Listening to text'), EAL students are expected to achieve the same learning outcomes as in English, but they will complete different assessment tasks for Units 3 & 4, with a different allocation of coursework marks. EAL is suitable for students who typically have English language proficiency at a minimum International English Language Testing System (IELTS) of level 4 or its equivalent.

Criteria for Eligibility

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

- The student has been a resident in Australia for a period of not more than seven calendar years immediately prior to 1st of January of the year in which the study is taken at Unit 3 & 4

and

- English has been the student's major language of instruction for a total period of not more than seven years prior to the commencement of the year in which the study is taken at Units 3 & 4.

Areas of Study

3 Listening to text

In this area of study, students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Students develop skills to understand spoken texts on a literal and inferential level, demonstrating an understanding of how spoken texts construct meaning for a variety of listeners. This understanding includes the relationship between the speaker/s and their audience, the purpose of the spoken text and the speaker's views and attitudes and how these affect the structure and language of the spoken text. Students demonstrate their understanding through a range of spoken, written and visual forms, including class discussion, note-taking and responses to short-answer questions.

Outcome 3: *On completion of this unit, the student should be able to comprehend a spoken text.*

Assessment

Satisfactory completion of the outcomes specified for the unit.

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

English Language

Unit 1: Language and Communication

The focus of this unit is language and its use in communication. The use of language is an essential aspect of human behaviour, the means by which individuals relate to the world, to each other, and to the community of which they are members. This unit focuses on the nature and functions of language itself and the way language is organised so that it provides its users with the means by which they can make sense of their experience and have contact with others. It enables students to explore the informational and expressive functions of language, the nature of language as a highly elaborate system of signs, the development of language in an individual, and the relationship between speech and writing as the dominant modes of use.

Areas of study

1 The nature and functions of language

This area of study provides students with an understanding of the nature of language and how language can be used for a variety of functions. It also explores the properties that distinguish human communication as unique.

***Outcome 1:** On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language.*

2 Language acquisition

This area of study focuses on the developmental stages of child language acquisition and what children need to learn as they develop from babyhood to early adolescence. In addition to words and their meanings, children learn to use the phonological and grammatical conventions of the language, as well as the appropriate use of these conventions in different social situations.

***Outcome 2:** On completion of this unit, the student should be able to describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks include:

- Tests
- Short-answer questions
- Written analysis of written and spoken discourse
- Essays

Please Note:

Students must satisfactorily complete Units 1 & 2 English Language before undertaking Units 3 & 4.

English Language

Unit 2: Language Change

The focus of this unit is language change. Languages are dynamic and change is an inevitable and a continual process. Engaging with texts from the past can show us how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics – as well as how English has transformed over the centuries and how it continues to evolve today. This unit explores how the global spread of English has led to a diversification of the language, and to English now being used by more people as an additional or a foreign language than as a first language. Students consider the cultural repercussions of the spread of English.

Areas of study

1 English across time

This area of study introduces the idea of language families, in particular the Indo-European language family, of which English is a member. It examines the origins of English as a Germanic language and traces its development from Old through to Early Modern English, and the establishment of a standard language in the eighteenth century. The development of Australian English is explored. The general concept of standardisation and the notion of 'correct English' are examined, emphasising that standard languages do not arise because of any inherent quality, but more as geographical and historical accidents.

Outcome 1: *On completion of this unit, the student should be able to describe language change as represented in a range of texts and analyse a range of attitudes to language change.*

2 Englishes in contact

This area of study considers the effects of the global spread of English by learning about both the development and decline of languages as a result of English contact, the elevation of English as a global lingua franca, and the significant repercussions of language contact. Students explore factors that have contributed to the spread of English in the past, such as trade and colonisation, and the consequences of the growth of English as an additional or foreign language. Students develop an understanding of how change to a language has significant repercussions for its users' cultural identity and worldview.

Outcome 2: *On completion of this unit, the student should be able to describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- Tests
- Short-answer questions
- Written analysis of written and spoken discourse
- Essays

Please Note:

Students must satisfactorily complete Units 1 & 2 English Language before undertaking Units 3 & 4.

English Language

Unit 3: Language variation and social purpose

The focus of this unit is English language in the Australian social setting, along a continuum of informal and formal registers. Language is a means of social interaction where we communicate information, ideas, attitudes, prejudices and ideological stances through written and spoken texts. Students examine the stylistic features of formal and informal language in both spoken and written modes. How texts are influenced by the situational and cultural contexts in which they occur is considered. Students examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choice, as do the values, attitudes and beliefs held by participants and the wider community.

Areas of Study

1 Informal language

This area of study allows students to consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used. Students investigate how informal language can be used to meet participants' positive face needs (the need to be liked, respected and treated as a member of a group), how informal language choices can build rapport by encouraging inclusiveness, intimacy, solidarity and equality, and how informal language features such as slang and swearing patterns are particularly important in encouraging linguistic innovation and in-group membership.

Outcome 1: *On completion of this unit, the student should be able to identify and analyse distinctive features of informal language in written and spoken texts.*

2 Formal language

This area of study focuses on the way speakers and writers choose from a repertoire of language in order to achieve a particular purpose. As with informal language, the situational and cultural context determines whether people use formal language and in what mode they choose to communicate. Students investigate how formal language can be used to meet participants' negative face needs: the need to be autonomous and act without imposition from others. Texts in which speakers and writers use formal language to clarify, manipulate or obfuscate, particularly in public language, are examined. Students learn that formal language enables users to carefully negotiate social taboos through the employment of euphemisms, non-discriminatory language and political correctness.

Outcome 2: *On completion of this unit, the student should be able to identify and analyse distinctive features of formal language in written and spoken texts.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks will take any one or a combination of the following formats:

- Short answer test
- Folio
- Analytical commentary of written and spoken discourse
- Essay

English Language

Unit 4: Language variation and identity

The focus of this unit is on the role of language in establishing and challenging different identities. Students examine both print and digital texts to consider the ways different identities are constructed. Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us. Through our language, we establish how we are unique as individuals, as well as signalling our membership of particular groups.

Areas of Study

1 Language variation in Australian society

This area of study enables students to understand the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a shared identity.

***Outcome 1:** On completion of this unit, the student should be able to investigate and analyse varieties of Australian English and attitudes towards them.*

2 Individual and group identities

In this area of study students focus on the role of language in reflecting and constructing individual and group identities. They learn that language users are able to play different roles within speech communities and are able to construct their identities through subconscious and conscious language variation according to age, gender, occupation, interests, aspiration and education. Students learn how language can function as a social disadvantage for people in different language communities and how social attitudes, personal associations and prejudices of individual speakers can lead to discrimination against the use of non-standard dialects and accents.

***Outcome 2:** On completion of this unit, the student should be able to analyse how people's choice of language reflects and constructs their identities.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks will include any one or a combination of the following formats:

- Short answer test
- Folio
- Analytical commentary of written and spoken discourse
- Essay

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

Environmental Science

Unit 1: How are Earth's systems connected?

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Areas of Study

1 How is life sustained on Earth?

Life on Earth is dependent on four major inputs: energy, nutrients, air and water. In this area of study students examine the processes and interactions occurring within and between Earth's four systems – the atmosphere, biosphere, hydrosphere and lithosphere – that affect the availability, accessibility and usability of these inputs for life. They examine the outputs of processes and interactions occurring within and between the four systems, and distinguish between outputs that can be reused as inputs and those that require treatment as wastes.

***Outcome 1:** On completion of this unit the student should be able to compare the processes and timeframes for obtaining the key inputs required for life on Earth, describe strategies for the minimisation of waste product outputs, and explain how Earth's four systems interact to sustain life.*

2 How is Earth a dynamic system?

In this area of study students explore changes in systems that can occur over different time scales (short, medium or long term), have cyclic or unpredictable patterns, and can be caused by natural- or human-induced factors. They examine the flow of matter and energy in selected environmental events and phenomena with reference to natural and unpredictable or abrupt environmental changes in Earth's four systems. Students learn how environmental changes may be monitored and measured. They collect and analyse primary and secondary data to determine the linear, non-linear or cyclical patterns that may be evident.

***Outcome 2:** On completion of this unit the student should be able to describe the flow of matter and energy, nutrient exchange and environmental changes in ecosystems across Earth's four systems over different time scales.*

3 Practical Investigation

Ecosystems are subject to change in response to biotic or abiotic disturbances, or changes in the frequency at which they are disturbed, affecting the atmosphere, biosphere, hydrosphere and lithosphere. In this area of study students design and conduct a practical investigation into the monitoring of ecosystems or their components and/or change in ecosystems.

The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. It may be conducted by the student through laboratory work and/or fieldwork.

***Outcome 3:** On completion of this unit the student should be able to design and undertake an investigation related to ecosystem monitoring and/or change, and draw a conclusion based on evidence from collected data.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks for Unit 1 and 2 may include:

- A fieldwork report/case study
- A report of a practical activity
- Annotations of practical work
- A research investigation
- A reflective journal/blog
- A logbook of practical activities
- Analysis of data
- Media analysis/report
- Test, multiple choice, short answer and/or extended response.
- A report of a student-designed and/or adapted and/or extended practical investigation
- Problem solving

Environmental Science

Unit 2: How can pollution be managed?

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making. Students undertake an in-depth case study of the management strategies that apply to a pollutant of local concern related to ecosystem monitoring and/or change.

Areas of Study

1 When does pollution become a hazard?

In this area of study students examine biotic and abiotic indicators of pollution in various environments. Using selected examples, they distinguish between pollutants that result in bioaccumulation, and air- or water-borne pollutants. Students explore the chemical and physical characteristics, sources and transport mechanisms of pollutants and consider how levels of safety standards are set. They analyse the effects of pollutants on environmental and living systems and consider approaches to monitor and manage pollutants.

Outcome 1: *On completion of this unit the student should be able to compare a selected pollutant that results in bioaccumulation with an air- or water-borne pollutant, with reference to their sources, characteristics and dispersal, explain how they can be measured and monitored, and describe treatment options.*

2 What makes pollution management so complex?

In this area of study, students investigate three pollutants of national or global concern. They explain how pollutants move through, and affect, the atmosphere, biosphere, hydrosphere and lithosphere, and compare treatment and management options for each pollutant. Students also explore the limitations of the categorisation of pollution as air, water and soil pollution.

Outcome 2: *On completion of this unit the student should be able to compare the sources, nature, transport mechanism, effects and treatment of three selected pollutants, with reference to their actions in the atmosphere, biosphere, hydrosphere and lithosphere.*

3 Case Study

Recognition of the impacts on public health and on the environment due to the pollution generated by human activities has grown. A shifting emphasis from pollution management towards pollution prevention also reflects social and behavioural change in responding to pollution as an issue. In this area of study students apply and extend their knowledge and skills to investigate a case study involving the management of a selected pollutant of local interest. Students prepare a communication that explains the relevant scientific concepts, identifies different management options including social, economic, legal and ethical implications, and presents a justified position on a preferred solution. Material for the investigation may be gathered from laboratory work, fieldwork, computer simulations and modelling, literature searches, environmental databases and interviews with experts.

Outcome 3: *On completion of this unit the student should be able to investigate and communicate a substantiated response to an issue involving the management of a selected pollutant of local interest.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks for Unit 1 and 2 may include:

- A fieldwork report/case study
- A report of a practical activity
- Annotations of practical work
- A research investigation
- A reflective journal/blog
- A logbook of practical activities
- Analysis of data
- Media analysis/report
- Test, multiple choice, short answer and/or extended response.
- A report of a student-designed and/or adapted and/or extended practical investigation
- Problem solving

Environmental Science

Unit 3: How can biodiversity and development be sustained?

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

A student practical investigation related to biodiversity or energy use from an environmental management perspective is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

Areas of Study

1 Is maintaining biodiversity worth a sustained effort?

Australia is one of seventeen countries described as being ‘mega diverse’ in terms of its terrestrial and marine life. Although this group of countries accounts for 10 per cent of the global surface, they contain more than 70 per cent of the biodiversity on the planet.

In this area of study students examine biodiversity as a means of investigating the management of a single Earth system – the biosphere. They examine the categories of biodiversity, the role of biodiversity in sustaining ecosystems, the provision of ecosystem services for human well-being and the strategies employed to counteract threats, both natural and human induced, so as to maintain biodiversity in the short, medium and long term. Students investigate through field and practical activities how biodiversity is measured. They examine the effectiveness of management strategies in the context of a selected threatened endemic species, based on scientific evidence, to ensure sustainability of biodiversity.

Outcome 1: *On completion of this unit the student should be able to explain the importance of Earth’s biodiversity, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.*

2 Is development sustainable?

In this area of study students examine the application of environmental science to sustainability and environmental management. They explore definitions of sustainability and consider how these may be interpreted and applied in addressing environmental issues. Students select one environmental science case study to be studied in depth. The selected case study should have a completed management strategy, including risk assessment. Students assess the environmental impacts and risks associated with the environmental science case study, examine the elements of environmental management and its relationship to sustainability principles, and evaluate the effectiveness of the environmental management plan implemented by the organisation. They determine the stakeholders involved, including community, business, industry and government agency where relevant, and evaluate scientific data related to the monitoring of the case study.

Outcome 2: *On completion of this unit the student should be able to explain the principles of sustainability and environmental management and analyse and evaluate a selected environmental science case study.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks for Unit 3 & 4 may include:

- Annotations of practical work
- A model
- A reflective journal/blog
- A graphic organiser
- A written response to a set of questions
- Analysis of data
- Media analysis/report
- A report of a student investigation
- A multimodal presentation
- An oral presentation

Environmental Science

Unit 4: How can the impacts of human energy use be reduced?

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation, test predictions, and recognise the limitations of provisional and incomplete data. They learn to differentiate between relationships that are correlative and those that are cause-and-effect, and make judgments about accuracy, validity and reliability of evidence.

Areas of Study

1 What is a sustainable mix of energy sources?

Students examine the concepts associated with the use of different forms of energy by human societies. Focus moves from understanding the relationship between the uses of local sources of energy to examining the global impacts of these uses, including consideration of the consequences over short, medium and long time scales. Students investigate through field and practical activities the extent, availability, consequences, and alternative forms of energy available while considering the environmental, social and ethical challenges involved.

Outcome 1: *On completion of this unit the student should be able to compare the advantages and disadvantages of a range of energy sources, evaluate the sustainability of their use, and explain the impacts of their use on society and the environment.*

2 Is climate predictable?

In this area of study students investigate the astronomical, solar, and Earth systems and human-based factors that have altered important relationships between the energy, water and nutrient cycles, resulting in the enhanced greenhouse effect and climate change. They compare natural and enhanced greenhouse effects and their significance for sustaining ecological integrity.

Outcome 2: *On completion of this unit the student should be able to explain the causes and effects of changes to Earth's climate, compare methods of measuring and monitoring atmospheric changes, and explain the impacts of atmospheric changes on living things and the environment.*

3 Practical Investigation

A student-designed investigation related to biodiversity or energy use from an environmental management perspective.

Outcome 3: *On completion of this unit the student should be able to design and undertake a practical investigation related to biodiversity or energy use from an environmental management perspective, and present methodologies, findings and conclusions in a scientific poster.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks for Unit 3 & 4 may include:

- Annotations of practical work
- A written response to a set of questions
- A report of a student investigation
- A model
- Analysis of data
- A multimodal presentation
- A reflective journal/blog
- Media analysis/report
- An oral presentation
- A graphic organiser

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	16%
Unit 4 School Assessed Coursework	24%
Unit 3 & 4 Examination	60%

Food Studies

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. They explore how humanity has historically sourced its 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 particular food-producing regions of the world.

Students 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. They consider the influence of technology and globalisation on food patterns.

Areas of Study

1 Food around the world

In this area of study students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world's earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

Outcome 1: *On completion of this unit the student should be able to identify and explain major factors in the development of a globalised food supply and demonstrate adaptations of selected food from earlier cuisines through practical activities.*

2 Food in Australia

In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and conduct a critical inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence in interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own.

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 use foods indigenous to Australia and those introduced through migration in the preparation of food products.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- a range of practical activities, with written records
- practical demonstration
- Tests (practical, short and/or extended answer)
- Short written reports / knowledge check questions
- Oral reports supported by visual presentations
- Production work

NB: Practical work comprises approximately one-third of the course.

Food Studies

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. 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. They 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.

Areas of Study

1 Food industries

In this area of study students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors. Students apply an inquiry approach, with emphasis on the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. Students investigate the characteristics of the various food industries and identify current and future challenges and opportunities. They consider the influences on food industries, and in turn how they influence people. Students investigate new food product development and innovation, and the processes in place to ensure a safe food supply. Students undertake a practical component, creating new food products using design briefs, and applying commercial principles such as research, design, product testing, production, evaluation and marketing.

Outcome 1: *On completion of this unit the student should be able to describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.*

2 Food in the home

In this area of study students further explore food production, focusing on domestic and small-scale food production. Students compare similar products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families. Students propose and test ideas for applying their food skills to entrepreneurial projects that potentially may move their products from a domestic or small-scale setting to a commercial context.

Outcome 2: *On completion of this unit the student should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Designing and developing a solution in response to a design brief, including practical work
- a range of practical activities, with written records
- Tests (practical, short and/or extended answer)
- Short written reports / knowledge check questions
- Oral reports supported by visual presentations
- Production work

NB: Practical work comprises approximately one-third of the course.

Food Studies

Unit 3: Food in daily life

This unit investigates 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 physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students investigate the influences on food choice: 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.

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Areas of Study

1 The science of food

In this area of study students focus on the science of food. They investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. They investigate food allergies, food intolerances and the microbiology of food contamination. By identifying evidence-based principles, students develop their capacity to analyse advice on food choices. Students learn and apply food science terminology relating to chemical changes that occur during food preparation and cooking, and undertake hands-on experimentation to demonstrate techniques and effects. They apply knowledge in the safe production of nutritious meals.

Outcome 1: *On completion of this unit the student should be able to explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.*

2 Food choice, health and wellbeing

In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity, and how food may link to psychological factors. They inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs, and investigate the principles of encouraging healthy food patterns in children. In this area of study students undertake a practical component developing a repertoire of healthy meals suitable for children and families.

Outcome 2: *On completion of this unit the student should be able to explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessments may include:

- A range of practical activities with written records
- a short written report: media analysis, research inquiry, structured questions, case study analysis
- an annotated visual report
- an oral presentation or a practical demonstration
- a video or podcast

Food Studies

Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students 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.

Students investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They 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.

Areas of Study

1 Environment and ethics

In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources. Students conduct a critical inquiry into a range of debates through identifying issues involved, forming an understanding of current situations and considering possible futures. They research one selected debate in depth, seeking clarity on disparate points of view, considering proposed solutions and analysing work undertaken to solve problems and support sustainable futures. Students will consider environmental and ethical issues relating to the selected debate and apply their responses in practical ways.

Outcome 1: *On completion of this unit the student should be able to explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.*

2 Navigating food information

In this area of study students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. They investigate a selected food fad, trend or diet and assess its credibility and the reliability of its claims, taking into consideration the evidenced-based recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. Students practise and improve their food selection skills by interpreting food labels and interrogating the marketing terms on food packaging.

Outcome 2: *On completion of this unit the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessments may include:

- A range of practical activities with written records
- A written report
- a short written report: media analysis, research inquiry, structured questions, case study analysis
- an annotated visual report
- an oral presentation or a practical demonstration
- a video or podcast

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	30%
Unit 4 School Assessed Coursework	30%
Unit 3 & 4 Examination	40%

Foundation Mathematics

Units 1 & 2

This course provides for the continuing mathematical development of students entering VCE who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Units 3 & 4 studies in VCE Mathematics in the following year. Foundation Mathematics Units 1 & 2 does not provide a basis for undertaking Units 3 & 4 studies in Mathematics.

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.

Learning activities and assessment tasks include the use of mathematics relating to familiar situations, personal work and study. Examples include: costing of an eighteenth birthday party; budgeting for a holiday; a survey of types of television programs; mathematics encountered in sport.

Areas of Study

1 Space, shape and design

This area of study covers the geometric properties of lines and curves, shapes and objects and their graphical and diagrammatic representations with attention to scale and drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.

2 Patterns and number

This area of study covers estimation, the use and application of different forms of numbers and calculations and the representation of patterns and generalisations in number including formulas and other algebraic expressions in every-day contexts.

3 Data

This area of study covers collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries.

4 Measurement

This area of study covers the use and application of the metric system in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy.

The following Outcomes encompass all of the selected areas for each Unit.:

Outcome 1: On completion of this unit the student should 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 and real-life contexts.

Outcome 2: On completion of this unit the student should be able to apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate their results.

Outcome 3: On completion of this unit the student should be able to select and use technology to solve problems in practical contexts.

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- Tests
- Investigations and Projects
- Assignments
- Examinations

Further Mathematics

Unit 3 & 4

Further Mathematics can be taken alone or with Mathematical Methods Units 3 & 4. The assumed knowledge for Further Mathematics Units 3 & 4 is drawn from General Mathematics Units 1 & 2 course. Students who have completed any unit of Mathematical Methods Units 1 & 2 will also have had access to this assumed knowledge. The course is intended to provide general preparation for employment and further study, in particular where data analysis is important.

Area of Study 1 – Unit 3

Core

1 Data Analysis

This area of study covers the investigation of data distributions and association between two variables. It also covers investigation and modelling of linear associations and time series data.

2 Recursion and Financial Modelling

This topic covers the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans annuities and perpetuities.

Applications

3 Network and Decision mathematics

This module covers definition and representation of different kinds of undirected and directed graphs, Eulerian trails and circuits, bridges, Hamiltonian paths and cycles, and the use of networks to the model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

4 Matrices

This module covers definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

The following Outcomes encompass all of the selected areas for each Unit:

Outcome 1: On completion of each unit the student should be able to define and explain key terms and concepts and apply related mathematical techniques and models in routine contexts.

Outcome 2: On completion of each unit the student should be able to select and apply the mathematical concepts, models and techniques in a range of contexts of increasing complexity.

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.

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- Application Tasks
- Modelling or Problem Solving Tasks
- Examinations

Contributions to Final Assessment	
Unit 3 & 4 School Assessed Coursework	34%
Unit 3 & 4 Examination 1	33%
Unit 3 & 4 Examination 2	33%

General Mathematics

Units 1 & 2

This course provides a study for a broad range of students. This course leads to Further Mathematics Units 3 & 4. It can be taken on its own or in conjunction with Mathematical Methods Units 1 & 2.

Areas of Study

1 Algebra and Structure

This area of study covers representation and manipulation of linear relations and equations, including simultaneous linear equations, and their applications in a range of contexts.

2 Arithmetic and number

This area of study covers mental, by hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy.

3 Discrete Mathematics

This area of study covers matrices, graphs and networks, and number patterns and recursion, and their use to model practical situations and solve a range of related problems.

4 Geometry, Measurement and Trigonometry

This area of study covers shape, measurement and trigonometry and their application to formulating and solving two and three dimensional problems involving length, angle, area and surface area, volume and capacity and similarity and the application of linear scale factors to measurement.

5 Graphs of linear and non-linear relations

This area of study covers continuous models involving linear and non-linear relations and their graphs, linear inequalities and programming and variation.

6 Statistics

This area of study covers the representation, analysis and comparison of data distributions and investigates relationships between two numerical variables, including an introduction to correlation.

The following Outcomes encompass all of the selected areas for each Unit:

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the selected 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 select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

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

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- Tests
- Problem solving tasks
- Examinations

Geography

Unit 1: Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. 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, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Students undertake fieldwork in this unit and report on fieldwork using provided structure.

Areas of Study

1 Characteristics of hazards

In this area of study students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. They study one from at least two different types of hazards from the list provided, for example, coastal hazards and an alien animal invasion, or floods and oil spills. The selection of hazards should allow students to use visual representations and topographical maps at various scales and undertake fieldwork.

***Outcome 1:** On completion of this unit the student should be able to analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.*

2 Responses to hazards and disasters

In this area of study students explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters. They study natural and human factors influencing the nature of human responses, considering the scale of the hazard, levels of risk due to hazards, past experiences and perceptions of similar hazards and hazard events, the economic choices available to government organisations and communities to take action, available technological resources and the ability to plan and develop effective prevention and mitigation measures. Students investigate the human responses to the hazards selected in Area of Study 1, with reference to a variety of locations.

***Outcome 2:** On completion of this unit the student should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Recording and Reporting on data collected in the field
- Data processing and presentation – maps, graphs, annotated visual display
- Research Reports
- Written Responses
- Group work
- PowerPoint presentations
- Unit exam

Geography

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They 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. Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23 per cent of international arrivals. 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 one in every twelve jobs globally and generates around 5 per cent of its GDP. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Areas of Study

1 Characteristics of tourism

In this area of study students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world. They investigate in detail at least one tourism location using appropriate fieldwork techniques, and one other location elsewhere in the world. The selection of examples should allow students to work with a range of information sources, for example statistical data, digital images, streamed video and a variety of maps at various scales, as well as undertake fieldwork.

Outcome 1: *On completion of this unit the student should be able to analyse, describe and explain the nature of tourism at a range of scales.*

2 Impact of tourism

In this area of study students explore the environmental, economic and socio-cultural impacts of different types of tourism. They investigate at least one tourism location, using appropriate fieldwork techniques, and another elsewhere in the world. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations. This fieldwork site could be the same location used for Area of Study 1. They investigate the interconnection of the two selected locations with their surrounding region and national context.

Outcome 2: *On completion of this unit the student should be able to analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Recording and Reporting on data collected in the field
- Data processing, analysis and presentation.
- Research Reports
- Written Responses
- Tests
- Oral presentations
- Unit exam

Geography

Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. 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 has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

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

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

Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

Areas of Study

1 Land use change

In this area of study students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change. This change may have recently occurred, is underway or is planned for the near future.

Outcome 1: *On completion of this unit the student should be able to analyse, describe and explain land use change and assess its impacts.*

2 Land cover change

In this area of study students undertake an overview of global land cover and changes that have occurred over time. They investigate three major processes that are changing land cover: deforestation, desertification and melting glaciers and ice sheets. They analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes at three different locations in the world – one location for each process. They also evaluate three different global responses to the impacts of land cover change, one global response for each process.

Outcome 2: *On completion of this unit the student should be able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- Fieldwork report
- Structured questions
- Analysis of geographic data

Geography

Unit 4: Human population – trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places. The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining. Populations change by growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

Areas of Study

1 Population dynamics

In this area of study students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics students investigate growth and decline in fertility and mortality, together with population movements. Students study forced and voluntary, and internal and external, population movements and how they can be long term or short term. The study is supported with examples from within and between countries with different economic and political conditions and social structures that illustrate the dynamics of population. Students develop understanding of the Demographic Transition Model and its applications, and the Malthusian theory of population.

Outcome 1: *On completion of this unit the student should be able to analyse, describe and explain population dynamics on a global scale.*

2 Population issues and challenges

In this area of study students undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country. Students place these trends and resulting issues and challenges in their world regional context. Issues resulting from these population trends include, among others, meeting healthcare and social service needs. Students investigate issues arising from each population trend, the challenges that arise in coping with the issues, and their interconnection with population dynamics. They evaluate the effectiveness of strategies in response to these issues and challenges. Strategies can be selected from government and/or non-government organisations. Comparison of strategies is undertaken within each selected country.

Outcome 2: *On completion of this unit the student should be able to analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- Structured questions
- Analysis of geographic data

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

Health and Human Development

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. Health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students investigate the World Health Organization's (WHO) definition and explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. They look at multiple dimensions of and the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort, investigating the role of food, and inquire into one youth health focus area.

Areas of Study

1 Health perspectives and influences

This area of study takes a broad, multidimensional approach to health and wellbeing which acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

Outcome 1: *On completion of this unit the student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.*

2 Health and Nutrition

This area of study explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models to promote healthy eating. They look at the consequences of dietary imbalance and consider the social, cultural and political factors that influence the food practices of and food choices made. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media.

Outcome 2: *On completion of this unit the student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.*

3 Youth health and wellbeing

In this area of study students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia's youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, and consider the use of health data and the influence of community values and expectations. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved.

Outcome 3: *On completion of this unit the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Case study analysis
- Blog
- Oral presentation
- Written response
- Data analysis
- Test
- Visual presentation

Health and Human Development

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Areas of Study

1 Developmental transitions

This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept (that is, the health and wellbeing of one generation affects the next).

Outcome 1: *On completion of this unit the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.*

2 Health care in Australia

This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They inquire into equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

Outcome 2: *On completion of this unit the student should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.*

Assessment

The majority of the assessment will be completed in class and within a limited time frame. Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks include:

- Case study analysis
- Data analysis
- Visual presentation
- Blog
- Oral presentation
- Test
- Written response

Health and Human Development

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Areas of Study

1 Understanding health and wellbeing

This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

***Outcome 1:** On completion of this unit the student should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.*

2 Promoting health and wellbeing

This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

***Outcome 2:** On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia's health system and the different roles of government and non-government organisations in promoting health.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- Case study analysis
- Data analysis
- Media analysis
- Reports - written and oral
- Structured questions

Health and Human Development

Unit 4: Health and human development in global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Areas of Study

1 Health and wellbeing in a global context

This area of study looks at similarities and differences in major burdens of disease in low-, middle- and high-income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

Outcome 1: *On completion of this unit the student should be able to analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.*

2 Health and the Sustainable Development Goals

This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

Outcome 2: *On completion of this unit the student should be able to analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- Case study analysis
- Reports - written and oral
- Media analysis
- Data analysis
- Structured questions

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

History

Unit 1: Twentieth Century History (1918 – 1939)

In this unit, students explore the nature of political, social and cultural change in the period between the world wars. World War I is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939.

The period after World War I was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Areas of Study

1 Ideology and conflict

This area of study focuses on the events, ideologies and movements of the period after World War I; the emergence of conflict; and the causes of World War II. The students investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

***Outcome 1:** On completion of this unit the students should be able to explain the consequences of the peace treaties which ended World War I, the impact of ideologies on nations and the events that led to World War II.*

2 Social and cultural change

This area of study focuses on the on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

***Outcome 2:** On completion of this unit the students should be able to explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture, in the inter-war years.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks include:

- A historical inquiry
- An analysis of primary resources
- An analysis of historical interpretation
- An essay
- Unit exam

History

Unit 2: Twentieth Century History (1945 - 2000)

In this unit, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Areas of Study

1 Competing ideologies

This area of study focuses on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

Outcome 1: *On completion of this unit the students should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to one or more particular conflicts in the period.*

2 Challenge and Change

In this area of study, students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

Outcome 2: *On completion of this unit the students should be able to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- A historical inquiry
- An analysis of primary resources
- An analysis of historical interpretation
- An essay
- Unit exam

History

Unit 1: Global Empires - The making of empires (1400 – 1775)

The Early Modern era, 1400–1775, was a time of transition between medieval feudalism and the modern, secular nation-state. At the dawn of the era, international trade was dominated by three powerful empires – the Venetian Empire, China under the Ming dynasty and the Ottoman Empire – who between them controlled key industries, commodities and trade hubs including the Silk Road. Emerging powers Portugal, Spain, France, Britain and the Netherlands sought to circumvent the power of these established empires by gaining access to goods through alternative means and routes. By harnessing new knowledge and technology, they launched voyages of exploration to the Asia-Pacific, the Americas and Africa.

Around the same time, new ideas were emerging to disrupt traditional beliefs and institutions. The Ptolemaic model, which placed Earth at the centre of the universe, was challenged by Copernicus and taken up by Galileo and other scholars of the Scientific Revolution (c. 1550–c. 1700). The Catholic Church was threatened by both new scientific knowledge and the Protestant Reformation (1517–c. 1648) which questioned Rome’s divine authority. The new paradigm of empiricism questioned assumptions and beliefs about godly intervention in the natural world. Gutenberg’s printing press (c. 1450) allowed ordinary people, for the first time in history, to circulate ideas without mediation by officials, leading the way for new debates about individualism, rights and liberties during the Enlightenment (c. 1650–1790s).

The key idea, however, to give impetus to new global empires was mercantilism. As the feudal era gave way to the early stages of capitalism, European powers began to gain imperial control through monopolies, subsidies and East India companies, which extracted profit from new colonial possessions.

This unit examines how the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to usurp the power of the established empires of Venice, China and the Ottoman Empire, thus entrenching their ideas and influence across the globe.

Areas of Study

1 Exploration and expansion

In this area of study students examine the reasons for voyages of exploration mounted by European empires in the Early Modern period and the impact of these voyages on the expansion of empires.

***Outcome 1:** On completion of this unit the students should be able to explain the reasons for European voyages of exploration and analyse the motivations of new globally oriented empires.*

Areas of Study

2 Disruptive ideas

In this area of study students examine how new ideas of the Early Modern period challenged old certainties and assisted in the expansion of empires.

***Outcome 2:** On completion of this unit the students should be able to explain how new ideas and discoveries challenged old certainties and strengthened European empires.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks include:

- A historical inquiry
- An analysis of primary resources
- An analysis of historical interpretation
- An essay
- Unit exam

History

Unit 2: Global Empires – Empires at work (1400 – 1775)

In this unit students explore the operation of European colonies and the challenges they faced from within and without.

In the Early Modern period, 1400–1775, new empires began to establish colonies and to trade on a global scale. Britain, France, the Netherlands, Spain, Portugal, Russia and the Ottoman Empire gained colonial possessions in a number of continents. The Mughals in India and the Ming and Qing dynasties in China gained control over vast territories but these were regional rather than global in reach.

Through the ‘Columbian exchange’ that followed Christopher Columbus’ arrival in the New World, technologies, plants, animals, culture and diseases began to travel between continents. Gradually, humans began to be traded as commodities too, as the triangular slave trade across the Atlantic drew in nearly all of the major empires. This trafficking in human misery was not ended until the abolition movements of the Modern era.

Despite their profitability, colonies brought a number of difficulties. Indigenous peoples resisted colonisation, settler societies were complex and unpredictable and colonies were a drain on resources. Rival powers jostled for advantage, alliances and resources. The many wars waged between Early Modern empires culminated in all-out global warfare in the Seven Years’ War (1754–63). Britain’s success in this war led to a period of dominance which lasted well into the twentieth century.

Areas of Study

1 New colonies, new profits

In this area of study, students investigate how and why new colonies were established by European empires and the significance of new global systems of exchange. They explore how Early Modern imperialism expressed itself in a variety of strategic, commercial, religious and cultural ways, studying in depth at least one European colony in the Americas, Africa or the Caribbean.

***Outcome 1:** On completion of this unit the students should be able to analyse the methods used by European powers to establish colonies and the historical significance of new global systems of exchange.*

2 Challengers of empires

In this area of study students investigate the difficulties faced by colonial powers and their effectiveness at dealing with these challenges.

***Outcome 2:** On completion of this unit the students should be able to analyse the effectiveness of a global empire in dealing with colonial challenges and assess the empire’s global standing by 1775.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- A historical inquiry
- An analysis of primary resources
- An analysis of historical interpretation
- An essay
- Unit exam

History

Unit 3: Australian History – Transformations: Colonial society to nation

In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches.

Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony.

Students explore the type of society Australians attempted to create in the early years of the newly federated nation. Much of the legislation debated and passed by the Commonwealth Parliament was relatively advanced and Australia was seen as a social laboratory exploring new forms of rights and benefits for its citizens. Students evaluate the effect that Australian involvement in World War I had on the country's egalitarian and socially progressive aspirations.

Areas of Study

1 The reshaping of Port Philip District/Victoria 1834 – 1860

In this area of study students explore how the Aboriginal and the British arrival's understanding of land management and land ownership differed. They investigate the demographic and political consequences of the gold rushes and examine the responses of and outcomes for Aboriginal people following the arrival of the pastoral and gold rush colonists.

Outcome 1: *On completion of this unit the students should be able to analyse the nature of change in the Port Phillip District / Victoria in the period 1834–1860.*

2 Making a people and a nation 1890 – 1920

In this area of study students discuss the visions which drove the formation of the Australian nation and the measures which were introduced between Federation and 1914 to implement this vision. Students also examine how participation in World War I affected Australia's vision for the new nation.

Outcome 2: *On completion of this unit the students should be able to analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that resulted from participation in World War I.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks include:

- A historical inquiry
- An analysis of primary resources
- An analysis of historical interpretation
- An essay

History

Unit 4: Australian History – Transformations: Old certainties and new visions

In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. After World War I, the process of nation building was renewed. However, world events soon intruded again into the lives of all Australians. The economic crisis of the 1930s followed by another world war redirected the nation's priorities for a time as it struggled to regain economic stability and defeat its military enemies. The experience of both the Depression and World War II gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression (1929 –1939) or World War II (1939 –1945).

In Area of Study 2 students explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia's earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

Areas of study

1 Crises that tested the nation 1929 – 1945

This area of study allows students to explore Australia's involvement in external crises between 1929 and 1945. They examine the social, economic and political consequences these crises had on the nation and investigate how these affected the cohesion of the nation. In this area of study, students focus on one of the crises faced by the nation: The Great Depression (1929 –1939) or World War II (1939 –1945).

Outcome 1: *On completion of this unit the students should be able to analyse the social, economic and political consequences of a crisis on the nation.*

2 Voices for change 1965 – 2000

In this area of study students focus on the changes which were sought in Australian society between 1965 and 2000 and why. They discuss the debates generated about change and examine the extent to which significant change was achieved. In this area of study, students examine two changes drawn from: Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

Outcome 2: *On completion of this unit the students should be able to analyse and evaluate two key social, economic and political changes in late twentieth century Australia.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- A historical inquiry
- An analysis of primary resources
- An analysis of historical interpretation
- An essay

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

History

Unit 3 & 4 Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. 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.

Two revolutions will be studied, one for Unit 3 and one for Unit 4:

- The French Revolution of 1789
- The Russian Revolution of October 1917

For the two selected revolutions, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

History

Unit 3: The French Revolution

Areas of study

1 Causes of revolution

In this area of study, students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions. Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as, in America, the Boston Tea Party or, in France, the calling of the Estates-General. Students evaluate historical interpretations about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

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

2 Consequences of revolution

In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline. In analysing the past, students engage with the historical perspectives as well as the experiences of those whose conditions of everyday life were affected by the revolution, such as the peasants and workers in Russia and the Red Guards in China. Students evaluate historical interpretations about the success of the revolution, the new regime's consolidation of power, their compromise of revolutionary ideology and the degree of change brought to the society.

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

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- A historical inquiry
- An analysis of primary resources
- An analysis of historical interpretation
- An essay

History

Unit 4: The Russian Revolution

Areas of study

1 Causes of revolution

In this area of study, students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements and assess how these were directly or indirectly influenced by the social, political, economic and cultural conditions. Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. They consider triggers such as, in America, the Boston Tea Party or, in France, the calling of the Estates-General. Students evaluate historical interpretations about the causes of revolution and explain why differing emphases are placed on the role of events, ideas, individuals and popular movements.

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

2 Consequences of revolution

In this area of study students analyse the consequences of the revolution and evaluate the extent to which it brought change to society. The success of the revolution was not inevitable; therefore, students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. Furthermore, they evaluate the success of the new regime's responses to these challenges and the extent to which the consequences of revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline. In analysing the past, students engage with the historical perspectives as well as the experiences of those whose conditions of everyday life were affected by the revolution, such as the peasants and workers in Russia and the Red Guards in China. Students evaluate historical interpretations about the success of the revolution, the new regime's consolidation of power, their compromise of revolutionary ideology and the degree of change brought to the society.

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

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- A historical inquiry
- An analysis of primary resources
- An analysis of historical interpretation
- An essay

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

Legal Studies

Unit 1: Guilt and liability

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. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Areas of Study

1 Legal foundations

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

***Outcome 1:** On completion of this unit the student should be able to describe the main sources and types of law, and assess the effectiveness of laws.*

2 The presumption of innocence

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

***Outcome 2:** On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.*

3 Civil liability

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

***Outcome 3:** On completion of this unit the student should be able to explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

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

Legal Studies

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. 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. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Areas of Study

1 Sanctions

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

Outcome 1: *On completion of this unit the student should be able to explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.*

2 Remedies

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

Outcome 2: *On completion of this unit the student should be able to explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.*

3 Rights

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

Outcome 3: *On completion of this unit the student should be able to evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

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

Legal Studies

Unit 3: Rights and justice

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

Areas of Study

1 The Victorian criminal justice system

Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations. Students consider factors that affect the ability of the criminal justice system to achieve the principles of justice. They examine recent reforms from the past four years and recommended reforms to enhance the ability of the criminal justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the criminal justice system to actual and/or hypothetical scenarios.

Outcome 1: *On completion of this unit the student should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.*

2 The Victorian civil justice system

In this area of study students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider factors that affect the ability of the civil justice system to achieve the principles of justice. They examine recent reforms from the past four years and recommended reforms to enhance the ability of the civil justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the civil justice system to actual and/or hypothetical scenarios.

Outcome 2: *On completion of this unit the student should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- A case study
- Structured questions
- Essays
- Reports and folios

Legal Studies

Unit 4: The people and the law

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

Areas of Study

1 The people and the Australian Constitution

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

***Outcome 1:** On completion of this unit the student should be able to discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.*

2 The people, the parliament and the courts

In this area of study students investigate factors that affect the ability of parliament and courts to make law. They examine the relationship between parliament and courts in law-making and consider the capacity of both institutions to respond to the need for law reform. In exploring the influences on law reform, students draw on examples of individuals and the media, as well as examples from the past four years of law reform bodies recommending legislative change.

***Outcome 2:** On completion of this unit the student should be able to discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- A case study
- Structured questions
- Essays
- Reports and folios

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

Literature

Unit 1

In this unit, students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Areas of Study

1 Reading practices

In this area of study, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex responses to texts.

Outcome 1: *On completion of this unit, students should be able to respond to a range of texts and reflect on influences shaping these responses. To achieve this outcome, students will draw on key knowledge and key skills outlined in Area of Study 1.*

2 Ideas and concerns in texts

In this area of study, students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.

Outcome 2: *On completion of this unit, students should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society. To achieve this outcome, students will draw on key knowledge and key skills outlined in Area of Study 2.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Please Note:

Students must satisfactorily complete Units 1 & 2 Literature before undertaking Units 3 & 4.

Literature

Unit 2

In this unit, students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Areas of Study

1 The text, the reader and their contexts

In this area of study, students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. They examine and reflect on how the reader's interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Outcome 1: *On completion of this unit, the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context. To achieve this outcome, the student will draw on key knowledge and key skills outlined in Area of Study 1.*

2 Exploring connections between texts

In this area of study, students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

Outcome 2: *On completion of this unit, students should be able to compare texts considering the dialogic nature of texts and how they influence each other. To achieve this outcome, students will draw on key knowledge and key skills outlined in Area of Study 2.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Please Note:

Students must satisfactorily complete Units 1 & 2 Literature before undertaking Units 3 & 4.

Literature

Unit 3

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

Areas of Study

1 Adaptations and transformations

In this area of study, students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning. By exploring adaptations, students also consider how creators of adaptations may emphasise or understate perspectives, assumptions and ideas in their presentation of a text.

Outcome 1: *On completion of this unit, students should be able to analyse the extent to which meaning changes when a text is adapted to a different form. To achieve this outcome, students will draw on key knowledge and key skills outlined in Area of Study 1.*

2 Creative responses to texts

In this area of study, 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 form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer's purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored. Students develop an understanding of the various ways in which authors craft texts. They reflect critically upon their own responses as they relate to the text, and discuss the purpose and context of their creations.

Outcome 2: *On completion of this unit, students should be able to respond creatively to a text and comment on the connections between the text and the response. To achieve this outcome, students will draw on key knowledge and key skills outlined in Area of Study 2.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Literature

Unit 4

In this unit, students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Areas of Study

1 Literary perspectives

In this area of study, students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed. Through close attention to two pieces of literary criticism reflecting different perspectives, students develop their own response to a text.

Outcome 1: *On completion of this unit, students should be able to produce an interpretation of a text using different literary perspectives to inform their view. To achieve this outcome, students will draw on key knowledge and key skills outlined in Area of Study 1.*

2 Close analysis

In this area of study, students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed. They develop their interpretations using detailed reference to the text, logical sequencing of ideas and persuasive language.

Outcome 2: *On completion of this unit, students should be able to analyse features of texts and develop and justify interpretations of texts. To achieve this outcome, students will draw on key knowledge and key skills outlined in Area of Study 2.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

LOTE – Language Other Than English

Units 1 - 4: Italian / Japanese / French

The areas of study for LOTE comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the LOTE study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks that the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 1 & 2 Prerequisites

This course is intended for students who have studied **Italian / Japanese / French** for a period of four years or more and have ideally received a grade of 60% or better at the end of Year 10.

Unit 3 & 4 Prerequisites

This course is intended for students who have studied **Italian / Japanese / French** for a period of five years or more and have ideally received a grade of 60% or better at the end of Year 11.

Areas of Study

The areas of study for **Italian / Japanese / French** comprise themes and topics, grammar, text types, vocabulary and kinds of writing.

There are three prescribed themes:

- The individual
- The **Italian / Japanese / French** - speaking communities
- The world around us

The themes have a number of prescribed topics and suggested sub-topics. The topics provide particular perspectives for each theme and the sub-topics expand on the topics.

Please Note:

Students must satisfactorily complete Units 1 & 2 LOTE before undertaking Units 3 & 4.

LOTE – Language Other Than English

Unit 1: Italian / Japanese / French

In this unit, students develop an understanding of the language and culture/s of the LOTE-speaking communities through the study of three or more topics from the prescribed themes such as ‘personal identity and lifestyle’, ‘relationships’, ‘education and careers’, ‘contemporary society’ or ‘the influence of technology’.

Students access and share useful information on the topics and subtopics through the LOTE and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices will be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.

Students reflect on the interplay between language and culture, and its impact on the individual’s language use in specific contexts and for specific audiences.

For this unit students are required to demonstrate achievement of three outcomes.

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

Outcome 1

- *Participate in a conversation, interview or role-play*
- *Give a talk to the class about the selected subtopic, asking and answering questions.*

Outcome 2

- *Write a descriptive summary of a film including information from a review of the film*
- *Listen to a conversation and view a map to write directions*
- *Read an article and listen to an announcement to write instructions.*

Outcome 3

- *Create a written presentation which may include pictures; this may be supported by media such as Photo Story or PowerPoint*
- *Write an imaginative children’s story.*

LOTE – Language Other Than English

Unit 2: Italian / Japanese / French

In this unit, students develop an understanding of aspects of language and culture through the study of three or more topics.

Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through the LOTE and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

For this unit students are required to demonstrate achievement of three outcomes.

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

Outcome 1

- *Write a personal answer to an email*
- *Write an informative blog in response to texts*
- *Respond in a written letter to a radio announcement or editorial.*

Outcome 2

- *Describe in writing an experience seen from different perspectives*
- *Write a reflective article on a cultural insight, such as the attitudes of Language speaking people in Australia and elsewhere to traditional customs*
- *Evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society.*

Outcome 3

- *Narrate a life story, event or incident that highlights an aspect of culture*
- *Tell the class a personal or reflective story about a cultural event*
- *Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation.*

LOTE – Language Other Than English

Unit 3: Italian / Japanese / French

For this unit, students are required to demonstrate achievement of all outcomes.

Outcome 1: *Participate in a spoken exchange in Italian / Japanese / French to resolve a personal issue.*

Outcome 2: *Interpret information from texts and write responses in Italian / Japanese / French.*

Outcome 3: *Express ideas in a personal, informative or imaginative piece of writing in Italian / Japanese / French.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- A 250 word (450 ji Japanese) personal, informative or imaginative written piece.
- Responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic.
- A three- to four-minute role-play, focusing on the resolution of an issue.

LOTE – Language Other Than English

Unit 4: Italian / Japanese / French

For this unit, students are required to demonstrate achievement of all outcomes.

Outcome 1: *Share information, ideas and opinions in a spoken exchange in Italian/ Japanese / French.*

Outcome 2: *Analyse information from written, spoken and viewed texts for use in a written response in Italian / Japanese / French.*

Outcome 3: *Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian / Japanese / French.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- A three- to four-minute interview providing information and responding to questions about a cultural product or practice.
- An approximately 250-word (450 ji Japanese) written response for a specific audience and purpose, incorporating information from three or more texts.
- An approximately 300-word (500 ji Japanese) evaluative or persuasive piece of writing.

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examinations <ul style="list-style-type: none">• An Oral Examination (Approximately 15 minutes)• A Written Examination (2 hours 15 minutes)	50%

Mathematical Methods

Units 1 & 2

Mathematical Methods Units 1 & 2 is designed for preparation for Mathematical Methods Units 3 & 4. The focus for Unit 1 & 2 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation with and without the use of technology. The appropriate use of computer algebra system (CAS) technology to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the unit. Other technologies such as spreadsheets, dynamic geometry or statistical analysis software may also be used, as appropriate, for various topics from within the areas of study for the course.

Areas of Study

1 Functions and graphs

This area of study covers graphical representation of functions of a single real variable and the study of key features of graphs of functions such as axis intercepts, domain (including maximal and implied domain) and range of a function, asymptotic behaviour, periodicity and symmetry.

2 Algebra

This area of study supports material in the 'Functions and graphs', 'Calculus' and 'Probability and statistics' areas of study. The focus is on the algebra of polynomial functions, transformations of the plane, exponential functions, logarithmic functions and inverse functions.

3 Calculus

This area of study covers constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change. A study of a first principles approach to differentiation, differentiation and anti-differentiation of polynomial functions and power functions by rule, and related applications, including the analysis of graphs.

4 Probability and statistics

This area of study covers introductory probability theory, including the concept of events, probability and representation of finite sample space and events using various forms such as lists, grids, Venn Diagrams, Karnaugh Maps, tables and tree diagrams. A study of complementary, mutually exclusive, conditional and independent events including rules for computation of probabilities for compound events, introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events

The following Outcomes encompass all of the selected areas for each Unit.:

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, and analyse and discuss these applications of mathematics.

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

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Tests
- Modelling or problem-solving tasks
- Examinations

Mathematical Methods

Unit 3 & 4

This study follows directly from Mathematical Methods Units 1 & 2 and will assume knowledge normally acquired in these units. Units 3 & 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics'. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. The appropriate use of computer algebra system (CAS) to support and develop the teaching and learning of mathematics, and in related assessments, is to be incorporated throughout the course. This will include the use of computer algebra 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.

Areas of Study

1 Functions and graphs

This area of study covers transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal and implied domain), co-domain and range, asymptotic behaviour and symmetry. The behaviour of these functions and their graphs is to be linked to applications in practical situations.

2 Algebra

This area of study covers the algebra of functions, including composition of functions, simple functional equations, inverse functions and the solution of equations. This study includes the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms.

3 Calculus

This area of study covers graphical treatment of limits, continuity and differentiability of functions of a single real variable and differentiation, anti-differentiation and integration of these functions. This material is linked to applications in practical situations.

4 Probability and statistics

This area of study covers discrete and continuous random variables, their representation using tables, probability functions; the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

The following Outcomes encompass all of the selected areas for each Unit.:

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 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.

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Application Tasks
- Examinations
- Modelling problem-solving tasks

Contributions to Final Assessment	
Unit 3 & 4 School Assessed Coursework	34%
Unit 3 & 4 Examination 1 – Technology Free Exam	22%
Unit 3 & 4 Examination 2	44%

Media

Unit 1: Media forms, representations and Australian stories

The relationship between audiences and the media is dynamic and changing. 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. Students develop an understanding of audiences and explore media codes and conventions and the construction of meaning in media products. They analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They investigate and analyse the influence of media professionals on production genre and style.

Areas of Study

1 Media Representations

The media plays an important role in shaping society and the values and beliefs of the audience. The construction of media products suggests a sense of realism and naturalism that belies their nature as codified representations that reflect the values of media makers and audiences at the time, location and context of their construction. Students are introduced to the concept of audience and what it entails. They consider how audiences engage with the media to construct and negotiate understandings of the world and themselves through their participation in the consumption, reception, production, curation and distribution of media products.

Outcome 1: *On completion of this unit, the student should be able to explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.*

2 Media Forms in Production

Representation, the construction of meaning, distribution, audience engagement, consumption and reception of the media provide the inspiration for students to explore ideas and develop media productions. Students design and create media exercises or productions that represent concepts previously covered. They evaluate how the characteristics of their selected media influence the representations and construction of the productions.

Outcome 2: *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.*

3 Australian Stories

Australian media is built on fictional and non-fictional stories that reflect our local, national and global cultural histories. Media creators and producers develop an individual style through the use and crafting of narrative and structures that engage different audiences and their interests. The creation of narratives in media is contextual. Institutions and individuals involved at each stage of production constrain and shape narrative development in response to the cultural, institutional, economic, social and political constraints in which they work. Factors including government regulation, finance and the economic sustainability of production play a part in the development and distribution of Australian narratives

Outcome 3: *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.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- personal assignment
- video production
- production creation
- print layouts
- posters
- tests
- written responses

Please Note:

Students must satisfactorily complete Unit 1 &/or 2 Media before undertaking Units 3 & 4.

Media

Unit 2: Narrative across 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, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms, 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. In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Areas of Study

1 Narrative, Style and Genre

In this area of study students explore and examine how narratives construct realities and meaning for audiences. Narratives are constructed and shaped referencing a rich production history. This includes the personal and distinctive style of media professionals who play leading roles in the construction of the narrative, the selection and manipulation of media codes and conventions that stem from a range of cultures and histories, and the influence and constraints of contextual factors affecting the creation, construction and distribution of the narrative. Notions of audience, engagement, consumption and reception play a key role in understanding how a narrative is formed. Audiences are able to articulate their personal preferences in the type/s of narratives they engage with, consume and read. These preferences are related to the construction of narratives. Students study at least two narratives in two different media forms to gain an understanding of the construction of narrative.

Outcome 1: *On completion of this unit, the student should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.*

2 Narratives in Production

Narratives are created through a production process that involves the conceptualisation and development of ideas, pre-production, production, post-production and distribution. The production and distribution of narratives involves skilled use of media technologies where individuals undertake specific roles and responsibilities required at each stage of the production. Students apply their theoretical learning to create and construct narratives in the form of media exercises that demonstrate the concepts covered in Area of Study 1.

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

3 Media and Change

Developments in media technologies have dramatically altered the media landscape and the relationship between the media and its audiences. Media convergence and hybridisation collapses traditional media boundaries and significantly alters the ways audiences engage with, consume, read, participate in, influence and are shaped by the media. All engagement with media is creatively, culturally and economically situated.

Outcome 3: *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.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- personal assignment
- video production
- production creation
- print layouts
- posters
- tests
- written responses

Please Note:

Students must satisfactorily complete Unit 1 &/or 2 Media before undertaking Units 3 & 4.

Media

Unit 3: Media narratives and pre-production

In this, unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. They use the pre-production stage of the media production process to design the production of a media product for a specified audience. Students investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress.

Areas of Study

1 Narrative and ideology

Narratives are fundamental to the relationship between the media and its audiences. Ideologies in society frame the nature, form and structure of narratives. Media narratives are the product of creative and institutional practices that represent ideas through media codes and conventions. The use of media codes and conventions influences audience engagement, consumption and reading of narratives. Students examine fictional and non-fictional narratives in a variety of forms.

Outcome 1: *On completion of this unit, the student should be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present-day audiences.*

2 Media production development

Media productions develop out of that which has come before. Media creators and producers frequently reference ideas and techniques that have been developed by others. Collecting, acknowledging and building upon ideas, structures, aesthetics and techniques informs the direction of media productions and an understanding of how audiences are engaged. Students investigate and research a selected media form to inform the development of their proposed production. This research contributes to the direction of their production design. Students conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions and aspects of the works of media practitioners relevant to their proposed production. Students develop production skills that inform the production, design and development of a media product.

Outcome 2: *On completion of this unit, the student should be able to research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.*

3 Media Production Design

Media production designs are a set of written and visual documents that detail the stages of production of a proposed product. The production design communicates both creative vision and thorough planning. The media industry has specific methodologies, conventions and workflow for documenting media production in different media forms. These methods vary from form to form and within forms according to the style and/or genre of the proposed product.

Outcome 3: *On completion of this unit the student should be able to develop and document a media production design in a selected media form for a specified audience.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks include the preparation of a media production design plan incorporating specifications appropriate for the chosen media product.

Media

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Areas of Study

1 Media production

The production, post-production and distribution stages of a media product are a natural progression from the pre-production stage of the media production process. Students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in pre-production and production leads to the realisation of their production design. They undertake personal reflection and seek feedback on their work, developing, refining and resolving their product as a result. Students document iterations of their production after considering the factors that have influenced the development, refinement of materials, technologies and processes, the resolution of ideas and the effect they have had on the final product. The creation and production of the media product is an individual undertaking.

Outcome 1: *On completion of this unit, the student should be able to produce, refine and resolve a media product designed in Unit 3.*

2 Agency and control in and of the media

The relationship between the media and audiences has never been more complex. The contemporary media landscape poses issues and challenges for the way that academics and commentators have traditionally theorised the nature of communication. The media and its audiences are now both thought to exercise agency; the capacity to act and exert power. Today the media not only produces and distributes content to audiences; it also generates and sustains social networks, which have, in turn, enabled new modes of production, distribution, consumption and reception based on the sharing of commercial and user-generated content. This has contributed to business models based on data aggregation and the harvesting and sale of personal information collected from what many individuals consider social and personalised media engagement. Laws and policies of the Australian Government and self-regulation by media institutions define and maintain standards through regulatory bodies and codes of conduct, but individual interaction with other media users, as in social networks, is not subject to these constraints. As the media increasingly crosses national borders, governments struggle to maintain control over the laws and policies created for their jurisdictions. These issues pose challenges for managing and regulating the use of the media by globalised media institutions, governments and the individual.

Outcome 2: *On completion of this unit, the student should be able to discuss issues of agency and control in the relationship between the media and its audience.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- One production piece eg Photographs, Short film, Magazine\Newspaper
- School Assessed Task

Contributions to Final Assessment	
Unit 3 & 4 School Assessed Coursework	20%
School Assessed Tasks (SAT)	40%
Unit 3 & 4 Examination	40%

Music Performance

Units 1 – 4

Music Performance Units 1 to 4 aims to broaden and enrich students' musical experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music and to encourage a life-long engagement with music and music making.

Music performance involves synthesis of knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performance also requires the use of an instrument to interpret and realise the work, and knowledge and understanding of how to use an instrument/s to produce and manipulate sound. Performers use musicianship skills along with instrumental techniques to present musically engaging performances.

Through research and analysis of performances by leading practitioners, students become aware of ways that performance conventions, musical nuance and effective communication between performers and audience can facilitate engaging, exciting and meaningful performances. Students expand their musical vocabulary and develop language to articulate their awareness and understanding of the impact that interpretative decisions have on the music they perform, listen to and analyse.

Performance Examination

In Units 3 & 4, students choose whether they will present their external end-of-year performance examination program as a member of a group OR as a soloist. The program must be based on requirements for the end-of-year performance examination for group and solo contexts, in the *Prescribed List of Group Works* or the *Prescribed List of Notated Solo Works* for the selected instrument as published annually on the Victorian Curriculum and Assessment Authority website.

Please Note:

- Students must satisfactorily complete Units 1 & 2 Music Performance before undertaking Units 3 & 4 or have completed AMEB Grade 4 Music Language / Practical Equivalent
- It is advised and encouraged that all students studying Units 1 – 4 of Music Performance receive guidance from an instrumental teacher who is a specialist in their chosen instrument.
- Prerequisites for Unit 1 & 2 include: Year 10 Music (with a pass in both Aural and Theory) or AMEB Grade 3 Music Language (Theory and Aural) and Practical Equivalent.
- An entrance exam and audition must be satisfactorily completed if the above prerequisites cannot be met

Music Performance

Unit 1: Music Performance

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study

1 Performance

In this area of study students, prepare performances by selecting, researching and learning solo and group works. They perform regularly in a variety of contexts and use these performances to explore ways of expressively shaping their chosen works and communicating their artistic intentions to an audience. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians.

Outcome 1: *On completion of this unit, the student should be able to prepare and perform a practised program of group and solo works.*

2 Preparing for performance

This area of study focuses on developing students' capabilities to present musically engaging and technically competent group and solo performances. Students research the selected works to help identify and systematically practise relevant material and processes that will enhance their ability to realise the character and style of the selected group and solo works. As students develop and practise rehearsal strategies, they trial the use of techniques and conventions. They systematically develop their capacity to use aural, technical and interpretative musicianship skills to enhance their performance.

Outcome 2: *On completion of this unit, the student should be able to demonstrate and discuss techniques relevant to the performance of selected works.*

3 Music language

This area of study focuses on developing understanding of music language used for interpretation and critical listening. Students study concepts in isolation, from a theoretical perspective and in the contexts of performing and interpretation. This approach develops students' general musicianship and enables them to apply their knowledge when they learn, interpret, rehearse and perform music works. Students develop their ability to hear, identify and sing fundamental components of music language including intervals, scales and triads. They also re-create and extend short melodic and rhythmic phrases, sing and play from sight and memory, and practise and refine their ability to notate music by hand.

Outcome 3: *On completion of this unit, the student should be able to identify, re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Performances of three works including at least three group works and three solo works with accompaniment as appropriate
- A demonstration of technical work and exercises
- A performance of unprepared material
- Aural, written and practical tasks

Music Performance

Unit 2: Music Performance

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study

1 Performance

In this area of study students, prepare for their performances by selecting, researching, interpreting and learning solo and group works. Students perform regularly in a variety of contexts and use these performances to explore and build on ways of expressively shaping their chosen works and communicating their artistic intentions to an audience. They develop their individual instrumental and musicianship skills through regular practice and develop and implement group skills through rehearsal and performance with other musicians.

Outcome 1: On completion of this unit, the student should be able to prepare and perform a program of group and solo works.

2 Preparing for performance

This area of study focuses on continual development of students' capabilities to present musically engaging and technically competent group and solo performances. Students develop knowledge of the works they are preparing by identifying and systematically practising relevant material and processes that will enhance their ability to realise the character and style of selected group and solo works. As students undertake individual practice and group rehearsals, they trial the use of strategies, techniques and conventions to enhance their performance. They also systematically develop their capacity to use aural, technical and interpretative musicianship skills to enhance their performance.

Outcome 2: On completion of this unit, the student should be able to demonstrate and discuss techniques relevant to performance of selected works.

3 Music language

Students study concepts in isolation, from a theoretical perspective and in the contexts of performing and interpretation. They build their general musicianship ability, identifying specific applications for their skills in learning, rehearsal and performance contexts. Students develop their ability to identify, sing, play, and write fundamental components of music language, including intervals, scales and triads. They also re-create and extend short melodic and rhythmic phrases, singing and playing from sight and memory, and practise and refine their ability to notate music by hand.

Outcome 3: On completion of this unit, the student should be able to re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.

4 Organisation of sound

This area of study focuses on creating original work as a composition or an improvisation informed by analysis of a work/s being prepared for performance. Students study and listen to a wide variety of music. They explore a range of strategies within a selected stylistic framework to explore creative possibilities and generate and extend music ideas.

Outcome 4: On completion of this unit, the student should be able to devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks may include:

- Performances of works including at least 3 group and 3 solo works with accompaniment as appropriate
- Performance of unprepared material
- Composition
- Aural, written and practical tasks
- Demonstration and explanation of technical work and exercises

Music Performance

Unit 3: Music Performance

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

Areas of Study

1 Performance

In this area of study, students prepare performances by selecting, researching, interpreting and learning solo and group works. Where students have completed Units 1 and/or 2, works selected for performance in this area of study should be different to those works selected for Outcome 1 in those units. Students perform regularly in a variety of contexts and use these performances to explore and build on ways of expressively shaping their chosen works and communicating their artistic intentions to an audience. They develop their individual instrumental and musicianship skills through regular practice and develop and implement group skills through rehearsal with other musicians.

Outcome 1: *On completion of this unit, the student should be able to prepare and perform a program of group and solo works, and demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions.*

2 Preparing for performance

This area of study focuses on continual development of students' capabilities to present musically engaging and technically competent group and solo performances. Students develop knowledge of the works they are preparing to perform and systematically practise relevant material and processes that will enhance their ability to realise the character and style of selected group and solo works. As students develop and practise rehearsal strategies, they trial the use of techniques and conventions. They systematically develop their capacity to use aural, technical and interpretative musicianship skills to enhance their performance.

Outcome 2: *On completion of this unit, the student should be able to demonstrate and discuss techniques relevant to performance of selected works.*

3 Music language

In this area of study, students continue to systematically develop their understanding of music language used for performance, interpretation and critical listening. They develop and refine their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re-create short sections of music by singing, humming and/or playing. Students practise and refine their ability to notate music by hand. They further develop their understanding of ways elements of music can be interpreted in the performance of music works.

Outcome 3: *On completion of this unit, the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Performances of works
- A demonstration and explanation of technical work and exercises
- A performance of unprepared material
- Aural, written and practical tasks

Music Performance

Unit 4: Music Performance

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

Areas of Study

1 Performance

In this area of study, students prepare performances by selecting, researching, learning and interpreting solo and group works. Works selected for performance should complement those works selected for Outcome 1 in Unit 3. Students perform regularly in a variety of contexts and use these performances to explore and consolidate their understanding of ways they can expressively shape their chosen works and communicate their artistic intentions to an audience. They develop their individual instrumental and musicianship skills through regular practice and develop and implement group skills through rehearsal with other musicians.

Outcome 1: *On completion of this unit the student should be able to prepare and perform informed interpretations in a program of group and solo works, and demonstrate a diverse range of techniques, expressive qualities and understanding of a wide range of music styles and performance conventions.*

2 Preparing for performance

This area of study focuses on continual development of students' capabilities to present musically engaging and technically competent group and solo performances. Students develop knowledge of the works they are preparing to identify and systematically practise relevant material and processes that will enhance their ability to realise the character and style of selected group and solo works. As students develop and practise rehearsal strategies, they trial the use of techniques and conventions. They systematically develop and refine their capacity to use aural, technical and interpretative musicianship skills to enhance their performance.

Outcome 2: *On completion of this unit the student should be able to demonstrate and discuss techniques relevant to refining the performance of selected works.*

3 Music language

In this area of study students continue to systematically develop their understanding of music language used for performance, interpretation, critical listening and analysis. They develop and refine their ability to identify, recognise, notate and transcribe short music excerpts, as well as to re-create short sections of music by singing, humming and/or playing. Students practise and refine their ability to notate music by hand. They further develop their understanding of ways expressive elements of music can be interpreted in the performance of music works.

Outcome 3: *On completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Performances of works
- Demonstration and explanation of technical work and exercises
- Performance of unprepared material
- Aural, written and practical tasks

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	20%
Unit 4 School Assessed Coursework	10%
End of Year Performance Examination	50%
End of Year Aural and Written Examination	20%

Outdoor and Environmental Studies

Unit 1: Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Areas of Study

1 Motivations for outdoor experience

In this area of study students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term 'nature', and examine a variety of different types of outdoor environments. Students learn to participate safely in outdoor experiences and develop relevant practical skills including first aid to enable safe participation in practical experiences.

Outcome 1: *On completion of this unit students should be able to analyse motivations for participation in and responses to outdoor environments and be able to participate safely in specific outdoor experiences.*

2 Experiencing outdoor environments

This area of study focuses on planning and participating in outdoor experiences. Students evaluate how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences. Students consider factors that affect access to outdoor experiences and explain the effect of different technologies on outdoor experiences, examining how all of these influence the ways humans understand nature.

Outcome 2: *On completion of this unit students should be able to explain factors that influence outdoor experiences and plan for sustainable interactions with outdoor environments while participating in practical experiences.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Journal of outdoor experiences
- Case study analysis
- Oral presentations
- Data analysis
- Structured Questions
- Written responses, including essays and web discussion forums
- Exam (end of semester)

Please Note:

In order to receive a satisfactory result for Unit 1, students **must** attend each of the practical experiences. These are designed so students can enrich their understanding and link theory into practice in a range of outdoor environments. A medical certificate must be presented if a student is absent that covers them for the duration of the experience.

Outdoor and Environmental Studies

Unit 2: Discovering outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Areas of Study

1 Investigating outdoor environments

This area of study introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students investigate different types of outdoor environments from a number of perspectives. They develop appropriate practical skills for safe and sustainable participation in outdoor experiences and for investigations into various outdoor environments. Students use these experiences as the basis for reflection and analysis of theoretical knowledge of natural environments.

***Outcome 1:** On completion of this unit students should be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.*

2 Impacts on outdoor environments

This area of study focuses on the human activities undertaken in outdoor environments and their impacts on those environments. Students investigate and model individual and group responsibilities for activities in outdoor environments, including community-based environmental action to promote positive impacts on outdoor environments. Practical outdoor experiences enable students to develop skills related to minimal impact travelling and living, and to experience the impact of technology on outdoor environments.

***Outcome 2:** On completion of this unit the student should be able to evaluate the impacts of humans on outdoor environments and analyse practices for promoting positive impacts, with reference to specific outdoor experiences.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Journal or report
- Case study analysis
- Oral presentations
- Data Analysis
- Structured questions
- Written responses, including essays and web discussions
- Exam (end of semester)

Please Note:

In order to receive a satisfactory result for Unit 2, students **must** attend each of the practical experiences. These are designed so students can enrich their understanding and link theory into practice in a range of outdoor environments. A medical certificate must be presented if a student is absent that covers them for the duration of the experience.

Outdoor and Environmental Studies

Unit 3: Relationships with outdoor environments

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

Areas of Study

1 Historical relationships with outdoor environments

This area of study explores how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major historical events and issues subsequent to European settlement. Students study the foundation and role of environmental and political movements in changing relationships with outdoor environments and the subsequent effects of these on environmental politics.

***Outcome 1:** On completion of this unit students should be able to explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.*

2 Relationships with Australian environments since 1990

In this area of study students examine relationships between humans and outdoor environments since 1990. They examine a number of ways outdoor environments are depicted in different media. The dynamic nature of relationships between humans and their environment are considered, as well as the social, cultural, economic and political factors that influence these relationships.

***Outcome 2:** On completion of this unit students should be able to analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments since 1990, with reference to specific outdoor experiences.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- A journal or report from practical experiences linking theoretical content
- Case study
- Multimedia presentation or podcast
- Written report
- Data analysis
- Structured questions

Please Note:

In order to receive a satisfactory result for Unit 3 & 4, students **must** attend each of the practical experiences. These are designed so students can enrich their understanding and link theory into practice in a range of outdoor environments. A medical certificate must be presented if a student is absent that covers them for the duration of the experience.

Outdoor and Environmental Studies

Unit 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Areas of Study

1 Healthy outdoor environments

This area of study explores the contemporary state of outdoor environments in Australia and the importance of outdoor environments for individuals and society. Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. They investigate current and potential damage to outdoor environments and the subsequent impacts.

Outcome 1: *On completion of this unit students should be able to evaluate the contemporary state of Australian outdoor environments and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.*

2 Sustainable outdoor environments

In this area of study students focus on the sustainability of environments to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate at least two case studies of conflict over uses of outdoor environments and develop a clear understanding of the methods and processes commonly used to resolve these conflicts. Students develop an understanding that management strategies, together with acts and conventions, contribute to maintaining the health and sustainability of outdoor environments in contemporary Australian society.

Outcome 2: *On completion of this unit the student should be able to analyse conflicts over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- A journal or report
- Case studies
- Multimedia presentations
- Structured questions
- Written report
- Data analysis

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

Physical Education

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Areas of Study

1 How does the musculoskeletal system work to produce movement?

In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. They explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity.

Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

Outcome 1: *On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.*

2 How does the cardiorespiratory system function at rest and during physical activity?

In this area of study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

Outcome 2: *On completion of this unit students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Tests
- Practical Laboratory Reports
- Case Study Analysis
- Written Report
- Exam

Please note: The Physical Education Unit 1 course will be taught in Semester 2 and the Physical Education Unit 2 course will be taught in Semester 1.

Physical Education

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Areas of Study

1 What are the relationships between physical activity, sport, health and society?

In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity. Students investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings. They create and implement an individual activity plan that meets the physical activity and sedentary behaviour guidelines.

Outcome 1: *On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.*

2 What are the contemporary issues associated with physical activity and sport?

In this area of study students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport. Students select and explore one issue from a social-ecological perspective to evaluate the affect of individual, social, policy and physical environmental factors on participation in physical activity. Students develop an understanding of the historical, and current perspectives of the issue and forecast future trends. They form conclusions in relation to the impact these factors have on physical activity and sport in society.

Outcome 2: *On completion of this unit the student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Tests
- Practical Laboratory reports
- Data Analysis
- Written Report
- Exam

Please note: The Physical Education Unit 1 course will be taught in Semester 2 and the Physical Education Unit 2 course will be taught in Semester 1.

Physical Education

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Areas of Study

1 How are movement skills improved?

In this area of study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

Outcome 1: On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

2 How does the body produce energy?

In this area of study students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.

Outcome 2: On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Tests
- Practical Laboratory reports
- Reflective folio of participation in physical activities
- Case Study and/or Data Analysis
- Visual and/or multimedia presentations
- Exam

Physical Education

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Areas of Study

1 What are the foundations of an effective training program?

In this area of study students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program. Students determine the relevant factors that affect each of the fitness components, and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

Outcome 1: On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.

2 How is training implemented effectively to improve fitness?

In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

Outcome 2: On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Tests
- Practical Laboratory reports
- Reflective folio of participation in physical activities
- Case Study and/or Data Analysis
- Exam

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

Physics

Unit 1: What ideas explain the physical world?

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Areas of Study

1 How can thermal effects be explained?

In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth's thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect. They analyse the strengths and limitations of the collection and interpretation of thermal data in order to consider debates related to climate science.

***Outcome 1:** On completion of this unit the student should be able to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.*

2 How do electric circuits work?

In this area of study students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students apply and critically assess mathematical models during experimental investigations of DC circuits.

***Outcome 2:** 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.*

3 What is matter and how is it formed?

In this area of study students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

***Outcome 3:** On completion of this unit the student should be able explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- A report of a student-designed and/or adapted and/or extended practical investigation
- A media response
- Test, multiple choices and/or short answer and/or extended response.
- A reflective learning journal/blog
- Annotated folio of practical work
- Modelling activity
- Data analysis

Please Note:

- Students must satisfactorily complete Units 1 & 2 Physics before undertaking Units 3 & 4.
- Students must undertake a minimum of General Mathematics in conjunction with Physics.

Physics

Unit 2: What do experiments reveal about the physical world?

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. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options which enables the student to pursue an area of interest by investigating a selected question.

Areas of Study

1 How can motion be described and explained?

In this area of study students explore the effects of balanced and unbalanced forces on motion. They use mathematical models and concepts of energy transfers and transformations to analyse motion. Students model how the mass of finite objects can be considered to be at a point called the centre of mass. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

Outcome 1: *On completion of this unit the student should be able to investigate, analyse and mathematically model the motion of particles and bodies.*

2 Physics Options

Twelve options are available for selection, each option is based on a different observation of the physical world. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Outcome 2: *On completion of this unit the student should be able to describe and explain the concepts of their option by drawing on the key knowledge and applying the key science skills related to their option.*

3 Practical Investigation

Systematic experimentation is an important aspect of physics inquiry. In this area of study students design and conduct a practical investigation related to knowledge and skills developed in Unit 2. The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question.

Outcome 3: *On completion of this unit the student should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks across all units may include:

- A report of a student-designed and/or adapted and/or extended practical investigation
- A media response
- Test, multiple choices and/or short answer and/or extended response.
- A reflective learning journal/blog
- Annotated folio of practical work
- Modelling activity
- Data analysis

Please Note:

- Students must satisfactorily complete Units 1 & 2 Physics before undertaking Units 3 & 4.
- Students must undertake a minimum of General Mathematics in conjunction with Physics.

Physics

Unit 3: How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Areas of Study

1 How do things move without contact?

In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.

***Outcome 1:** On completion of this unit the student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.*

2 How are fields used to move electrical energy?

The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

***Outcome 2:** On completion of this unit the student should be able to analyse and evaluate an electricity generation and distribution system.*

3 How fast can things go?

In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.

***Outcome 3:** On completion of this unit the student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks for Unit 3 may include:

- A report on an investigation
- Data analysis
- Media analysis/response
- A response to a set of structured questions
- Annotations of practical work
- A reflective journal/blog
- A Test

Physics

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

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

Areas of Study

1 How can waves explain the properties of light?

In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.

Outcome 1: On completion of this unit the student should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.

2 How are light and matter similar?

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

Outcome 2: On completion of this unit the student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.

3 Practical Investigation

The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations that may be undertaken. The student is expected to design and undertake an investigation involving two continuous independent variables.

Outcome 3: On completion of this unit the student should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks for Unit 4 may include:

- A report on an investigation
- Data analysis
- Media analysis/response
- A response to a set of structured questions
- Annotations of practical work
- A reflective journal/blog
- A structured scientific poster

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	21%
Unit 4 School Assessed Coursework	19%
Unit 3 & 4 Examination	60%

Product Design and Technology (Wood or Textiles)

Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

Areas of Study

1 Sustainable redevelopment of a product

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 investigate and consider how a product could be sustainably redeveloped. They write a design brief for the redevelopment of a product, improving the purpose and/or function and sustainability of the original product. Students develop criteria to evaluate design options and the finished product. Students also examine, test and trial the suitability of materials selected. They gain an understanding of the characteristics and properties of materials that make them suitable and safe for specific products. They also examine the sustainability of materials and their use in products in relation to the environmental, economic and social impacts associated with their origin/source, manufacture, use and disposal. Students develop visualisations (concept sketches, drawings and/or mock-ups), presentation drawings of the design options and working drawings of their preferred option.

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.*

2 Producing and evaluating a redeveloped product

This area of study focuses on the implementation of the design and planning completed in Area of Study 1. Students refer to their working drawings and scheduled production plan, and apply a range of techniques and processes safely to make a redeveloped product. Students develop practical skills and implement their risk management for the use of tools, equipment, machines, and materials. They record and reflect on their progress. Students use criteria to compare the features of their redeveloped product with the original design, and evaluate the success of their design improvements including sustainability considerations. They use their knowledge of the characteristics and properties of materials and refer to their record of progress to complete the evaluation of their production work.

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.*

Assessment

The two compulsory assessment tasks for this unit are:

- a design folio that contains an analysis of a product's sustainability, a design brief, evaluation criteria, research, visualisations and design options, working drawings, a scheduled production plan, and an evaluation report on the finished product
- a finished product and records of production and modifications.

Additionally, suitable tasks for assessment may also include the following:

- an oral presentation supported by notes and/or visual materials
- a short written report that includes materials testing or trialing activities, industry visits, technical reports
- a case study analysis.

Please Note:

Students wishing to undertake this subject in unit 1 or 2 that have not participated in the subject (Textiles or Wood) in Year 9 or 10 must undertake a practical skills test with the teacher before selecting this subject. Students must satisfactorily complete Unit 1 &/or 2 Product Design and Technology before undertaking Units 3 & 4.

Product Design and Technology (Wood or Textiles)

Unit 2: Collaborative Design

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-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Areas of Study

1 Designing within a team

This area of study enables students to apply the product design process collaboratively and individually. Each student works in a design team to generate one design brief collaboratively from a scenario, based around a theme and contributes to the design, planning and production of a group product. Students develop evaluation criteria for the finished product to determine if each criterion has been met through testing and feedback. Students investigate an historical or a contemporary design movement or style for inspiration. Students develop skills in both project management and presentation of their work, replicating processes used in the real world. Students also explore how digital technologies facilitate collaborative product 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.*

2 Producing and evaluating within a team

In this area of study students apply knowledge, skills, techniques and processes, including risk management, to make their product, designed in Area of Study 1, in accordance with the team requirements. Students use appropriate methods of recording production processes and discuss modifications to production plans. They evaluate their use of materials, tools, equipment, machines, techniques and processes in transforming design options into a product range or team-designed product. Products (or components) are tested, checked and evaluated to determine how well each meets the requirements of the design brief. Students use criteria to evaluate the final product/s.

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.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- a design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, scheduled production plan, and evaluation report
- product and records of production and modifications

Additionally, suitable tasks for assessment may be selected from the following:

- an oral report supported by notes and/or visual materials
- a short written report that includes materials testing or trialing activities, industry visits, technical reports.

Please Note:

Students wishing to undertake this subject in unit 1 or 2 that have not participated in the subject (Textiles or Wood) in year 9 or 10 must undertake a practical skills test with the teacher before selecting this subject. Students must satisfactorily complete Unit 1 &/or 2 Product Design and Technology before undertaking Units 3 & 4.

Product Design and Technology (Wood or Textiles)

Unit 3: Applying the product design process

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-user/s. 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.

Areas of Study

1 Designing for end-user/s

Using problem-based design scenarios provided by the teacher, students identify appropriate product design factors and write a design brief. In the design brief, students outline the context and express the requirements as constraints and considerations. They annotate this design brief, develop evaluation criteria, identify areas for research and outline design ideas from the brief.

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.*

2 Product development in industry

This area of study focuses on the factors, processes and systems that influence the design and development of products within industrial settings. Students explore specific cases and the reasons why design and innovation are integral to value-adding to products. They also examine how companies react to market demands and technological developments. Students look at the role of market research in determining end-user/s' needs in relation to sustainability. Students investigate the use of computer-aided design (CAD) and computer-aided manufacture (CAM) and new and emerging technologies and materials used in industry. In the context of industrial manufacturing, they develop an understanding of a range of issues relating to innovation, designing, research and development, obsolescence and sustainability.

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.*

3 Designing for others (Folio for School Assessed Task)

This area of study is assessed as part of the School Assessed Task (SAT). This area of study focuses on students working as designers and applying the product design process to meet the requirements of an end-user/s. Students identify specific needs of the end-user/s by referring to the product design factors and conducting research. Students prepare a design brief that guides their work for this area of study and for Areas of Study 2 and 3 in Unit 4. They examine appropriate techniques for recording and communicating data, information, visualisation of ideas, design options and working drawings and for obtaining end-user/s' feedback.

In Fibre, this folio includes samples of various practical techniques which have been considered for the design.

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.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Development of a design brief
- Report in multimedia format
- Tests (short answer)
- Short written report

Please Note:

Students must satisfactorily complete Units 1 or 2 Product Design and Technology (Wood or Textiles) before undertaking Units 3 & 4.

Product Design and Technology (Wood or Textiles)

Unit 4: Product Development and Evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. They record and monitor the production processes and modifications to the production plan and product. 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. They create end-user/s instructions or care-labels and make judgements about possible improvements.

Areas of Study

1 Product analysis and comparison

In this area of study students examine design factors that influence the success of commercially available products. Students develop an understanding of what people value and how they evaluate products using qualitative and quantitative methods, and consider the impacts and consequences of product design success and failure. Students examine types of comparative tests used to determine how well similar, commercially produced products fulfil their purpose.

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.*

2 Product manufacture (Production Work for School Assessed Coursework)

This area of study focuses on the skills, production techniques and processes employed to make a product to suit the needs of an end-user/s. Students continue to implement their scheduled production plan, apply skills and processes including risk management in the safe use of materials, tools, equipment and machines, and complete the product to specified standards of quality. They monitor and record their progress and make modifications if necessary.

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.*

3 Product evaluation

This area of study focuses on the student's application of evaluation criteria, the performance of checks and tests, and gaining end-user/s' feedback to determine how well a product meets the needs and requirements outlined in the design brief developed in Unit 3. Students produce relevant end-user/s' instructions or care labels that highlight features of the product they have designed and made.

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-user/s' instructions or care labels and recommend improvements to future products.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Report in multimedia format
- Tests (short answer)
- Short written report
- Design folio, production work and an evaluation report - School Assessed Task (SAT)

Contributions to Final Assessment	
Unit 3 & 4 School Assessed Coursework	20%
School Assessed Task (SAT)	50%
Unit 3 & 4 Examination	30%

Psychology

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Areas of Study

1 How does the brain function?

Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person's functioning.

Outcome 1: *On completion of this unit the student should be able to describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.*

2 What influences psychological development?

The psychological development of an individual involves complex interactions between biological, psychological and social factors. In this area of study students explore how these factors influence different aspects of a person's psychological development. They consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of typical or atypical psychological development in individuals, including a person's emotional, cognitive and social development and the development of psychological disorders.

Outcome 2: *On completion of this unit the student should be able to identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.*

3 Student-directed research investigation

In this area of study students apply and extend their knowledge and skills developed to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest. They then communicate the findings of their research investigation and explain the psychological concepts, outline contemporary research and present conclusions based on the evidence.

Outcome 3: *On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- A report of a practical activity
- A research investigation
- A reflective journal/blog
- A modelling activity
- A logbook of practical activities
- Analysis of data
- Media analysis/report
- Problem solving
- A report of an investigation
- Test, multiple choice, short answer and/or extended response.

Psychology

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

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Areas of Study

1 What influences a person's perception of the world?

Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. In this area of study students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli. They consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

***Outcome 1:** On completion of this unit the student should be able to compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.*

2 How are people influenced to behave in particular ways?

A person's social cognition and behaviour influence the way they view themselves and the way they relate to others. In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying. Students examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.

***Outcome 2:** On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.*

3 Student directed practical investigation

In this area of study students design and conduct a practical investigation related to external influences on behaviour. The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question. The investigation relates to knowledge and skills developed in Areas of Study 1 and/or 2 and is undertaken by the student using either quantitative or qualitative methods, including experiments, surveys, questionnaires, observational studies and/or rating scales.

***Outcome 3:** On completion of this unit the student should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- A report of a practical activity
- A research investigation
- A reflective journal/blog
- A modelling activity
- A logbook of practical activities
- Analysis of data
- Media analysis/report
- Problem solving
- A report of an investigation
- Test, multiple choice, short answer and/or extended response.

Psychology

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

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain 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 the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Areas of Study

1 How does the nervous system enable psychological functioning?

In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

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

2 How do people learn and remember?

Memory and learning are core components of human identity: they connect past experiences to the present and shape futures by enabling adaption to daily changes in the environment. In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

Outcome 2: *On completion of this unit the student should be able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks for Unit 3 may include:

- A report on an investigation
- Data analysis
- Media analysis/response
- A response to a set of structured questions
- Annotations of practical work
- A reflective journal/blog
- An evaluation of research
- A test

Psychology

Unit 4: How is wellbeing developed and maintained?

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

Areas of Study

1 How do levels of consciousness affect mental processes and behaviour?

In this area of study students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour.

Outcome 1: *On completion of this unit the student should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.*

2 What influences mental wellbeing?

In this area of study, students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. Students apply a biopsychosocial approach to analyse mental health and mental disorder, and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person's mental state. Specific phobia is used to illustrate how a biopsychosocial approach can be used to explain how biological, psychological and social factors are involved in the development and management of a mental disorder. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.

Outcome 2: *On completion of this unit the student should be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.*

3 Practical investigation

The investigation is undertaken by the student using an appropriate experimental research design involving independent groups, matched participants, repeated measures or a cross-sectional study.

Outcome 3: *On completion of this unit the student should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks for Unit 4 may include:

- A report on an investigation
- Data analysis
- Media analysis/response
- A response to a set of structured questions
- Annotations of practical work
- A reflective journal/blog
- A test
- A structured scientific poster

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	16%
Unit 4 School Assessed Coursework	24%
Unit 3 & 4 Examination	60%

Religious Education - School Based Units (Year 11 only)

The school based Religious Education Units are non-VCE units. During second semester, students can choose one of the following three units to study. Each unit will have two assessment tasks. Alternatively, students can select VCE based Religious Education units if they choose.

Option 1: Jesus Christ. Superstar or Swear Word?

During this unit, students will research, describe and analyse a range of scriptural perspectives on the identity and mission of Jesus of Nazareth and explore developments in the Christian community's understanding of the historical Jesus and the Christ of Faith. It will provide students with an opportunity to explore, express and extend their personal understandings, beliefs and questions about Jesus Christ.

This unit will address the following essential questions:

- What do we know about Jesus of Nazareth?
- What does it mean to say that Jesus was a man?
- What does it mean to say Jesus was the Son of God?
- What relevance does Jesus have to my life?

Option 2: Are Feelings the Only Guide to Morality

In this unit, students will consider their own morality and that of others. They will consider the factors that influence morality and how it influences their decision-making. This will involve the study of ethics: identifying arguments and analysing the reasoning, and other influences behind ethical decision-making. Ethical theories, concepts and principles will be explored from a range of sources, including philosophical, religious, legal and social.

This unit will address the following essential questions:

- What is morality and how does it differ from ethics?
- What factors contribute to my and others' ethical decision-making?
- What does the Catholic Church teach regarding ethics and morality?
- What contemporary issues require an ethical response?

Option 3: See, Judge, Act

In this unit, students will consider the method employed by the St Vincent de Paul Society conference when members are confronted by injustice in our world. They will consider the role Catholic Social Teaching plays in the call to action by members of the conference. This will involve the study of the link between scripture and Catholic Social Teaching. An exploration of local, regional and international contexts provides the conference members with the opportunity to implement projects that challenge injustice. This unit has a focus on the practical application of the principles of Catholic Social Teaching.

This unit will address the following essential questions:

- What does it mean to see, judge and act?
- What are the principles of Catholic Social Teaching?
- What is the link between scripture and Catholic Social Teaching?
- What contemporary projects are possible in our local community, in our region and internationally?

Religious Education - School Based Units (Year 12 only)

The school based Religious Education Units are non-VCE units. During first semester, students can choose one of the following two units to study. Each unit will have two assessment tasks. Alternatively, students can select VCE based Religious Education units if they choose.

Option 1: Living on the Edge! A Response to Social Injustice

In this unit students will investigate justice issues facing our world today: their causes, the associated problems and their impact on humankind and human dignity. Students will explore Church teachings and scripture relevant to these issues and explore practical Christian responses. The concept of service will be examined in terms of our individual and collective responsibility and the Christian call to think globally and act locally.

This unit will address the following essential questions:

- What is justice? What is social justice/injustice? What do each of these look like in our world?
- How are we to respond to social injustice? What scripture and Church documents ground and guide a Christian response?
- What difference can one person make – how am I to act as a global citizen?

Option 2: Tweeting God! Communicating with the Divine

In this unit students will explore ways to deepen and nurture their relationship with God using electronic devices and technologies. The tools and technologies of the 21st century will be utilized to develop silence and stillness, and to explore the presence of God in students' lives and throughout history by engagement with art, literature, film, poetry and music. Students will explore the different traditions of Christian spirituality and deepen their understanding of them as a means of exploring, responding to and touching the presence of God in human experience.

This unit will address the following essential questions:

- How has the human quest to encounter the mystery of God who is both within and beyond, been expressed throughout history, and in the present?
- How can we express the sacred in our own lives?
- How can we use 21st century tools to experience the sacred and scripture in prayer?
- How do I use electronic devices and technologies to slow down and cultivate inner silence and stillness?

Religion and Society

Unit 1: The role of religion in society

In this unit students explore the origins of religions and their 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, religious traditions and the Australian society in which they live.

Areas of Study

1 The nature and purpose of religion

In this area of study students are introduced to the nature and purpose of religion in general, exploring the role of religion in shaping and giving expression to spiritual experience. They identify the aspects common to religions, explore the interrelation of these aspects generally and explain why these aspects are common to all religions studied. They also explore how these aspects may vary between religions.

Outcome 1: *On completion of this unit the student should be able to discuss the nature and purpose of religion and explain the aspects of religion.*

2 Religion through the ages

In this area of study students investigate how society and religion influence each other, and the roles of religion in society. They consider the factors that influence these roles and the effect that developments in society might have on religion.

Spirituality and religion have been an integral part of the development of human societies as cultural knowledge and understanding is passed from generation to generation through a process of socialisation. As people spread across the globe they encountered and exchanged religious and cultural ideas. Over time, religious traditions have encountered challenging philosophical and spiritual movements, political regimes, legal structures, scientific ideas, colonisation, national myths, globalisation, secularisation, technological developments and historical events. These encounters have led to religious traditions taking various roles to endorse, modify or resist the spread of ideas and movements in society.

Outcome 2: *On completion of this unit the student should be able to discuss the changing roles and influence of religion in society.*

3 Religion in Australia

In this area of study students consider religions in Australia, past and present, and the influences on Australian religious composition, in particular migration and secularisation. They explore how the communities and later institutions of these religions perceived themselves and expressed their collective identity in Australia. This expression of collective identity may have been cohesive or diverse, with different religious communities and their distinctive identities contributing to the whole identity of the religious tradition. Students also examine the influence of religion on the personal identity of members. They explore the influence of religions on the development of social infrastructure in Australia, and consider factors such as the laws governing the provision of education and welfare. This exploration should include the interfaith and ecumenical initiatives between and within religions in Australia.

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

Assessment

Students will be required to demonstrate achievement through assessment tasks which may include:

- Reports
- Identification exercises
- Essays
- Annotated charts
- Debates
- Analytical exercises
- Written exercises

Religion and Society

Unit 2: Religion and ethics

Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories. In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral judgments in society.

Areas of Study

1 Ethical decision-making and moral judgment

In this area of study students are introduced to the nature of ethical decision-making in societies where multiple worldviews coexist. Ethical decision-making involves the selection of methods which have guiding concepts, principles and theories. Students explore concepts that underpin ethical decision-making and influences on practical moral judgment.

Methods of ethical decision-making such as 'ought' ethics, character ethics and outcome ethics are discussed, as well as theories leading to and derived from these methods. These methods and their supporting theories are based on various sources of ethical authority. Ethical methods and practical moral judgment are subject to varying emphases on factors such as duties, outcomes, laws (secular and religious), divinity, social order and social norms, tradition, reason, love, fear, absolutism, relativism, subjectivism, emotionalism, social justice, institutions, the common good, natural law, poetic justice, anarchy, 'scientism', and pragmatism.

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.

2 Religion and ethics

In this area of study students examine religious ethical perspectives and other influences on moral judgments of at least two religious traditions in societies where multiple worldviews coexist. They also explore the philosophical traditions which have contributed to each religion's understanding of ethics. Certain authorities, values, norms, ideas, and ethical principles inform broad ethical perspectives and in turn moral judgments within religious and philosophical traditions. Other aspects of religion, in particular beliefs and texts, inform the decision-making process for religious traditions.

Outcome 2: On completion of this unit the student should be able to explain two or more debates on ethical issues in societies in which multiple worldviews coexist.

3 Ethical issues in society

In this area of study students build on the knowledge explored in Areas of Study 1 and 2. Focusing on two or more ethical issues, students apply this knowledge to an examination of debates about ethical issues conducted in the public arena of societies in which multiple religious and non-religious worldviews coexist. The analysis should explain why the issue is regarded as an ethical issue, identify contributors to the debate, including religious traditions, consider the influence of participants' contributions, and investigate the basis of ethical perspectives and moral judgments used in the debates, including the ethical methods involved in the decision-making process.

Outcome 3: On completion of this unit the student should be able to explain two or more debates on ethical issues in societies in which multiple worldviews coexist.

Assessment

Students will be required to demonstrate achievement through assessment tasks which may include:

- Reports
- Identification exercises
- Essays
- Annotated charts
- Debates
- Analytical exercises
- Written exercises
- Role-plays

Religion and Society

Unit 3: The search for meaning

In this unit, students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition/s or denomination/s may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

Areas of Study

1 Responding to the search for meaning

In this area of study students are introduced to the nature and purpose of religion in the human search for meaning. This is a general study of religion. Students are introduced to the purpose of religion in societies in which multiple worldviews coexist through the study in detail of a range of beliefs of one or more than one religious tradition or denomination. Beliefs are ideas that answer the big questions of life according to a religious worldview. In this area of study students relate the beliefs to certain categories and explore the connection of the beliefs to each other.

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

2 Expressing meaning

In this area of study students build on the knowledge of religious beliefs from Area of Study 1. Beliefs are intended to achieve their full meaning when they are expressed through the other aspects of religion. Students study how the meaning of belief is expressed through other aspects of religion. They consider the role of the aspects of religion in general. Students then explore at least two beliefs studied in Area of Study 1, as they are expressed in the other aspects of the selected religious tradition/s or denominations. They examine how the selected beliefs and their expression in each of the other aspects are intended by the selected religious tradition/s or denomination/s to engender and nurture meaning.

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

3 Significant life experience, religious belief and faith

In this area of study students focus on the interplay between religious beliefs and significant life experiences of members. Students consider the relationship between different types of significant life experience and religious beliefs generally. They then undertake a detailed study of one particular significant life experience of a member of a religious tradition or denomination. One or more than one religious tradition or denomination is studied, with an individual selected from each. The significant life experience may be a single event at a particular time or occur over an extended period, and has to be one that informed, reinforced or changed the person's understanding and expression of the meaning of their religious beliefs. Students investigate what happens to an individual's adherence to and understanding of the relevant religious beliefs and related expressions as a result of a significant life experience.

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

Assessment

Students will be required to demonstrate achievement through assessment tasks which may include:

- Reports
- Case studies
- Essays
- Structured questions
- Analytical exercises
- Extended responses

Religion and Society

Unit 4: Religion, challenge and change

This unit focuses on the dynamic interaction over time of religious traditions and the societies of which they are a part. Religious traditions are living institutions that participate and contribute in many ways, both positively and negatively, to wider societies – stimulating and supporting society; as levers for change themselves and embracing or resisting forces for change within society. In this unit, students explore challenge for religion generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination.

Areas of Study

1 Challenge and response

In this area of study students investigate how and why religious traditions as a whole, or their denominations, have taken steps from their inception to the present to respond to challenges in the categories of theology, ethics and continued existence.

Students consider how some aspects of religion are more likely to be involved when taking a stance, such as distinctive beliefs, rituals, religious practices, the interpretation of texts, the application of ethical principles, the nature and role of authority, and the manner of participation within the social structure of a religious tradition or denomination. Students study one or more than one religious tradition or denomination and develop an overview of at least four significant challenges and the stances and supporting responses taken by the religious tradition/s or denomination/s. Each of the four challenges will encompass one or more than one of the categories of: theology, ethics or continued existence, but as a whole will cover all categories.

Outcome 1: *On completion of this unit the student should be able to discuss, analyse and compare stances and supporting responses taken by religions as they are challenged.*

2 Interaction of religion and society

Students study one or more than one religious tradition or denomination. For each tradition or denomination selected, they examine in detail one significant challenge that has engaged the religious tradition or denomination and society. Religious traditions and denominations are in a continual interactive process of engagement and negotiation with their members and with the trends, ideas, events, and innovations found in wider society that can affect one or more aspects of religion and form the broader context of a challenge. Specific people or groups in a religious tradition or denomination, and/or in wider society, may advocate for change or resistance. These sources influence religious traditions and denominations to adopt stances for change, against change or of indifference to the challenge. Stances and supporting responses to the challenge may vary as interactions continue throughout the challenge and the results may or may not produce the desired effects.

Students investigate the broader context leading to the challenge, the sources of the challenge, and the stances and supporting responses adopted by the religious tradition or denomination to the challenge. They also examine the impact of the responses.

Outcome 2: *On completion of this unit the student should be able to discuss the interactions within a religious tradition or denomination and between a religious tradition or denomination and wider society in relation to a significant challenge, and examine the effects of these interactions.*

Assessment

Students will be required to demonstrate achievement through assessment tasks which can include:

- Reports
- Case studies
- Essays
- Structured questions
- Analytical exercises
- Extended responses

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

Specialist Mathematics

Units 1 & 2

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.

Areas of Study

1 Algebra and structure

This area of study covers logic and algebra and transformations, and matrices.

2 Arithmetic and number

This area of study covers number systems and recursion, properties of numbers and proof by mathematical induction. Principles of counting are also covered.

3 Geometry, measurement and trigonometry

This area of study covers geometry in the plane, graphs of inverse trigonometric functions, proofs and vectors in the plane.

4 Graphs of linear and non-linear relations

This area of study covers graphs of non-linear relations and kinematics.

5 Statistics

This area of study covers simulation, sampling and sampling distributions.

The following Outcomes encompass all of the selected areas for each Unit:

Outcome 1: On completion of this unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

Outcome 3: On completion of this unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks include:

- Tests
- Analysis Task
- Examination

Specialist Mathematics

Units 3 & 4

Specialist Mathematics must be taken in conjunction with Mathematical Methods Units 3 & 4. Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the area of study, as applicable, both with and without the use of technology.

Areas of Study

1 Functions, relations and graphs

This area covers simple power functions, reciprocal functions of quadratic and circular functions, inverse circular functions, relations representing circles, ellipses and hyperbolas in cartesian and parametric forms, graphical representation of these functions and relations, and the analysis of key features of their graphs.

2 Algebra

This area covers the expression of simple rational and partial fractions; complex numbers, including polar form; regions and paths in the complex plane; factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.

3 Calculus

This area covers advanced calculus techniques for analytic and numeric differentiation and integration of a broad range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of area and volumes, the solution of differential equations and kinematics.

4 Vectors

This area covers the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors and vector representation of curves in the plane.

5 Mechanics

This area covers statics and an introduction to Newtonian mechanics, for both constant and variable acceleration.

6 Probability and Statistics

This area covers statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

The following Outcomes encompass all of the selected areas for each Unit:

Outcome 1: On completion of each unit the student should be able to define and explain key concepts and apply a range of related mathematical routines and procedures. It is expected that students will be able to use technology as applicable in the solution of problems, as well as apply routines and procedures by hand.

Outcome 2: On completion of each unit the student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts, 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 a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Application Tasks
- Modelling / Problem Solving Tasks
- Examinations

Contributions to Final Assessment	
Unit 3 & 4 School Assessed Coursework	34%
Unit 3 & 4 Examination 1 – Technology Free Exam	22%
Unit 3 & 4 Examination 2	44%

Texts and Traditions

Unit 1: Texts in Traditions

This unit examines the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. This unit explores the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition.

Areas of Study

1 Exploring literary forms

Many religious traditions are based on an extensive series of writings which are carefully preserved within sacred books. The audience for whom the text was originally written was able to receive sacred teachings through a variety of literary forms. Different sacred texts and religious traditions put greater or lesser emphasis on different literary forms.

Ancient writings confront the modern reader with many unknowns. They remain, nonetheless, rich stores of the wisdom and spiritual insight at the source of the traditions that created them. The collection of the variety of literary forms into one larger body of sacred texts gives further meaning to each individual text.

This area of study focuses on how texts function as literature in themselves and as part of a wider body of religious writing.

Outcome 1: *On completion of this unit the student should be able to recognise and explain different literary forms and analyse their role within a tradition's scriptures.*

2 The formation and exegesis of text

The origins of some ancient texts are obscure while others are located within a defined historical event or events. As the texts exist within the sacred books, they appear within a particular historical and cultural setting which contributes to their meaning for the religious tradition. In this study, textual analysis involves an understanding of this historical and cultural setting, giving students an insight into the understanding of the text intended by its writers. The process of searching for and giving expression to the meaning of text is called exegesis.

This area of study focuses on the cultural setting in which the tradition has placed selected texts and on the meaning which the founding tradition attached to the texts.

Outcome 2: *On completion of this unit the student should be able to apply basic exegetical methods against the cultural background in which the texts are located.*

3 Later uses and interpretations of sacred texts

This area of study focuses on interpretations of selected texts at points later than the original founding tradition. These interpretations can issue from sources which might carry authority through an instituted teaching office, scholarship, or charismatic leadership, or artistic insight. These later interpretations may be modern or from an earlier point in history.

Outcome 3: *On completion of this unit the student should be able to discuss understandings and interpretations of sacred text.*

Assessment

Students will be required to demonstrate achievement through assessment tasks which may include:

- Summaries
- Textual commentaries
- Oral presentations
- Exegetical exercises
- Essays
- Short reports
- Comparative tables
- Short-answer questions

Texts and Traditions

Unit 2: Texts in Society

In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political institutions.

In this unit of study students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Areas of Study

1 Sacred texts in the past

To understand a sacred text, it should, if possible, be seen in its historical context. Sacred texts are the products of certain times and places. While certain themes are universal and timeless, it is important to understand the social contexts in which texts have evolved.

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

2 Sacred texts today

Sacred texts have an impact on the attitudes and values of people living today. This impact can be felt directly by individuals as they read the texts, and it can be felt through various aspects of the traditions themselves. Religious traditions today refer to sacred texts for guidance. In varying degrees, the texts are seen as authoritative and as providing sources of debate, inspiration, guidance or instruction, for example on issues such as ecology, racism or other social questions.

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

3 Comparing religious traditions

Misunderstanding and conflict is sometimes generated by the way different religious traditions view each other and their perceived relationship with each other. An understanding of the content of the sacred texts of each tradition on common social issues may encourage tolerance and acknowledgment of differences. Examples of common social issues are social structures, justice, authority, ecology, gender roles. Students may select other important social issues that are of particular interest to them.

Outcome 3: *On completion of this unit the student should be able to discuss the similarities and differences between the ways sacred texts of two or more religious traditions view a particular social theme.*

Assessment

Students will be required to demonstrate achievement through assessment tasks which may include:

- Summaries
- Textual commentaries
- Oral presentations
- Exegetical exercises
- Essays
- Short reports
- Comparative tables
- Short-answer questions

Texts and Traditions

Unit 3: Texts and the Early Tradition

The texts of a particular religious tradition can be seen to be foundational in that they recount specific events, narratives, laws and teachings that describe the beginnings and initial development of a religious tradition's history. In this unit, students explore the history and culture from which the tradition being studied was formed. They gain an understanding that the historical milieu of these beginnings lent shape and content to the texts themselves.

Areas of Study

1 The background of the tradition

In this area of study students undertake a social and historical study of the tradition. This area of study examines texts relating to the origin and early development of the selected tradition, focusing on events, people and places important to the development of the religious tradition. Students become familiar with the foundational period of the selected tradition by drawing background information from a range of foundational texts, documentation outside of the tradition, and contemporary academic sources.

Outcome 1: *On completion of this unit the student should be able to identify and explain social and cultural contexts that influenced the early development of the religious tradition.*

2 Thematic and literary aspects of the set texts

Students examine issues that relate to the writing of texts; for example, purpose, authorship and intended audience. Students also develop a knowledge of the set text in terms of its literary structure, forms and techniques and major themes. These major themes should stem from the passages for special study but be applicable to the entire set text. The structure can be looked at from the point of view of the text as a whole or in the way one part follows another.

Outcome 2: *On completion of this unit the student should be able to discuss major themes of the set text, and analyse its literary structure and issues related to the writing of the set text.*

3 Interpreting texts

Teachings within texts may be presented in the form of proverbs, codes of law, rules of behaviour, collections of sayings or accounts of the lives of significant individuals, or other recognisable literary forms. Texts have been developed in certain historical, political and social contexts. Socio-historical criticism would understand that these situations affect understanding of the meaning, purpose and teachings of those texts. The process of searching for and giving expression to the meaning of text is called exegesis. In exegetical study, students analyse a text in the light of scholarship and their growing knowledge of the background to the text. This analysis should then lead to a synthesis of ideas regarding the teaching purpose of any particular text within its original setting.

Outcome 3: *On completion of this unit the student should be able to apply exegetical methods to develop an interpretation of some of the passages for special study, and discuss the nature of, and challenges to, exegetical method.*

Assessment

Students will be required to demonstrate achievement through assessment tasks which can include:

- Summaries
- Textual commentaries
- Oral presentations
- Exegetical exercises
- Essays
- Short reports
- Comparative tables
- Short-answer questions

Texts and Traditions

Unit 4: Texts and their Teachings

Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through religious ideas, beliefs or social themes in the particular texts. With the passing of time, some of the themes contained in the foundational texts have been reinterpreted at different times in the tradition. In this unit a significant idea, belief or social theme contained in the set text will be studied, and the interpretation of the text in the light of the idea, belief or theme considered.

Areas of Study

1 Interpreting Texts

This area of study continues with the development of the knowledge and skills required for students to write competent exegeses of passages from the set texts. Students produce exegetical exercises which demonstrate developing skills. After having completed this area of study, students should be able to write exegeses for all the passages for special study, drawing on the key knowledge and key skills for this outcome. As exegesis is further developed, students consider how the religious, historical, political, social and cultural conditions within which the set text developed affect the reader's understanding of the meaning, function and teachings of the text.

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*

2 Religious ideas, beliefs and themes

Students investigate a significant religious idea, belief or social theme arising out of the passages for special study; this idea, belief or theme is then investigated over the entire set text. They demonstrate understanding of the particular idea, issue or theme in its original historical, social and religious contexts. They also examine the way this text has been interpreted by the religious tradition at a later time in history. Consideration is given to the impact on the tradition of these interpretations.

Outcome 2: *On completion of this unit the student should be able to discuss a significant religious idea, belief or social theme in the set text, and analyse and evaluate how related passages from the set text have been interpreted within the tradition at a later stage in the light of the particular idea, belief or theme.*

Assessment

Students will be required to demonstrate achievement through assessment tasks which can include:

- Essays
- Reports
- Exegetical tasks
- Extended responses
- Short-answer questions

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
Unit 4 School Assessed Coursework	25%
Unit 3 & 4 Examination	50%

Theatre Studies

Unit 1: Pre-modern theatre styles and conventions

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.

Areas of Study

1 Exploring pre-modern theatre styles and conventions

In this area of study students study scripts from the pre-modern era of theatre, that is, works prior to the 1920s. They study at least three distinct theatre styles from the pre-modern era and the conventions and scripts associated with each. Students study innovations in theatre production in the pre-modern era. They learn about contexts, cultural origins, production roles and performance possibilities for each of the selected theatre styles. Through practical workshops students gain knowledge of how these styles shaped and contributed to the world of pre-modern theatre.

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.*

2 Interpreting scripts

In this area of study students focus on the presentation of scripts from the pre-modern era of theatre. They work creatively and imaginatively in at least two production roles to interpret scripts from three or more distinct theatre styles of the pre-modern era. Students study and apply relevant conventions and consider how work in production roles is informed by different theatre styles and contexts. They learn about processes for developing characters and consider the influence of the audience on work in production roles to enhance text interpretation. Throughout the production process, students will have opportunities to develop oral skills by participating in discussions and explaining how their work in production roles contributes to realising the production aims. They study and apply elements of theatre composition and safe working practices in theatre production.

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.*

3 Analysing a play in performance

In this area of study, students focus on an analysis of a professional performance of a script. They study the nature of performance analysis, including audience perspective, acting skills, directorial skills and design skills, and the ways in which the contexts and theatre styles identified or implied in a script are interpreted in performance. Students study the use of theatre technologies and the elements of theatre composition in professional theatre performance. Where possible, students should analyse a pre-modern play in performance.

Outcome 3: *On completion of this unit, the student should be able to analyse a performance of a script.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks may include:

- Written analysis
- Research Task
- Performance

Please Note:

Students must satisfactorily complete Unit 1 &/or 2 Theatre Studies **OR** Unit 1 &/or 2 Drama before undertaking Units 3 & 4.

Theatre Studies

Unit 2: Modern theatre styles and conventions

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.

Areas of Study

1 Exploring modern theatre styles and conventions

In this area of study, students study scripts from the modern era of theatre and investigate innovations in theatre practice from the 1920s to the present. They study at least three distinct theatre styles of the modern era, as well as scripts associated with each. They learn about contexts, cultural origins, production roles and performance possibilities for each of the selected theatre styles. Through practical workshops students gain knowledge of how these styles shaped and contributed to the world of modern theatre.

***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.*

2 Interpreting scripts

In this area of study students work in at least two of the production roles of actor, director and/or designer to realise scripts from at least three distinct theatre styles from the modern era. Through this work, students gain an understanding of how production teams can work collaboratively to interpret scripts. They also learn how work in production roles is informed by and contributes to the development of different theatre styles, and consider ways that theatre production work is itself shaped by the styles and contexts of the scripts.

***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.*

3 Analysing and evaluating a theatre production

In this area of study, students focus on analysis and evaluation of a professional theatre production of a script. They study the nature of theatre production analysis and evaluation, including the application of acting, direction and design and their effect on an audience. Students study the use of theatre technologies and elements of theatre composition in professional theatre performance. Where possible, for this area of study students should analyse a modern play in performance.

***Outcome 3:** On completion of this unit, the student should be able to analyse and evaluate a theatre production.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Written analysis
- Report and oral presentation
- Performance

Please Note:

Students must satisfactorily complete Unit 1 &/or 2 Theatre Studies **OR** Unit 1 &/or 2 Drama before undertaking Units 3 & 4.

Theatre Studies

Unit 3: Producing theatre

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.

Areas of Study

1 Staging theatre

In this area of study students focus on developing skills that can be applied to the interpretation of a script for performance to an audience. They work collaboratively, creatively and imaginatively to contribute to the development of a production of a selected script. As members of the production team, students undertake exercises and tasks throughout the three stages of the production process and apply elements of theatre composition leading to a performance to an audience of the selected script.

***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.*

2 Interpreting a script

In this area of study, students interpret the theatrical possibilities of excerpts from a script. In doing so, they demonstrate their understanding of working creatively and imaginatively in two production roles across the three stages of the production process. Students respond to and interpret script excerpts and stimulus material, formulating and justifying possible responses and documenting their interpretation. The documentation should include written material, annotated script excerpts and illustrations, as appropriate, to support interpretive choices.

***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.*

3 Analysing and evaluating theatre

In this area of study students analyse and evaluate an interpretation of a script in a production from the prescribed VCE Theatre Studies Unit 3 Playlist. Students analyse and evaluate the relationship between the written script and its interpretation on stage. In doing so, students study ways the interpretation on stage draws on and interprets the contexts in the script. This includes the decisions that have been made when interpreting the script, for example decisions about acting, direction and design and the use of theatre technologies and elements of theatre composition.

***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.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit. Assessment tasks may include:

- Research and development task
- Written analysis
- Performance

Theatre Studies

Unit 4: Presenting an interpretation

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.

Areas of Study

1 Researching and presenting theatrical possibilities

In this area of study students document and report on dramaturgical decisions that could inform a creative and imaginative interpretation of a monologue and its prescribed scene. Students outline an interpretation of the scene, focusing on the ways in which the scene could be approached as a piece of theatre, including its place within the script, its specific structure, its characters, its themes, its images and ideas, its possibilities and its theatre styles.

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.*

2 Interpreting a monologue

In this area of study, students select a monologue from the current examination and study the text of the monologue, the prescribed scene in which it is embedded and the complete script from which the scene is derived. Students apply selected production roles and develop an interpretation of the monologue that is informed by a study of the prescribed scene and the complete script and dramaturgy, including the contexts of the play. Students make decisions about how the contexts, theatrical possibilities, elements of theatre composition and theatre styles will inform their interpretation of the monologue. Students work in their selected production roles to realise and present their interpretation of the monologue. They consider the interrelationships between acting, direction and design.

Outcome 2: *On completion of this unit, the student should be able to interpret and present a monologue and orally justify and explain their interpretive decisions.*

3 Analysing and evaluating a performance

In this area of study, students attend a production selected from the Unit 4 Playlist. They study the theatrical style/s evident in the performance and analyse and evaluate how actor/s, director/s and designer/s interpret the script for an audience. They consider the interrelationships between acting, direction and design in the performance. In doing so students consider character/s in the play, how the actor/s interpreted them on stage and the contribution of the director/s to this process. They study acting skills used by the actor/s to portray the character/s, including facial expression, voice, gesture, movement and stillness and silence.

Outcome 3: *On completion of this unit, the student should be able to analyse and evaluate acting, direction and design in a production.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Research and development task
- Written analysis
- Performance

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	30%
Unit 4 School Assessed Coursework	15%
End of Year Monologue Performance Examination	25%
End of Year Written Examination	30%

Visual Communication Design

Unit 1: Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Areas of Study

1 Drawing as a means of communication

Students use observational drawings as a starting point for visualising new design possibilities. They creatively use a range of media to generate drawings that represent alternative visualisations. Freehand visualisation drawing methods are used to make thinking visible and to communicate ideas.

***Outcome 1:** On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.*

2 Design elements and design principles

This area of study focuses on the experimentation, exploration and application of design elements and principles through manual freehand drawing, the use of ICT and, where appropriate, other methods of electronic image generation such as photography and photocopying.

***Outcome 2:** On completion of this unit the student should be able to explore and apply design elements and principles to satisfy a stated purpose.*

3 Visual Communication Design in context

Through a case study approach, students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices. Students consider the works of key designers in terms of visual language and the use of materials, methods, media, design elements, design principles and presentation formats. This area of study introduces students to the design process stage of research.

***Outcome 3:** On completion of this unit the student should be able to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- Final presentations created using manual and/or digital methods
- Written report of a case study
- Annotated visual report of a case study
- Oral report of a case study supported by written notes and/or visual materials

Please Note:

Students must satisfactorily complete Unit 1 &/or 2 Visual Communication Design before undertaking Units 3 & 4.

Visual Communication Design

Unit 2: Applications of Visual Communication Design within design fields

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design.

Areas of Study

1 Technical drawing in context

This area of study focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions. These drawings present information and ideas associated with a specific design field. One of the following design fields is selected for detailed study:

- Environmental design or
- Industrial/product design.

They acquire knowledge and skills related to technical drawing conventions and apply these when representing forms using two- and three-dimensional presentation drawings appropriate to the selected field.

Outcome 1: *On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.*

2 Type and imagery in context

In this area of study students develop knowledge and skills in manipulating type and images when communicating ideas and concepts in the design field of communication. Students develop and apply skills in selecting and manipulating type to evoke different moods and emotions, and use a range of manual and digital methods when creating and manipulating images.

Outcome 2: *On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.*

3 Applying the design process

Students respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience.

Outcome 3: *On completion of this unit the student should be able to engage in stages of the design process to create a visual communication appropriate to a given brief.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- Folio of technical drawings created using manual and/or digital methods
- Folio of typography and image ideas and concepts created using manual and digital methods
- Written and/or oral descriptions and analysis of historical and contemporary design examples
- Folio demonstrating the design process created using manual and/or digital methods
- Final presentations of visual communications.

Please Note:

Students must satisfactorily complete Unit 1 &/or 2 Visual Communication Design before undertaking Units 3 & 4.

Visual Communication Design

Unit 3: Visual Communication Design practices

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

Areas of Study

1 Analysis and practise in context

In this area of study students explore a range of existing visual communications in the communication, environmental and industrial design fields. The focus of each design field is:

- Communication – the design and presentation of visual information to convey ideas and concepts
- Environmental – the design and presentation of visual information for built/constructed environments
- Industrial – the design and presentation of visual information for manufactured products.

Students analyse how design elements, design principles, methods, media and materials are used in visual communications in these fields to achieve particular purposes for targeted audiences.

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 fields.*

2 Design industry practise

In this area of study students investigate how the design process is applied in industry to create visual communications. Students develop an understanding of the processes and practices used to support collaboration between clients, designers and specialists when designing and producing these visual communications.

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.*

3 Developing a brief and generating ideas

In this area of study students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas. Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. They apply this knowledge when developing a single brief that proposes and defines two distinct communication needs for a real or imaginary client.

Outcome 3: *On completion of this unit the student should be able to apply design thinking skills in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Examples of assessment tasks may include:

- Student sourced graphic communications such as floor plans, poster designs, and product designs. Presentation of a report that analyses the audience, the materials used in this production, and the application of design elements and principles.
- Invited designers will present to the students based on industry experience. Students will produce a written report based on this presentation.
- Design and generate visual communication drawings that reflect development through the design process. Students will then produce a written design brief.

Visual Communication Design

Unit 4: Visual Communication Design development, evaluation and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Areas of Study

1 Development, refinement and evaluation

In this area of study students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the needs of the brief established in Unit 3. When selecting ideas to develop as concepts, students must ensure that each idea is discernibly different in intent and presentation format. Students manipulate and apply design elements and design principles to create concepts that attract the interest of their target audience and convey the messages, ideas and information required to satisfy the brief.

Outcome 1: *On completion of this unit the student should be able to develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.*

2 Final presentations

This area of study focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1. This involves selecting and applying materials, methods, media, design elements and design principles appropriate to the designs and selected presentation formats.

Outcome 2: *On completion of this unit the student should be able to produce final visual communication presentations that satisfy the requirements of the brief.*

Assessment

Students will be required to demonstrate a satisfactory achievement of the specified outcomes for the unit.

Assessment tasks may include:

- using manual and electronic production systems and applying visual communication production process to design a final presentation(s) that satisfies a specified communication need(s) demonstrating development and refinement of design ideas

Contributions to Final Assessment	
Unit 3 School Assessed Coursework	25%
School Assessed Task (SAT)	40%
Unit 3 & 4 Examination	35%

VCE VET Program Structure

Introduction

VCE VET programs are Vocational Education and Training programs approved by the Victorian Curriculum and Assessment Authority (VCAA) and accredited by the Victorian Qualifications Authority (VQA).

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally accredited vocational education and training certificate.

VCE VET programs:

- are fully recognised within the Unit 1 – 4 structure of the VCE and therefore contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies
- function within the National Training Framework.

VET in the VCE allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training from either accredited state curriculum or national training packages which may contribute to their VCE. These VET programs may be undertaken in a variety of settings and offer students the opportunity to undertake Structured Workplace Learning (SWL)

Aims

The aims of the VCE VET programs are to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in related industries
- enable participants to gain a recognised credential and make a more informed choice of vocation or career paths

Assessment

VCE VET programs have specific requirements regarding demonstration of competence and appropriate assessment of competence.

Scored Assessment

Selected VCE VET programs have a study score component based on the designated Unit 3 & 4 sequence of their program. Scored assessment is comprised of:

- School Assessed Coursework - a set of coursework tasks set by the assessor
- an examination set by the VCAA.

The study score can contribute directly to the ATAR as one of the students primary four scaled studies or as the fifth or sixth study.

It is important to note that the Units 3 & 4 sequences of VCE VET programs are not designed as stand-alone studies. In order to receive the VET qualification, students must undertake the entire Units 1 to 4 structure of a VCE VET program.

VCE VET - Business

VCE VET Business provides students with Units 1 – 4 VCE (with a study score contributing to their ATAR) as well as Certificate II in Business. Business is studied in conjunction with the full VCE allowing students to achieve their VCE and their VET certificate concurrently.

The certificate in Business is designed to provide students with a range of operational management and work place skills which will enable them to continue through advanced post-secondary education or apply the skills in a business situation.

Units 1 & 2 – Certificate II in Business (BSB20115)

On successful completion of this program students are eligible for:

- The award of BSB20115 Certificate II in Business
- Recognition for two VCE units at Unit 1 & 2 level

Students must achieve the following units of competence in order to be successfully awarded Certificate II in Business.

Units of Competence

Unit Code	Unit Name	Nominal Hours
BSBWHS201	Contributes to health and safety of self and others	20
BSBCUS201	Deliver a service to customers	40
BSBIND201	Work effectively in a business environment	30
BSBWOR204	Use business technology	20
BSBITU213	Use digital technologies to communicate remotely	20
BSBITU201	Produce simple word processed documents	60
BSBWOR202	Organise and complete daily work activities	20
BSBCMM201	Communicate in the workplace	40
BSBWOR203	Work effectively with others	15
BSBINM202	Handle Mail	15
BSBSUS201	Participate in environmentally suitable work practices	20
BSBINM201	Process and maintain workplace information	20
Total		300

Assessment

Students will be assessed on their performance on a minimum of two of the assessment tasks selected from:

- Work performance
- Work project
- Product
- Portfolio including SACs
- End of semester exam

VCE VET - Business

Unit 3 & 4 - Certificate III in Business (BSB30115) - Partial completion

Students will complete Units 3 & 4 of Business together with achieving the following units of competence from Certificate III in Business.

On successful completion of this two year program, students will:

- Receive a study score towards their ATAR
- Receive recognition for four VCE VET units: two at unit 1 & 2 and two at unit 3 & 4
- Be awarded the VCE VET Certificate II in Business (BSB20115)
- Be awarded a Statement of Attainment documenting achievement of units of competence that can contribute to completion of BSB30115 Certificate III in Business.

Units of Competence

Unit Code	Unit Name	Nominal Hours
BSBWOR301B	Organise personal work priorities and development	30
BSBINM301A	Organise workplace information	30
BSBITU306A	Design and produce business documents	80
BSBCUS301B	Deliver and monitor a service to customers	35
BSBPRO301A	Recommend products and services	20
Total		195

Assessment

Students will be assessed on their performance on a minimum of two of the assessment tasks selected from:

- Work performance
- Work project
- Product
- Portfolio
- Examination

Contributions to Final Assessment	
Unit 3 & 4 School Assessed Coursework	66%
Unit 3 & 4 Examination	34%

VCE VET - Music (Sound Production)

The Certificate III in Music (Sound Production) has been developed in conjunction with music industry professionals and is delivered over two years. The program sets out to provide students with a range of competencies that are considered by the Music Industry to be a relevant and useful preparation to pursue a career or further study in industries such as music, radio, television, media or entertainment. VET Music (Sound Production) is studied in conjunction with the full VCE or VCAL programs, which allow students to achieve their VCE or VCAL and their VET certificate concurrently.

Units 1 & 2 – Certificate III in Sound Production (CUS30915) - Partial Completion

On successful completion of this program students are eligible for:

- The award of a partial certificate in CUS30915 Certificate III Sound Production
- Receive recognition for three VCE VET at Unit 1 & 2 level
- Receive recognition of one VCAL unit when a student has been assessed as competent in units totalling 90 nominal hours

Students must achieve the following units of competence and those offered at Unit 3 & 4 in order to be successfully awarded CUS30915 Certificate III Sound Production

Units of Competence

1. Core

Unit Code	Unit Name	Nominal Hours
BSBWHS201	Contribute to health and safety of self and others	20
CUAIND303	Work effectively in the music industry	35
CUAMLT302	Apply knowledge of style and genre to music industry practice	40
CUFCMP301A	Implement copyright arrangements	20
Total		115

2. Electives

Unit Code	Unit Name	Nominal Hours
CUASOU201	Develop basic audio skills and knowledge	40
CUASOU202	Perform basic sound editing	30
Total		70

Assessment

Students must demonstrate competency by completing practical and theory based outcomes for each Unit of Competence. Assessment will be school based.

VCE VET - Music (Sound Production)

The Certificate III in Music (Sound Production) has been developed in conjunction with music industry professionals. The program sets out to provide students with a range of competencies that are considered by the music industry to be a relevant and useful preparation to pursue a career or further study in industries such as music, radio, television, media or entertainment. VET Music (Sound Production) is studied in conjunction with the full VCE or VCAL programs, which allow students to achieve their VCE or VCAL and their VET certificate concurrently.

Units 3 & 4 – Certificate III in Sound Production (CUS30915)

On successful completion of this program, students will:

- Receive the award of CUS30915 Certificate III in Sound Production
- Receive recognition of up to five VCE VET units: three at unit 1 & 2 and a Unit 3 & 4 sequence
- Receive recognition of one VCAL unit when a student has been assessed as competent in units totaling 90 nominal hours

Units of Competence

Unit Code	Unit Name	Nominal Hours
CUASOU311	Mix music in a studio environment	60
CUASOU306	Operate sound reinforcement systems	40
CUASOU307	Record and mix a basic music demo	40
CUASOU308	Install and disassemble audio equipment	40
CUASOU402	Manage audio input sources	30
Total		210

Assessment

Students must demonstrate competency by completing practical and theory based outcomes for each unit. Assessment will be school based with an external examination for those students wishing to obtain a study score. A study score is available to students who successfully complete all aspects of VCE assessment.

Contributions to Final Assessment	
Coursework Tasks	66%
Written Examination	34%

Please Note:

Students must satisfactorily complete Unit 1 & 2 VCE VET – Music (Sound Production) before undertaking Unit 3 & 4.

VCE VET - Sport and Recreation

The Certificate III in Sport & Recreation is part of a Vocational Education and Training in Schools program. Parts of the program are offered as credit transfers from VCE units studied in Years 11 and 12. Sport & Recreation is studied in conjunction with the full VCE or VCAL allowing students to achieve their VCE or VCAL and their VET certificate concurrently.

The Certificate in Sport & Recreation is designed to provide students with a range of competencies which are considered by the Sport and Recreation Industry to be a relevant and useful preparation for employment in the industry. Students develop a wide-ranging foundation in entry level training for all sectors of the Sport and Recreation industry.

Units 1 & 2 – Certificate III in Sport & Recreation (SIS30115) – Partial Completion

On successful completion of this program students are eligible for:

- The award of **SIS30115** Certificate III in Sport & Recreation – (Partial)
- Recognition for two VCE VET at Unit 1 & 2 level
- Receive recognition of one VCAL unit when a student has been assessed as competent in units totalling 90 nominal hours

Students must achieve the following units of competence in order to be successfully awarded a partial Certificate III in Sport & Recreation

Units of Competence

Year 1		
Unit Code	Unit Name	Nominal Hours
BSBWOR301	Organise personal work priorities and development	30
HLTAID003	Provide first aid	18
HLTWHS001	Participate in workplace health and safety	20
ICTWEB201	Use social media tools for collaboration and engagement	20
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions	20
SISXCCS001	Provide quality service	25
SISXEMR001	Respond to emergency situations	18
SISXFAC002	Maintain sport, fitness and recreation facilities	14
SISXCAI002	Assist with activity sessions	15
SISXFAC001	Maintain equipment for activities	5
Total		185

Assessment

Students must demonstrate competency by completing practical and theory based outcomes for each Unit. Assessment will be school based.

VCE VET - Sport and Recreation

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, recreation officer and sports administrative services. Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Units 3 & 4 – Certificate III in Sport & Recreation (SIS30115)

On successful completion of this program students will:

- Receive the award of SIS30115 Certificate III Sport & Recreation
- Receive recognition for four VCE VET Units: two at Unit 1 & 2 and two at Unit 3 & 4
- Receive recognition of one VCAL unit when a student has been assessed as competent in units totalling 90 nominal hours

Units of Competence

Unit Code	Unit Name	Nominal Hours
SISSSCO001	Conduct sport coaching sessions with foundation level participants	50
SISXCAI004	Plan and conduct programs	35
SISXCAI306	Facilitate groups	25
SISXRES002	Educate user groups	25
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control	50
Total		185

Assessment

Students must demonstrate competency by completing practical and theory based outcomes for each Unit.

Contributions to Final Assessment	
Coursework Tasks	66%
Written Examination	34%

Please Note:

Students seeking a study score to contribute towards their ATAR must satisfactorily complete Unit 2 VCE VET - Sport & Recreation before undertaking Unit 3 & 4.

VCAL VET Program Structure

Introduction

VCAL students are required to undertake a VET program accredited by the Victorian Qualifications Authority (VQA).

VCAL VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCAL and a nationally accredited Vocational Education and Training certificate.

Aims

The aims of the VCAL VET programs are to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in related industries
- enable participants to gain a recognised credential and make a more informed choice of vocation or career paths

Assessment

VCAL VET programs have specific requirements regarding demonstration of competence and appropriate assessment of competence.

All VCAL students **MUST** undertake a work placement program which sanctions students to match their VET course with their Industry Placement (Structured Workplace Learning – SWL), as required. Failure to meet this requirement will result in not meeting the VCAL requirements of the VCAA VCAL certificate.

Certificate II in Engineering Studies

The Certificate II in Engineering Studies has been developed to provide pre-employment training and pathways in the engineering, manufacturing or related industries and accommodate entry into the wider engineering industry.

Year 1 – Certificate II in Engineering Studies (22470VIC) - Partial Completion

On successful completion of this program students are eligible for:

- The award of a partial certificate in 22470VIC Certificate II in Engineering Studies
- Receive recognition of one VCAL unit when a student has been assessed as competent in units totalling 90 nominal hours

Students must achieve the following units of competence and those offered at Year 2 in order to be successfully awarded 22209VIC Certificate II Engineering Studies

Units of Competence

Unit Code	Unit Name	Nominal Hours
MEM13014A	Apply principles of OH&S in the work environment	10
MEM18001C	Use hand tools	20
MEM18002B	Use power tools/hand held operations (F / M)	20
VU22329	Report on a range of sectors in the manufacturing, engineering and related industries	30
VU22330	Select and interpret drawings and prepare three dimensional (3D) sketches and drawings	20
VU22331	Perform basic machining processes	40
VU22332	Apply basic fabrication techniques	40
VU22335	Perform metal machining operations	60
Total		240

Assessment

Students must demonstrate competency by completing practical and theory based outcomes for each Unit of Competence. Assessment will be school based.

Certificate II in Engineering Studies

The Certificate II in Engineering Studies has been developed to provide pre-employment training and pathways in the engineering, manufacturing or related industries and accommodate entry into the wider engineering industry.

Year 2 – Certificate II in Engineering Studies (22470VIC)

On successful completion of this program students are eligible for:

- The award of 22470VIC Certificate II in Engineering Studies
- Receive recognition of one VCAL unit when a student has been assessed as competent in units totalling 90 nominal hours

Units of Competence

Unit Code	Unit Name	Nominal Hours
MEMPE006A	Undertake a basic engineering project	80
VU22333	Perform intermediate engineering computations (F / M / T)	40
VU22334	Produce basic engineering components and products using fabrication and machining operations (F / M)	60
Total		180

Assessment

Students must demonstrate competency by completing practical and theory based outcomes for each Unit of Competence. Assessment will be school based.

VET – Small Business (Operations/Innovation)

The VET Small Business program comprises one certificate II with a VCAL VET credit for every 90 Nominal hours Completed. Certificates II are typically completed over two years.

The VET Small Business program aims to:

- provide participants with the knowledge, skills, and competency that will enhance their training and employment prospects within small business contexts across a range of industry sectors
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

22480VIC Certificate II in Small Business (Operations/Innovation)

On successful completion of this program students are eligible for:

- 22480VIC Certificate II in Small Business (Operations/Innovation)

Students must achieve the following units of competence in order to be successfully awarded Certificate II in Business.

Units of Competence

Compulsory Units		
Unit Code	Unit Name	Nominal Hours
BSBWHS201	Contribute to health and safety of self and others	20
VU22520	Contribute to small business operations and innovation	50
VU22521	Develop elementary skills for small business environments	50
VU22522	Follow small business policies and procedures	40
VU22523	Undertake basic market research and promotion for a small business product or service	60
VU22524	Participate in small business quality processes	25
VU22525	Assist with the presentation of public activities and events	25
VU22526	Follow procedures for routine financial activities of a small business	20
Subtotal:		290
Elective Units		
BSBPRO301	Recommend products and services	20
BSBWOR202	Organise and complete daily work activities	20
FNSFLT301	Be MoneySmart	40
ICTWEB201	Use social media for collaboration and engagement	20
SITXCCS006	Provide service to customers	25
VU22527	Contribute to small business planning	40
Total		455

Assessment

Students will be assessed on their skills and knowledge through a variety of assessment tasks. Assessment tasks may include:

- Work performance
- Work project
- Written questions

Observation of practical tasks.

VET – Off Campus

VCAL students may apply to complete the VET courses listed below through the Wyndham Cluster and Trade Training Centres. Students are responsible for their own transport from the relevant campus however a bus will operate taking students to the various campuses. Students who study VET Off-Campus are expected to keep up-to-date with their schoolwork in all subjects.

Certificate	Venue	Years
Certificate III Allied Health assistance (Partial Completion)	The Gordon Werribee Campus	1 & 2
Certificate II Animal Studies	Manor Lakes P-12	1 & 2
Certificate II Applied Fashion Design & Technology	Thomas Carr College	1 & 2
Certificate II Automotive Vocational Preparation	The Grange	1 & 2
*Certificate III Aviation (Remote Pilot – Visual Line of Sight)	Werribee Secondary	1
Certificate II Building & Construction (Bricklaying Pre-Apprenticeship)	Thomas Carr College	1 & 2
Certificate II Building & Construction (Carpentry Pre-Apprenticeship)	Thomas Carr College	1 & 2
Certificate II Civil Construction	The Gordon Hoppers Crossing Campus	1 & 2
Certificate II Community Services	Good News Lutheran College	1
Certificate II Community Services	Werribee Secondary	2
Certificate II Dance	Hoppers Crossing Secondary College	1 & 2
Certificate III Early Childhood Education & Care	Wyndham Community & Education Centre	1 & 2
Certificate II Electrotechnology Studies	Wyndham Central College	1 & 2
Certificate II Engineering Studies	Mackillop College	1 & 2
Certificate II Furniture Making	Thomas Carr College	1 & 2
Certificate II Horticulture	Werribee Park - Werribee South	1 & 2
Certificate III Information, Digital Media & Technology	Wyndham Central College	1 & 2
Certificate II Kitchen Operations	Heathdale Christian College	1 & 2
Certificate III Laboratory Skills	Mount St Joseph Girls College	1 & 2
Certificate III Make-Up	The Grange	1 & 2
Certificate III Music Industry (Performance)	Manor Lake College	1 & 2
Certificate II Plumbing (Pre-Apprenticeship)	Wyndham Central College	1
Certificate II Plumbing (Pre-Apprenticeship)	The Gordon Hoppers Crossing Campus	2
Certificate III Screen and Media	Manor Lakes College	1 & 2
Certificate II Small Business	Al-Taqwa College	1 & 2
Certificate II Visual Arts	Manor Lakes College	1 & 2

* indicates a 1 year only course, students must be in Year 12 to apply.

An additional fee applies to these programs which must be paid in full prior to the school year commencing for the enrolment to be completed.

Please consult the VET Leader for any course that is not listed that you may have an interest in pursuing.

NOTE: This list is based on 2019 electives as the 2020 offerings are still being developed

VCAL - Literacy and Numeracy Skills Strand

Introduction

The Curriculum in this Learning Program will provide literacy and numeracy skills development and experiences that are important for the vocational, employability and personal development outcomes of VCAL.

Aims

Study in this strand is designed to:

- develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and community
- develop knowledge, skills and understanding relevant to the practical application of numeracy in the contexts of home, work and the community

Literacy Skills purpose statement

The purpose of literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

Literacy includes reading, writing and oral communication skills.

Numeracy Skills purpose statement

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields.

Curriculum selected for numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community.

Achievement at each level

Curriculum selected for the literacy skills component of the Learning Program must be at the award level. Literacy at the award level indicates capabilities that are important for achievement in all curriculum areas of the VCAL Learning Program.

One credit will be awarded for the successful completion of one VCE or VCAL unit that totals approximately 100 nominal hours. Students must successfully attain a minimum of two credits in this strand for each award level that they undertake - one literacy and one numeracy credit. The literacy unit must be at the award level. The numeracy unit does not have to be selected at the award level and can make up one of the five units that are not award level credits.

VCAL - Industry Specific Skills Strand

Introduction

The Curriculum in this Learning Program will provide vocational skills development and experiences that are important for the vocational and employability outcomes of the VCAL.

One credit will be given for the successful completion of accredited vocational education and training units or modules that total approximately 90 nominal hours. Students must successfully complete a minimum of one credit in the Industry Specific Skills strand to meet the minimum VCAL course requirements.

Curriculum selected for this strand can include:

- VCE units such as Design and Technology units (in Foundation level only)
- VCE VET units
- A combination of selected units or modules of VET Certificates that are in total approximately 90 nominal hours. Examples include:
 - Certificates III in Music (Technical Production)
 - Certificate III in Beauty Services
 - Certificate II Sport and Recreation
 - Certificate III in Business

Aims

Study in this strand is designed to:

- develop key knowledge and key skills in a vocational context that assists the student in making informed choices regarding further learning and/or employment
- provide vocational experiences relevant to student interests and abilities
- provide pathways to further study into higher level VCAL, VCE or VET courses

Industry Specific Skills purpose statement

The purpose of the Industry Specific Skills strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. Whilst specific VET units can be curriculum components of this strand, the Learning Program should focus on the orientation towards a number of vocational contexts in order for students to make informed choices as to the pathway options available to them through the VCE, VET and employment.

Curriculum selected for the Learning Program should provide a range of experiences within a particular industry sector to assist students to make informed decisions for future pathways choices and to promote the student's employability skills. It is not specifically intended that students will graduate as qualified in an occupational area, but that they will have gained highly relevant experience and developed employability skills for an industry sector.

VCAL - Work Related Skills Strand

Introduction

The Work Related Skills Units have been developed to recognise learning not recognised within other qualifications that is valued within community and work environments as preparation for employment. Locally developed curriculum that uses different social and work contexts to develop the interests and employability skills of young people can be selected for inclusion in the Work Related Skills Units.

Aims

The Work Related Skills Units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work-related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop occupational health and safety awareness
- develop and apply transferable skills for work related contexts.

The Work Related Skills Strand is designed at three levels – Foundation, Intermediate and Senior. These levels reflect the progression in knowledge, skills and attributes relating to work related skills.

Each level of the Unit One Work Related Skills is designed to achieve learning outcomes important for Occupational Health & Safety and the development of career goals. Unit Two is designed to achieve learning outcomes important for work related skills, employability skills and career goals.

If a student is undertaking work placement as part of their VCAL Learning Program, they must undertake the Work Related Skills Unit One and/or an appropriate accredited Occupational Health and Safety unit of competence prior to commencement of the work placement.

The Work Related Skills units at each level reflect the progression in skills, knowledge and attitude development of work related skills. For example:

- at Foundation level, a ‘basic work related activity’ means a single or basic grouping of activities at Certificate I level conducted under close supervision with access to high levels of direction
- at Intermediate level, a ‘work related goal’ means work undertaken at Certificate II level conducted under supervision and reasonably autonomous in regard to planning and work activities
- at Senior level, a ‘complex work-related project’ involves work undertaken at Certificate II/III level, conducted under supervision and autonomous in regard to planning and work activities

Curriculum selected for this strand must be drawn from nationally recognised Certificates or training package qualifications at the intermediate and senior level. At the foundation level curriculum selected can be drawn from either nationally recognised Certificates or training package qualifications or a VCE unit that has a vocational focus e.g. VCE Design and Technology.

Work Related Skills VCAL units can be delivered through work placement in community settings.

Work Related Skills purpose statement

The Work Related Skills Units are designed for use within the Work Related Skills Strand of VCAL. The purpose of the Work Related Skills Strand is to develop skills, knowledge and attitudes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways open to them. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.

The Key Competencies that are the basis of the Work Related Skills Units are as follows:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems

VCAL - Personal Development Skills Strand

Introduction

The Personal Development Skills units have been developed to recognise learning, not recognised within other qualifications, that is valued within the community and that develops the knowledge, skills and attributes identified in this strand.

The units enable students to develop personal development skills through participation in locally developed curriculum. Locally developed programs must enable the achievement of the Personal Development Skills unit learning outcomes.

Aims

The Personal Development Skills units are designed to develop:

- self-awareness
- improved health and wellbeing
- commitment to, and achievement of, personal goals
- social and community awareness
- civic and civil responsibility

The Personal Development Skills Strand is designed at three levels – Foundation, Intermediate and Senior. These levels reflect the progression in knowledge, skills and attributes relating to personal development.

Two units exist in each level. Unit One focuses on the development of appropriate knowledge, skills and attributes in relation to self, personal organisation, planning skills, problem solving and interpersonal skills. This can be achieved through participation in activities related to person, health and wellbeing, educational, social or family experiences of a practical nature. Unit Two focuses on the development of appropriate knowledge, skills and attributes in relation to community engagement, social awareness, interpersonal skills, planning and organisational skills.

Many youth development programs delivered by VCAL providers will involve students in external provider activities and/or community based projects. Learning programs that incorporate a youth development philosophy will require a commitment to flexible learning and delivery.

Personal Development Skills Purpose Statement

The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards the development of self, understanding social responsibility, participating in and building community, civic and civil responsibility and improved self-confidence and self-esteem. The development of knowledge, skills and attributes in this strand underpins the development of skills in the three other VCAL curriculum strands.

Personal development includes self-esteem and personal qualities developed through valuing personal achievement and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving. Locally designed programs can be developed to enable students to meet the learning outcomes of a Personal Development Skills VCAL unit.

Gaining credit/s toward the award of the VCAL

Students must successfully complete a minimum of one VCAL Personal Development Skills unit at the award level (or above) they are enrolled in to meet the VCAL course requirements.