FOREWORD

Welcome to your full Victorian Certificate of Education (VCE) curriculum experience at Yarra Valley Grammar!

Outlined in this document is information regarding subjects and arrangements for students undertaking their VCE at Yarra Valley Grammar.

The requirements for satisfactory completion of the VCE are set down by the Victorian Curriculum and Assessment Authority (VCAA) and the School is charged with the responsibility of administering these requirements.

The subjects offered by Yarra Valley Grammar comprise a wonderful array of units, which allow students to choose a course of study from the specific to the general depending on their strengths, interests and career aspirations.

Choosing a course can be a difficult and challenging process and it is recommended to all students and parents that considerable time is spent reading the relevant information and speaking with the School’s Subject and Careers advisors prior to submitting their subject preferences.

The final years of school are an interesting, exciting and busy time for all students as they not only complete their secondary education and prepare to move into tertiary study or the workforce, but also involve themselves in a range of other sporting, cultural, personal and professional areas of life.

I wish all students every success in the completion of their secondary studies at Yarra Valley Grammar.

Andrew Hocking
Deputy Principal – Head of Senior School
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YEAR 11 – GENERAL STATEMENT

Students are expected to promote a caring and positive learning environment in which each student is treated fairly, has the opportunity to develop a feeling of self-worth and belonging and is able to learn.

It is each student’s responsibility to:

- Come to class regularly, on time and with the required books, equipment and work preparation having completed all set tasks and fully prepared for outcome and assessment tasks
- Follow instructions from the teacher
- Be thoughtful, respectful and courteous to others
- Support and respect the learning and achievement of others
- Participate positively and constructively in group discussions and activities
- Use the Student Planner to assist good organisation and study habits
- Use the Student Planner to assist communication between parents and teachers
- Keep books, equipment and classrooms tidy, clean and free of graffiti.
- Strive for excellence in all they undertake

STRUCTURE

Year 11 is the first year of the two year Victorian Certificate of Education (VCE). Many students would have been granted permission to commence their VCE in Year 10 by studying one Unit 1 and Unit 2 subject. Consequently, many students may apply to complete the equivalent Unit 3 and 4 (Year 12) subject in Year 11.

VCE Unit 1 and 2 subjects are structured in a similar way to VCE subjects Unit 3 and 4 so that students can experience the expectations and requirements of this subject level a year earlier, and thus be best prepared for the final year of school. Each VCE subject has a class time allocation of seven hours / ten-day cycle. Students are expected to complete additional time at home. Examinations are held in each Unit 1 and 2 subject at the end of the semester.

PASTORAL CARE

In Year 11 each student is assigned to a tutorial. The Tutor will usually teach the student, however this is not always possible. The Tutor should be the first point for parent contact. The Tutor will monitor the academic and social progress of each student and will regularly have a discussion with each student regarding his or her performance across all areas of school endeavour.

Year 11 Tutors are supported by the Year Level Co-ordinator, the Head of Senior School, counsellors and other teaching staff.

HOMEWORK

The School believes in the value of homework on a regular basis. It is difficult to insist on particular lengths of time to be spent each evening but, as a guide, Year 11 students should be spending two and a half hours over five nights completing homework. This time is to be spent completing set tasks given by the teacher, reviewing the day’s lesson, preparing summary notes of concepts and content studied, revising for assessment tasks and examinations and preparing for future lessons and topics. There will of course be times when more than this is required, particularly if students are studying a Unit 3 and 4 subject. Further details on the School’s expectations of homework are detailed in the Student Planner.
ASSESSMENT

For Unit 1 & 2 subjects, students will complete outcomes tasks consistent with the VCE Study Design for each subject. In most cases, outcome tasks will be completed in class time which is similar to Unit 3 & 4 subjects. At the end of each semester, students will sit an examination for each VCE subject.

Students and parents will receive formal feedback on each assessment task and examination via Canvas, the School’s online learning platform.

For Units 3 & 4, students will complete School-assessed Coursework (SACs) or School-assessed Tasks (SATs) as stipulated by the study design. In most cases these outcome tasks are completed in class time. There will be VCAA examinations for each subject in November. Students will also sit the GAT in June.

The School’s and VCAA’s guidelines regarding the completion of outcome tasks must be adhered to at all times.

SPORT

As part of the School’s stated expectation, all students in Year 12 are required to participate in the School’s sporting program which includes participating in timetabled sport each Wednesday afternoon (unless training with a Firsts team) and playing sport against other schools at their fixtured time each playing week during the season, usually on a Saturday or for some Firsts teams that may play matches on Friday afternoons. Students are also expected to attend training after school on the designated day. Clear guidelines are set out in the Student Planner with regards to sport, and students and their parents should familiarise themselves with these.

OTHER ACTIVITIES

Students are required to obtain a minimum of 30 Co-curricular points each year and as such are encouraged to involve themselves in a broad range of co-curricular activities. There is an abundant range of activities offered to Year 11 students in the many musical ensembles, sporting activities, drama productions, debating teams and Community Links activities. Year 11 students have the opportunity to apply to be part of the ‘Supportive Friends’ program, which initially involves attending a day seminar and then working primarily with Year 7 and 8 students.

The School has a short term student exchange opportunity to France for senior French students. There are also exchange opportunities to Japan and China which may be of interest to some Year 11 students.

Year 11 students may also choose to participate in the Year 11 Presentation Ball and/or attend the Year 11 Social during their second last year of school.
YEAL 12 – GENERAL STATEMENT

Students are expected to promote a caring and positive learning environment in which each student is treated fairly, has the opportunity to develop a feeling of self-worth and belonging, and is able to learn.

It is each student’s responsibility to:

- Come to class regularly, on time and with the required books, equipment and work preparation having completed all set tasks and fully prepared for outcome and assessment tasks
- Follow instructions from the teacher
- Be thoughtful, respectful and courteous to others
- Support the learning and achievement of others
- Participate positively and constructively in group discussions and activities
- Use the Student Planner to assist good organisation and study habits
- Use the Student Planner to assist communication between parents and teachers
- Keep books, equipment and classrooms tidy, clean and free of graffiti
- Strive for excellence in all they undertake

STRUCTURE

Year 12 is the final year of the two year Victorian Certificate of Education (VCE). Students are expected to complete five Unit 3 and 4 subjects. Many students will have already completed a Unit 3 and 4 sequence in Year 11. Most Year 12 students have a number of private study periods across the ten-day timetable. Students use these periods to complete schoolwork in the Senior Student Centre or the Pascoe Resource Centre. Students cannot leave the school site during private study periods.

PASTORAL CARE

Each Year 12 student is assigned to a tutorial. The Tutor may teach the student, however this is not always possible. The Tutor should be the first point for parent contact. The Tutor will monitor the academic and social progress of each student and will regularly have a discussion with each student regarding his or her performance across all areas of school endeavour. The Year 12 Tutors are supported by the Year Level Co-ordinators, the Head of Senior School, counsellors and other teaching staff.

HOMEWORK

The School believes in the value of homework on a regular basis. Year 12 students should be spending at least three hours over five nights completing homework, preparing for SACs and revising their notes in preparation for tests and examinations. This time is to be spent completing set tasks given by the teacher, reviewing the day’s lesson, preparing summary notes of concepts and content studied, revising for assessment tasks and examinations and preparing for future lessons and topics. There will of course be times when more than this is required. Further details on the School’s expectations of homework are detailed in the Student Planner.

ASSESSMENT

For Units 3 & 4, students will complete School-assessed Coursework (SACs) or School-assessed Tasks (SATs) as stipulated by the study design. In most cases these outcome tasks are completed in class time. There will be VCAA examinations for each subject in November. Students will also sit the GAT in June.

The School’s and VCAA’s guidelines regarding the completion of outcome tasks must be adhered to at all times and these are overseen by the VCE Co-ordinator.
SPORT
As part of the School’s stated expectation, all students in Year 12 are required to participate in the School’s sporting program which includes participating in timetabled sport each Wednesday afternoon (unless training with a Firsts team) and playing sport against other schools at their fixtured time each playing week during the season, usually on a Saturday or for some Firsts teams that may play matches on Friday afternoons. Students are also expected to attend training after school on the designated day. Clear guidelines are set out in the Student Planner with regards to sport, and students and their parents should familiarise themselves with these.

OTHER ACTIVITIES
Students are required to obtain a minimum of 30 Co-curricular points each year and as such are encouraged to involve themselves in a broad range of co-curricular activities. There is an abundant range of activities offered to Year 12 students in the many musical ensembles, sporting activities, drama productions, debating teams and Community Links activities. Year 12 students may decide to continue their involvement in the ‘Supportive Friends’ program.

There are a number of Year 12 activities to enjoy during this final year including the Year 12 Formal which is a highlight of the year.
VCE SUBJECT SELECTION GUIDELINES

Selecting the best and most suitable subjects for your VCE studies is essential and so please note the following regarding the subject selection process:

1. Students and parents should carefully read the information contained in this booklet.

2. Students and/or parents may wish to make an appointment with Mrs Susannah Ciardulli to discuss their subject choices for Years 11 and 12. The booklet must have been read prior to attending the appointment.

3. Students and parents complete and sign the initial subject preference form, and submit by the due date. Year 11 students wishing to study a Unit 3 & 4 subject must submit the relevant application form at this stage. Subject preference information contained on this form will be used by the School to determine the VCE subject blocking. No student’s subject choice is approved or finalised at this stage.

4. Several weeks after the initial choice, students will submit their subjects according to the blocking grid. Students may not automatically be allocated all their chosen subjects. Reasons for this are:
   - A subject will only be offered after a viable number of students have selected that subject.
   - Two or more of their subjects may be offered in the same block, thus creating a clash. If this happens, the student will need to reconsider their initial choice and choose an alternative subject in a different block. No student’s subject choice is approved or finalised at this stage.

5. Following the end of year examinations, all students’ results and intended subject choices for the following year are reviewed. Further contact with students and parents may be made by the School to discuss subject selection. Examples of this may be where a student has done very well in a subject that they have not selected in the following year or where a student has not done very well in a subject that they are wishing to study in the following year. Following this review, students’ subject choices are approved.

Please note: Yarra Valley Grammar reserves the right to cancel a subject offered. Students directly affected by this decision will be informed as soon as possible. Some subjects may not be offered in a particular year.

Students may not be permitted to select a subject if the specific class in which they would be allocated is full.
**VCE TERMINOLOGY**

The table below outlines and briefly explains key VCE terminology.

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<tr>
<th>Term</th>
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<th>Description</th>
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<tr>
<td>Australian Tertiary Admissions Rank</td>
<td>ATAR</td>
<td>Figure determined by VCE results that is used for entry to tertiary institutions. Maximum ATAR is 99.95.</td>
</tr>
<tr>
<td>Derived Examination Score</td>
<td>DES</td>
<td>Students who are unable to sit a Unit 3 and 4 examination due to serious illness or equivalent can apply for a Derived Examination Score. Previous results, including the GAT, are used in determining this result.</td>
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<tr>
<td>General Achievement Test</td>
<td>GAT</td>
<td>Three hour test held in June that is completed by all students studying a Unit 3 and 4 subject. It is used by the VCAA as part of its checking of student results. It can also be used for students who apply for a Derived Examination Score.</td>
</tr>
<tr>
<td>School-assessed Coursework</td>
<td>SAC</td>
<td>Assessment tasks completed by students in Units 3 and 4 that are internally assessed and used along with examination results to determine the Study Score and ATAR.</td>
</tr>
<tr>
<td>School-assessed Tasks</td>
<td>SAT</td>
<td>Assessment tasks completed by students in Units 3 and 4 that are internally assessed and used along with examination results to determine the Study Score and ATAR. SATs are completed in VCD, Studio Art and Design Technology.</td>
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<tr>
<td>Special Provision</td>
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<td>Procedure used for students studying a Unit 3 and 4 subject who suffer some disadvantage in the completion of their SACs, SATs or examinations.</td>
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<td>Victorian Certificate of Education</td>
<td>VCE</td>
<td>Name of the Victorian post-compulsory school certificate.</td>
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<tr>
<td>Victorian Curriculum and Assessment Authority</td>
<td>VCAA</td>
<td>State authority that oversees the VCE.</td>
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<tr>
<td>Victorian Tertiary Admissions Centre</td>
<td>VTAC</td>
<td>Institution that oversees the collection, processing and distribution of tertiary preferences and offers.</td>
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<tr>
<td>Vocational Education and Training</td>
<td>VET</td>
<td>Nationally recognised vocational certificate. Certificates may be integrated within a VCE program and contribute to the completion of the VCE.</td>
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YARRA VALLEY GRAMMAR EXPECTATIONS

It is expected that all students will satisfy the VCE outcomes, thus gaining an “S” (satisfactory completion) for each subject. In brief, to achieve their VCE students are required to:

1. Gain “S” in at least 16 VCE units.

2. Gain “S” in at least three units of English, Literature or English as an Additional Language (EAL), two of which must be Units 3 and 4.

3. Gain “S” in at least three of their Unit 3 and 4 sequences, other than English/English Literature (two can be VET sequences).

Note: English Requirements

1. Year 11 students are required to study either English Units 1 and 2, Literature Units 1 and 2 or English as an Additional Language (EAL). A small number of students may decide to study two of these subjects.

2. To satisfy VCE requirements, Year 12 students can choose to study English, English as an Additional Language (EAL), or Literature. A small number of students may decide to study two of these subjects. Students who satisfactorily completed English Units 1 and 2 and Literature Units 3 and 4 in Year 11 are strongly advised to study English Units 3 and 4 in Year 12, but this is not a requirement.

While students can choose to study Unit 1 and/or Unit 2 of any VCE subject, Unit 3 and 4 subjects must be taken as a sequence.

COMPLETION OF WORK TO SATISFY VCE REQUIREMENTS

All students are expected to satisfactorily complete all set tasks and requirements set down by their teachers or the School by the due date. If students do not meet work deadlines, a letter is sent home to parents giving notification of this and the time granted for completion. If satisfactory work is still not submitted, a subsequent letter is forwarded notifying parents of the School’s decision regarding the non-completion of work.

In Unit 1 and 2 subjects, most outcome tasks for assessment will be completed in class time, however if this is not the case, and a student does not complete work by the due date, an extension of time may be offered to satisfy the outcome of the VCE requirement. If the outcome task is not completed after the designated period, the student will remain after school until it is completed. While submitting the work after the due date will allow the student to gain a ‘satisfactory’ (S) for the outcome as required for their VCE, this work will be awarded an ‘ungraded’ (UG) on their Yarra Valley Grammar report.

In Unit 3 and 4 subjects, school based assessment tasks are referred to as SACs (School-assessed Coursework). All SACs must be completed in class time on the date set by the teacher. A medical certificate or equivalent is required for students who are absent at the time of a SAC. Non-attendance for a SAC without approval may result in the student not being given any marks for that particular SAC.

OVERALL ASSESSMENT OF UNIT 3 AND 4 STUDIES

Each subject will have three assessment components but these will vary, e.g.

- **English:**
  - Coursework for Unit 3: 25%
  - Coursework for Unit 4: 25%
  - Examination (end of year): 50%

- **Biology:**
  - Coursework for Unit 3: 20%
  - Coursework for Unit 4: 20%
  - Examination (end of year): 60%

- **Drama:**
  - Coursework assessment (Units 3 and 4): 40%
  - Solo Performance Examination: 35%
  - Examination (end of year): 25%
AUTHENTICATION

It is essential that any work submitted is genuinely that of the student and that no “undue assistance” has been given. This applies to assistance from teachers, parents, tutors, friends, etc. It means that material from sources must be noted in footnotes and, while as part of the preparation process someone can point to errors or aspects that need improvement, they must not actually do the work for the student. This in particular applies to School-assessed Tasks in subjects such as Studio Art where not all work is done under teacher supervision.

Given that most assessed work in most subjects is done in the classroom under supervision, authentication problems are unlikely to arise.

SPECIAL PROVISION (UNITS 3 AND 4 SUBJECTS ONLY)

If illness or emotional difficulties in the preparation for a SAC or examination have adversely affected a student’s performance, he or she can apply to the teacher in charge of this area for Special Provision. This requires the student to complete a form and provide evidence (e.g. medical certificate) related to the matter. Once received, the School can apply one or more options so that the student can complete the work with minimal disadvantage. It is the responsibility of the student to make application for Special Provision. This procedure is explained early in the year.

NON-SCORED VCE

Some students may choose to complete their Victorian Certificate of Education without obtaining an ATAR. This means that they complete all subject outcomes to a Satisfactory (S) standard with no internal results being formally recorded and examinations are not sat at the end of the year. This arrangement is only a possibility for students who do not intend to complete tertiary study requiring an ATAR in the year or years immediately following Year 12. A conversation with Mr Damian Ellul, VCE Co-ordinator and Mrs Susannah Ciardulli, Careers Advisor is required before making the decision to complete a non-scored VCE.

ENTRY INTO TERTIARY COURSES

Students are strongly encouraged to speak with the Careers Practitioner, Mrs Susannah Ciardulli regarding their tertiary study options. As specific tertiary course entrance details and requirements vary significantly from course to course and institution to institution, the Careers Practitioner can access the latest information on these important issues.
Art, Design & Technology

PRODUCT DESIGN AND TECHNOLOGY – TEXTILES UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 Product Design Technology – Textiles, Units 1 & 2 Product Design and Technology - Textiles ➔ Units 3 & 4 Product Design and Technology - Textiles

Unit 1 Description

Unit 1 focuses on the analysis, modification and improvement of an existing product design to create a more sustainable product. In their role of designer, students work through the creative problem solving process to develop a modified garment that fulfils a human need. Students learn about the tools, materials, processes and techniques required to design and manufacture the garment using a range of fabrics.

Unit 2 Description

In Unit 2, students develop their design skills within a collaborative context. Individually and in teams, students work from a given scenario to create a brief and a range of garments, drawing inspiration from an historical or cultural movement or style. The chosen designs are then realised as finished garments through a process of planning, manufacture and evaluation.

Assessment Tasks

- Design folio SAT
- Final product and production journal SAT
- Product and production methods SAT
- Sustainability analysis SAC
- End of semester examination
Unit 3 Description

Unit 3 examines the demands of the industrial and commercial market, explores ways in which design is used to solve problems in the broader community, and ways in which decisions are made about the use of technology. Students are required to negotiate a design brief with a client or end user and carry out development activities arising from the brief. School-assessed coursework requires students to explain the role of the designer and how products are designed and produced to meet the needs of an end user as well as products intended for manufacture in an industrial or commercial setting. Students examine new and emerging technologies and issues associated with obsolescence and sustainability systems and models.

Assessment Tasks

- Define a design problem SAC
- Sustainability and Product design process in industry SAC
- Design Folio SAT

Unit 4 Description

Using comparison, Unit 4 focuses on how judgements are made regarding the success of products. The environmental, economic and social impacts of the product’s life cycle are analysed. The role and influence of producer, promotion and marketing is examined. Students are required to examine the relationship between aesthetic appeal, function of products and user needs. They are also required to explain the role of marketing in design and product development. Using their choice of resistant materials, students complete production activities that arise from a brief. They also evaluate the outcomes of design and production activities in relation to client’s needs.

Assessment Tasks

- Design Folio SAT
- Product Analysis & Comparison SAC
- End of year examination
PRODUCT DESIGN AND TECHNOLOGY - WOOD UNITS 1 & 2

Available to:  Year 11 students

Suggested Pathway: Year 10 Product Design and Technology – Wood, ➔ Units 1 & 2 Product Design and Technology (Wood) ➔ Units 3 & 4 Product Design and Technology (Wood)

Unit 1 Description

Unit 1 focuses on the analysis, modification and improvement of an existing product design to create a more sustainable product. In their role of designer, students work through the creative problem solving process to develop a modified product that fulfils a human need. Students learn about the tools, materials, processes and techniques required to design and manufacture the product using a range of resistant materials.

Unit 2 Description

In Unit 2, students develop their design skills within a collaborative context. Individually and in teams, students work from a given scenario to create a brief and a range of products, drawing inspiration from an historical or cultural movement or style. The chosen designs are then realised as finished products through a process of planning, manufacture and evaluation.

Assessment Tasks

- Design folio SAT
- Final product and production journal SAT
- Product and production evaluation SAC
- Sustainability analysis
- End of semester examination
PRODUCT DESIGN AND TECHNOLOGY - WOOD UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Year 10 Product Design and Technology – Wood ➔ Units 1 & 2 Product Design and Technology -Wood ➔ Units 3 & 4 Product Design and Technology - Wood

Unit 3 Description

Unit 3 examines the demands of the industrial and commercial market, explores ways in which design is used to solve problems in the broader community, and ways in which decisions are made about the use of technology. Students are required to negotiate a design brief with a client or end user and carry out development activities arising from the brief. School-assessed coursework requires students to explain the role of the designer and how products are designed and produced to meet the needs of an end user as well as products intended for manufacture in an industrial or commercial setting. Students examine new and emerging technologies and issues associated with obsolescence and sustainability systems and models.

Assessment Tasks

- Define a design problem SAC
- Sustainability and Product design process in industry SAC
- Design Folio SAT

Unit 4 Description

Using comparison, Unit 4 focuses on how judgements are made regarding the success of products. The environmental, economic and social impacts of the product’s life cycle are analysed. The role and influence of producer, promotion and marketing is examined. Students are required to examine the relationship between aesthetic appeal, function of products and user needs. They are also required to explain the role of marketing in design and product development. Using their choice of resistant materials, students complete production activities that arise from a brief. They also evaluate the outcomes of design and production activities in relation to client’s needs.

Assessment Tasks

- Design Folio SAT
- Product Analysis & Comparison SAC
- End of year examination
STUDIO ART UNITS 1 & 2

Available to: Year 11 students
Suggested Pathway: Year 10 Studio Art ➔ Units 1 & 2 Studio Art ➔ Units 3 & 4 Studio Art

Unit 1 Description

This unit focuses on the investigation of sources of inspiration, which generate creativity and the exploration of a range of materials and techniques. There are a number of mediums that will be explored within the course, including painting, drawing and printmaking. Students complete drawing and exploratory tasks using the materials and techniques associated with each specific area of focus. They cover a variety of studio experiences in each medium and complete a study of the ways artists use similar materials and techniques. They also explore the diverse sources of inspiration artists draw upon.

Students will explore how artists from different times and cultures have interpreted a range of subjects and themes and how they have used a variety of materials and techniques in their artistic expression of these themes.

Unit 2 Description

In Unit 2, students work on establishing effective design methodology and skills in the visual analysis of art. They further develop the broad range of 2D or 3D mediums, skills and techniques experienced and explored in Unit 1. They continue the study of artists and designers and the use of art elements and design principles in their work. The key aspects of this unit include the development of a range of directions and solutions in their chosen medium. They will also analyse the design elements and principles in work produced by selected artists.

Students will explore how artists from different times and cultures have created aesthetic qualities in their work, communicated ideas and developed styles.

Assessment Tasks

- Exploration Folio SAT
- Folio of finished artworks SAT
- Art Analysis SAC
- End of semester examination
STUDIO ART UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Units 1 & 2 Studio Art ➞ Units 3 & 4 Studio Art

Units 3 & 4 Description

Units 3 and 4 examine the ways artists have developed and refined their individual working methods, introduced new processes, skills and equipment, and sought to establish and maintain high standards of artistic achievement in a wide range of art forms. Through the application of a design process, instigated by an individual exploration proposal, students explore and develop ideas, skills and processes in order to construct a range of potential directions for their chosen art form. From this, they produce a cohesive folio of finished artworks. This process also considers the development of ideas within the constraints imposed by clients, sponsors, patrons and employers. Students will also investigate and discuss the work of artists from different cultural and/or historical contexts to gain an understanding of individual art practices and the ways in which artists develop their styles.

During the course of the year, students will also:

- Discuss the artistic practices of a range of artists and the ways in which these artists develop aesthetic qualities and styles in their artwork and employ materials, techniques and processes
- Discuss ways in which artworks reflect artists’ interpretations of subject matter, influences, cultural contexts and communication of ideas and meanings
- Analyse and discuss the legal obligations and ethical considerations involved in the use made of the work of other artists in the making of new artwork
- Research and discuss art practices in relation to particular artworks or art form/s, and the ways in which artists develop styles in their artwork
- Analyse and discuss methods involved in the presentation of artworks
- Analyse the roles of different types of galleries and the people who work in them
- Analyse the ways in which galleries deal with preservation and conservation issues
- Describe and compare the roles of public galleries, commercial galleries and other art spaces
- Discuss curatorial, exhibition design and promotional methods and considerations involved in preparing and presenting an exhibition and/or displaying artworks
- Identify and discuss methods and considerations involved in the conservation of artworks

Assessment Tasks

- Exploration Proposal
- Exploration Folio SAT
- Folio of completed art works SAT
- Art Analysis SAC
- Galleries and methods used to exhibit, preserve and conserve artworks SAC
- End of year examination
VISUAL COMMUNICATION AND DESIGN (VCD) UNITS 1 & 2

Available to: Year 11 students
Suggested Pathway: Year 10 Visual Communication and Design ➔ Units 1 & 2 VCD ➔ Units 3 & 4 VCD

Unit 1 Description

The primary focus of Unit 1 is on students developing drawings skills as a means of communication. Students explore drawing methods used for observation, visualisation and presentation as well as a range of methods, media and materials in order to present their objects in 3 dimensions. Students are required to explore design elements and principles in the creation of two visual communications that will satisfy specific purposes. Students will also explore the range of influencing factors on contemporary design.

Assessment Tasks

- **Outcome One:** Drawing as a means of Communication SAT
- **Outcome Two:** Design Elements and Principles SAT
- **Outcome Three:** Visual Communications in context SAC
- End of semester examination

Unit 2 Description

Unit 2 offers students a practical context for learning and applying drawing methods and an opportunity to develop their knowledge and practice of the application of technical drawing conventions. Students will apply manual freehand and technical drawing techniques to ‘translate’ existing designs and to render them. Students will also explore and use Typography in combination with imagery to develop a deeper understanding of its role in creating visual communications in both print and screen based formats. Through engagement with specific aspects of the design process, students will create final presentations for given briefs.

Assessment Tasks

- **Outcome One:** Technical drawing in context SAT
- **Outcome Two:** Type and imagery in context SAT
- **Outcome Three:** Applying the design process
- End of Semester examination
VISUAL COMMUNICATION AND DESIGN (VCD) UNITS 3 & 4

Available to: Year 12 students
Suggested Pathway: Units 1 & 2 VCD ➔ Units 3 & 4 VCD

Unit 3 Description

The main purpose of Unit 3 is to provide students with the knowledge and skills to undertake a successful design process. Through the analysis of communication, environmental and product design, students respond to stimulus material to gain information and inspiration that will give them an opportunity to increase their practical skills and knowledge with a view to creating their own designs. Students will also investigate design industry practices of contemporary Australian and international designers to gain an understanding of how visual communications are produced within a professional industry context. From this, they will prepare a detailed brief, complete research and generate ideas that are relevant to their brief. This brief will form the basis of their School Assessed Task which is completed in Unit 4.

Assessment Tasks

- Design Folio SAT
- Create Visual Communications for specific contexts SAC
- Analysis of a contemporary designer form different design fields SAC

Unit 4 Description

The focus of Unit 4 is the final stage of the design process where final presentations based on the brief developed in Unit 3 are produced and presented. This focus provides students with an opportunity to review and develop different design concepts that address the brief requirements and the client need. Selected concepts are further developed and refined and final presentations created reflecting creative approaches and appropriate use of materials, methods and techniques. Students will then formulate a pitch that simulates a market strategy to promote the design solutions resolved in the final presentations and sell them to the client.

Assessment Tasks

- Design Folio SAT
- End of year examination
Business Studies

ACCOUNTING UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Finance and Investment or Accounting and Business Management ➔ Units 1 & 2 Accounting ➔ Units 3 & 4 Accounting

Unit 1 Description – 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.

Unit 2 Description - 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.

Assessment Tasks

- Tests
- Essays
- Folio of exercises
- Case studies
- End of semester examination
ACCOUNTING UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Finance and Investment or Accounting and Business Management ➔
Units 1 & 2 Accounting ➔ Units 3 & 4 Accounting

Unit 3 Description - 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. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Unit 4 Description - 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. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework and financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Assessment Tasks

- Structured questions
- Folio of exercises (manual and using ICT)
- Test (manual and using ICT)
- End of year examination
BUSINESS MANAGEMENT UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Finance and Investment or Accounting and Business Management ➔ Units 1 & 2 Business Management ➔ Units 3 & 4 Business Management

Unit 1 Description – Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. 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.

There are three Outcomes in this unit. The first examines the creation of the business idea and methods to foster a culture of business innovation and entrepreneurship. The second outcome requires students to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning. The final outcome requires students to be able to describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 2 Description – Establishing a business

This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, how to staff the business and establish a customer base. 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.

There are three outcomes included in Unit 2. Outcome one requires students to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures. The second outcome requires students to examine 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. The last outcome is related to staffing, and requires students to 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

- Case studies
- Tests
- Research tasks
- Oral presentations
- Reporting on site visits, guest speakers, and/or work placement in a small business
- End of semester examination
BUSINESS MANAGEMENT UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Units 1 & 2 Business Management ➔ Units 3 & 4 Business Management

Unit 3 Description – 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. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

There are three outcomes in this Unit. The first requires students to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills. The second requires students to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees. The final outcome requires the student to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4 Description – Transforming a business

In Unit 4, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students 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.

There are two outcomes in Unit 4. The first requires students 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. The second requires students 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 Tasks

- Case studies
- Essays
- Tests
- End of year examination
ECONOMICS UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: Law and the Economy → Units 1 & 2 Economics → Units 3 & 4 Economics

Unit 1 Description - The Behaviour of Consumers and Businesses

In Unit 1, students examine some of the current research about the ways individuals respond to incentives and how technology may have affected their behaviour. Students will be encouraged to investigate contemporary examples and case studies. There are two outcomes in Unit 1. Outcome one will enable students to understand how scarce resources can be allocated to meet unlimited needs and wants (the economic problem). Students will appreciate their role in the economy and investigate how decisions made by households and businesses in the economy affect their living standards. Outcome two involves an examination of the market system and the basic demand and supply model to help explain how resources are allocated in a modern economy. The use of case studies and an examination of a specific market will be used to help develop students’ understanding.

Unit 2 Description – Contemporary economic issues

Unit 2 examines the relationship between a range of economic objectives and the need to compromise through deliberately trading-off objectives to achieve the best overall economic outcome in terms of maximising living standards for Australians. There are three outcomes in unit two. Outcome one examines the potential trade-offs between the pursuit of ‘strong and sustainable economic growth’ and ‘sustainable development’. The measurement of these economic outcomes (such as GDP, and Real GDP per Capita) and the benefits of each objective will be an important part of this outcome. Outcome two involves the examination of the relationship between the goals of ‘Economic Efficiency’ and ‘Equity in the Distribution of Income’. Measures used to evaluate the level of achievement of these economic outcomes and the benefits of each will be important considerations. Students will be required 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. Outcome three will enable students 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 Tasks

- Tests
- Folio of tasks (media reviews, collections of current economic issues in newspapers and applied economics exercises)
- Analyses of written, visual and statistical evidence
- Debates
- Oral presentations, role play and multimedia presentations
- Written reports
- End of semester examination
ECONOMICS UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Introduction to Law and the Economy ➔ Units 1 & 2 Economics ➔ Units 3 & 4 Economics

Unit 3 Description - Australia’s economic prosperity

In Unit 3, students investigate the role of ‘The Market’ in allocating scarce resources and factors likely to affect the price and quantity traded for a range of products. They will develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students will examine contemporary issues to explain the need for (and nature of) government intervention in markets and why markets can sometimes fail to maximise society’s wellbeing (market failure). Students will also review unintended consequences of government intervention in the market. Students examine the macroeconomy and factors influencing levels of Aggregate Demand and Aggregate Supply and use models to examine how changes in these variables affect the achievement of Government domestic economic goals and living standards. There are three Outcomes in Unit 3. The first relates to an introduction to microeconomics by examining the Market System, resource allocation and government intervention. In the second Outcome students examine a range of key (Government) economic goals. In the third outcome, students explain the factors that may influence Australia’s international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government’s domestic macroeconomic goals and living standards in Australia.

Unit 4 Description - Managing the economy

In Unit 4, students develop an understanding of the strategies the federal government uses to achieve key economic goals. It introduces students to budgetary and monetary policies, examining how these are applied in order to influence consumer behaviour and aggregate demand and strategies the federal government uses to improve living standards through effective management of supply side factors in the economy. Students examine how fiscal policy is used to influence aggregate supply. There are two Outcomes. The first involves an examination of aggregate demand policies (fiscal and Monetary) and the achievement of economic stability. Students will explain the nature and operation of government macroeconomic demand management policies and analyse how they have been implemented to achieve economic goals over the past two years. Students will discuss the strengths and weaknesses of the respective policies in affecting living standards. Outcome two relates to an investigation of aggregate supply policies. Students will discuss the nature and purpose of aggregate supply policies and analyse how these have been implemented to achieve economic goals over the past two years. Students will also discuss the strengths and weaknesses of the respective policies in affecting living standards.

Assessment Tasks

- Folio of applied economic exercises
- Tests (multiple choice and short and extended written responses)
- End of year examination
LEGAL STUDIES UNITS 1 & 2

Available to: Year 10 and Year 11 students
Suggested Pathway: Law and the Economy ➔ Year 10 Legal Studies ➔ Units 1 & 2 Legal Studies ➔ Units 3 & 4 Legal Studies

Unit 1 Description - Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person’s or group’s rights and breaching civil law can result in litigation. 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.

There are three Outcomes in this Unit, including Legal Foundations, The Presumption of Innocence and Civil Liability.

Unit 2 Description - 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.

There are three Outcomes in this Unit, including Sanctions, Remedies and Rights.

Assessment Tasks

- Case studies
- Tests
- Research tasks
- Oral presentations
- Reporting on site visits, guest speakers, and/or work placement in a small business
- End of semester examination
LEGAL STUDIES UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Law and the Economy ➔ Year 10 Legal Studies ➔ Units 1 & 2 Legal Studies ➔ Units 3 & 4 Legal Studies

Unit 3 Description - Rights and justice

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

There are two Outcomes in this Unit, including The Victorian Criminal Justice System and The Victorian Criminal Justice System.

Unit 4 Description - The people and the law

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

There are two Outcomes in this Unit, including The People and the Australian Constitution and The People, The Parliaments and The Courts.

Assessment Tasks

Assessment tasks will be selected from the following:

- Short answer test
- Folio of three analytical exercises
- Assignment
- Annotated visual display
- Essay
- Report using a multimedia format
- Research report
- Analysis of a contemporary legal commentary
- End of year examination
Drama

DRAMA UNITS 1 & 2

Available to: Year 11 students
Suggested Pathway: Year 10 Performance Project ➔ Units 1 & 2 Drama ➔ Units 3 & 4 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. 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.

Unit 2 – Australian Identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. 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. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

Assessment Tasks

- Demonstrate the use of play-making techniques to devise and develop a solo and/or ensemble drama works based on stories and/or characters • document the use of processes to create and develop stories and characters in drama
- Perform devised solo and/or ensemble drama work that features stories and characters.
- Analyse the drama work created and performed in Outcomes 1 and 2
- Write an analysis of a professional production in response to structured questions
DRAMA UNITS 3 & 4

Available to: Year 12 students
Suggested Pathway: Units 1 & 2 Drama ➔ 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. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse and evaluate a professional drama.

Assessment Tasks
• Develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived.
• Analyse the use of processes, techniques and skills to create and present a devised ensemble performance.
• Analyse and evaluate a professional drama performance.

Unit 4 Description

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 further develop and refine these skills as they create a performance in response to a prescribed structure.

Assessment Tasks
• A one- to two-minute presentation of a solo demonstration devised from given stimulus material. AND A short oral or written statement, which describes techniques used in the demonstration.
• Analysis and evaluation of the solo performance devised in Outcome 2.
• End of year Solo Performance examination
• End of year Written examination
Digital Technologies

VCE COMPUTING UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathway: App Design and/or IT Fundamentals ➔ Year 10 IT ➔ Units 1 & Computing ➔ Units 3 & 4 Informatics

Unit 1 Description

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 1 involves a considerable amount of practical computing including the use of: Data and infographics, Web authoring and multimedia authoring software, Image editing software such as Adobe Photoshop and Visualising thinking tools.

Unit 2 Description

In this unit students focus on data and how the application of computational, design and systems thinking skills to support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Unit 2 involves a considerable amount of practical computing including the use of: Programming or scripting languages such as PHP or Visual Basic, Database management system software such as Microsoft Access and Spreadsheet development such as Microsoft Excel.

Assessment Tasks

- Reports
- Tests
- Visual Presentations
- Projects
- End of semester examination
INFORMATICS UNITS 3 & 4

Available to: Year 11 and Year 12 students
Suggested Pathway: Game Design and/or Basic IT → Year 10 IT → Units 1 & 2 Computing

Unit 3 & 4 Description

In Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.

Unit 3 involves a considerable amount of practical computing including the use of:

- Database management system software;
- Spreadsheet development;
- Image editing software; and
- Project planning tools.

Unit 4 involves a considerable amount of practical computing including the use of:

- Software tools to manipulate data for creating a multimodal online solution;
- Project planning tools.

Assessment Tasks

- Written report or visual report
- Tests
- Folio
- End of year examination
VCE MEDIA UNITS 1 & 2

Available to: Year 10 and Year 11 students
Suggested Pathway: Year 9 Media ➔ Year 10 Media ➔ Units 1 & 2 Media ➔ Units 3 & 4 Media

Unit 1 Description

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

Students 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 develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 2 Description

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. 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.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Assessment Tasks

- audiovisual or video sequences
- radio or audio sequences
- photographs
- print layouts
- sequences or presentations using digital technologies
- posters
- written responses
- oral reports
- End of semester examination
VCE MEDIA UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Year 9 Media ➔ Year 10 Media ➔ Units 1 & 2 Media ➔ Units 3 & 4 Media

Unit 3 Description

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.

Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They 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. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4 Description

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 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.

Assessment Tasks

- A research portfolio and accompanying documentation examining aspects of the selected media form.
- Production exercises with accompanying documentation that demonstrate a range of skills in the use of media technologies and production processes relevant to the student selected media form.
- A media production design plan based on the selected media form identified in Unit 3, Outcome 2.
- A media product developed from the media production design produced in Unit 3.
- End of year examination
ENGLISH UNITS 1 & 2

Available to: Year 11 students
Suggested Pathway: Year 10 English ➔ Units 1 & 2 English ➔ Units 3 & 4 English

Units 1 & 2 Description

The focus of Units 1 and 2 is the reading, viewing and analysis of texts for comprehension, discussion, comparison and analysis. The aim is to continue to develop competence in a variety of written forms, and in the use of oral communication, to interact positively, critically and confidently with audiences in formal and informal settings. There are no prerequisites for entry to Units 1, 2 and 3, although students must undertake Unit 3 prior to Unit 4.

Assessment Tasks

- Reading and creating texts - two essay responses, one analytical and one creative, for two different texts
- Reading and comparing texts - one comparative essay response
- Analysing and presenting argument - two written language analysis tasks, two point of view tasks (one written, one oral)
- End of semester examination

ENGLISH UNITS 3 & 4

Available to: Year 12 students
Suggested Pathway: Units 1 & 2 English ➔ Units 3 & 4 English

Units 3 & 4 Description

The focus of Units 3 and 4 is the consolidation and development of critical responses to both literary and non-literary texts and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms. In addition, students demonstrate the ability to communicate complex ideas to an audience through a prepared oral presentation. There is no prerequisite Unit 3, although students must undertake Unit 3 prior to Unit 4.

Assessment Tasks

- Reading and creating texts - two essay responses, one analytical and one creative, for two different texts
- Comparing texts - one comparative text response
- Analysing and presenting argument – one language analysis task and one oral point of view task
- End of year examination
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) UNITS 1 & 2

Available to: Year 11 EAL students
Suggested Pathway: Year 10 EAL → Units 1 & 2 EAL → Units 3 & 4 EAL

Units 1 & 2 Description
The focus of Units 1 and 2 is to read, view and analyse text for comprehension, enjoyment and discrimination. The aim is to extend the student's competence in using standard Australian English in order to meet the demands of further study, the workplace and their own needs and interests. In addition, students will develop competence in a variety of written forms and in the use of oral language to interact with audiences in formal and informal settings.

Assessment Tasks
- Reading and creating texts - two essay responses, one analytical and one creative, for two different texts
- Reading and comparing texts - one comparative essay response
- Analysing and presenting argument - two language analysis tasks, two point of view tasks (one written, one oral)
- End of semester examination

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) UNITS 3 & 4

Available to: Year 12 EAL students
Suggested Pathway: Year 10 EAL → Units 1 & 2 EAL → Units 3 & 4 EAL

Units 3 & 4 Description
The focus of Units 3 and 4 is the development of critical responses to both literary and non-literary texts, and the ability to write for different purposes and audiences in a variety of forms. The aim is to extend the students’ competence in using standard Australian English in order to meet the demands of further study, the workplace and their own needs. In addition, students demonstrate the ability to communicate ideas to an audience through prepared oral presentations and undertake a listening comprehension task.

Assessment Tasks
- Reading and creating texts - two essay responses, one analytical and one creative, for two different texts
- Reading and comparing texts - one comparative essay response
- Analysing and presenting argument - two language analysis tasks, two point of view tasks (one written, one oral)
- Listening to texts – one listening and comprehension task
- End of year examination
LITERATURE UNITS 1 & 2

Available to: Year 11 students
Suggested Pathway: Year 10 Literature / Year 10 English ➔ Units 1 & 2 Literature ➔ Units 3 & 4 Literature

Units 1 & 2 Description

The study of Literature is about developing knowledge and enjoyment of a wide range of literary texts. It shares with English a general focus on the skilled use of the resources of language, but has a distinctive focus in that Literature comprises texts which are valued for their use of language to recreate and interpret experience imaginatively. Units 1 and 2 include works of various genres and include classical and popular, traditional and modern literature. There are no prerequisites for entry to Units 1, 2 and 3, although students must undertake Unit 3 prior to Unit 4.

Assessment Tasks

- Text – a range of responses to texts, including essays, passage analyses and oral presentations.
- End of semester examination

LITERATURE UNITS 3 & 4

Available to: Year 12 students
Suggested Pathway: Units 1 & 2 Literature ➔ Units 3 & 4 Literature

Units 3 & 4 Description

Units 3 and 4 are based on the premise that meaning is derived from interaction between the text and the experience that the reader brings to it, providing an opportunity for students to examine the ways in which literature represents experience and to consider these in the light of their own understanding and experience. It encompasses texts that vary in cultural origin, genre and world view, and includes traditional and modern literature. There is no prerequisite Unit 3, although students must undertake Unit 3 prior to Unit 4.

Assessment Tasks

- Text – a range of responses to texts, including essays, passage analyses and oral presentations
- End of year examination
Food Studies

FOOD STUDIES UNITS 1 & 2

Available to: Year 10 and 11 students

Suggested pathway: Year 9 Food Dynamics ➔ Year 10 Food for Life ➔ Units 1 & 2 Food Studies ➔ Units 3 and 4 Food Studies

Unit 1 Description - 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. In Area of Study 1 students 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. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Unit 2 Description – Food Makers

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

Assessment Tasks

- School Assessed Tasks that include both written and practical work
- End of semester examination
FOOD STUDIES UNITS 3 & 4

Available to: Year 11 and 12 students

Suggested pathway
Year 9 Food Dynamics ➔ Year 10 Food for Life ➔ Units 1 & 2 Food Studies ➔ Units 3 and 4 Food Studies

Unit 3 Description – 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. Area of Study 2 focuses on 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.

Unit 4 Description – 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. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. 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. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Assessment Tasks

- School Assessed Tasks that include both written and practical work
- End of semester examination
Available to: Year 10 and Year 11 students

Suggested Pathway: Year 10 Health ➔ Unit 1 Health and Human Development ➔ Unit 2 Health and Human Development ➔ Units 3 & 4 Health and Human Development

**Unit 1 Description - Understanding health and wellbeing**

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. In this unit 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. Students look at multiple dimensions of health and wellbeing, 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. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health area of focus.

**Unit 2 Description - 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 and examine 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. 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.

**Assessment Tasks**

- Case study / media analysis task
- Data analysis task
- Tests
- Oral / multimedia presentation tasks
- Written response / written report
- End of unit examinations
Available to: Year 11 and Year 12 students

Suggested Pathway: Year 10 Health → Unit 1 & 2 Health and Human Development → Units 3 & 4 Health and Human Development

Unit 3 Description - Australia’s health in globalised world

On completion of the unit, students 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 of population groups within Australia.
- Understand the biological, sociocultural and environmental factors that contribute to the health of all Australians.
- Identify public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4 Description - Health and human development in a global context

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

- Analyse similarities and differences in health status and burden of disease globally.
- Identify the characteristics of high, middle and low income countries
- Explain the concepts of human development, including the advantages and disadvantages of the Human Development Index
- Understand the concept and dimension of sustainability and its role in the promotion of health and wellbeing.
- Identify the implications for health and wellbeing of global trends such as climate change, conflict and mass migration, increased trade and tourism and digital technologies.

Assessment Tasks

- Case study analysis
- Data analysis
- Written test
- End of year examination
VCE OUTDOOR AND ENVIRONMENTAL STUDIES UNIT 1 & 2

Available to: Year 10 and Year 11 students
Suggested Pathways: Unit 1 Outdoor and Environmental Studies → Unit 2 Outdoor and Environmental Studies → Units 3 & 4 Outdoor and Environmental Studies

Unit 1 Description - Exploring outdoor experiences

Unit 1 examines the ways in which humans understand and relate to outdoor environments in the context of a variety of outdoor experiences. The unit focuses on different types of coastal, bushland and wetland environments. Students develop an understanding of these environments through practical experiences. Students learn practical skills related to minimising their impact through use of codes of conduct, as well as planning for safe and sustainable participation in outdoor environments. Coastal environments are investigated via snorkeling within Port Phillip Bay and other exploration activities. Provide first aid qualifications are also gained during these experiences. Interactions with wetland and bushland environments is undertaken via a canoe journey around the waters of Glenmaggie, mountain biking, sailing Lillydale Lake, and a walk along the Alpine trail. Navigation and map reading is taught via orienteering lessons and practical applications in a range of environments.

Unit 2 Description - Discovering outdoor environments

Unit 2 focuses on human related impacts on natural environments. This unit investigates Victorian Alpine areas and students undertake analysis of human conceptions of nature, as well as human interactions with outdoor environments. Students identify activities such as conservation, commercial interactions and recreation, exploring the environmental impacts and environmental legislation related to these activities. Students engage in practical experiences such as cross-country skiing, tree planting, bushwalking and surfing, in the locations they investigate within the classroom. Locations can include Lake Mountain, Apollo Bay and the Great Otways National Park. All activities focus on minimal impact practices.

Assessment Tasks

- Case Studies
- Journals on practical experiences
- Structures questions
- Written responses
- End of unit examinations
VCE OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Unit 1 & 2 Outdoor and Environmental Studies → Units 3 & 4 Outdoor and Environmental Studies

Unit 3 Description - Relationships with outdoor environments

Unit 3 considers the ecological, historical and social contexts of relationships between humans and outdoor environments in Victoria. It examines the impact of those relationships on the outdoor environment. The first area of study looks at the history of interactions with key outdoor environments. Relationships with Australian outdoor environments as expressed by indigenous Australians and non-Indigenous settlers are studied. The influence of increasing population, industrialisation, nation building projects and environmentalism are investigated. The second area of study examines how technology, commercialisation, social responses to risk taking, and the media have shaped contemporary views and uses of the outdoor environment. The unit also investigates the contemporary issues of climate change, renewable energy and water management from social and political perspectives. For the practical component of this unit the Grampians National Park is explored via bushwalking, canoeing, rock climbing and abseiling activities, along with a cultural tour of the region. Lysterfield Park’s health is then investigated, through a mountain biking adventure and analysis of the lake. The Bass Coast is also explored through investigations into the recreational, conservational, tourism and primary industries in the region.

Unit 4 Description - Sustainable outdoor relationships

Unit 4 focuses on the health of Victorian outdoor environments and the sustainability of interactions humans have with outdoor environments. Students investigate the importance of healthy natural environments for biodiversity, individual wellbeing and the future of society. Students study methods for evaluating the health of environments and investigate the current state of the environment. Students also develop an understanding of conflicts of interest regarding the use of outdoor environments and the methods that groups use to influence decision-making. Decision-making processes, including management strategies, acts of parliament and international conventions regarding use of natural environments are also studied. During this unit, the use and management of the Murray-Darling Basin is investigated during an extended canoe journey.

Assessment Tasks

- Case Study and Written analysis
- Practical activity journals
- Data analysis
- Structured questions
- End of year examination
VCE PHYSICAL EDUCATION STUDIES UNIT 1 & 2

Available to: Year 10 and Year 11 students
Suggested Pathway: Year 10 Physical Education Studies → Unit 1 Physical Education → Unit 2 Physical Education → Units 3 & 4 Physical Education

Unit 1 Description - The Human body in motion

How does the body produce energy for physical movement?
Students examine the fuels and systems that are responsible for generating physical movement at varying intensities, and they work together to produce physical performances. The fatiguing consequences of physical activity and how the body responds will also be examined.

How does the musculoskeletal system work to produce movement?
Students examine how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during 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.

How does the cardiorespiratory system function at rest and during physical activity?
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 these systems and their contributions and interactions during 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.

Unit 2 Description - Physical activity, sport and society

What are the relationships between physical activity, sport, health and society?
Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate 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 create and implement an activity plan that meets the physical activity and sedentary behaviour guidelines.

What are the contemporary issues associated with physical activity and sport?
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 which may be include declining levels of physical activity across the lifespan, active transport, gender equity in sport, safety in physical activity and sport, children and competitive sport, the community and recreation, access to physical activity for population groups such as children, Aboriginal and Torres Strait Islander people with disabilities. Students develop an understanding of the historical, and current perspectives of the issue and forecast future trends.

Assessment Tasks

- Laboratory projects
- Multimedia presentations, including two or more data types
- Class tests or reports, online and offline
- A physical simulation or model
- An oral presentation such as podcast or debate
- End of semester examination
Unit 3 Description - Movement skills and energy for physical activity

How are movements 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.

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.

Unit 4 Description - Training to improve performance

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.

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.

Assessment Tasks

- Case studies, written reports or data analysis
- Laboratory activities and write-ups
- Class written tests
- A reflective folio
- Examination Revision Resource
- End of year examination
Humanities

GEOGRAPHY UNITS 1 & 2

Available to: Year 10 and Year 11 students

Suggested Pathways: The Violent Earth ➔ Global Issues ➔ Units 1 & 2 Geography ➔ Units 3 & 4 Geography or Units 3 & 4 Global Politics

Unit 1 Description

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Students will explore different kinds of hazards and develop a deep understanding of the world through fieldwork and investigation of a wide range of secondary sources. They will also look at how people travel to different destinations and the immense impact that is derived from this travel.

In Unit 1 Geography is centred on the nature of and response to ‘Hazards and Disasters’. 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, climate change including their causes and impacts, human responses to hazard 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.

Unit 2 Description

In Unit 2 Geography explores the characteristics of and impact of ‘Tourism’. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Assessment Tasks

- Field work reports
- Structured questions
- Case Studies
- Folio of exercises
- End of semester examination
GEOGRAPHY UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathways: Units 1 & 2 Geography ➔ Units 3 & 4 Geography or Units 3 & 4 Global Politics

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
- 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.

Unit 4: Human Population - trend and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places. 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. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Assessment Tasks:

- Fieldwork reports
- Structured questions
- Analysis and interpretation of geographical data and maps
- Examination
HISTORY – TWENTIETH CENTURY UNITS 1 & 2

Available to: Year 10 and Year 11 students
Suggested Pathway: Images of War and/or Larrikins, Losers and Leaders and/or Yankees, Indians and Rebels and/or War Boom and Bust and/or Australia and the World ➔ Units 1 & History – Twentieth Century ➔ Units 3 & 4 History - Revolutions and/or Units 3 & 4 Global Politics

Unit 1 Description: 1918 - 1939

The first half of the twentieth century was a period marked by significant change. The traditional order of the nineteenth century was challenged and overturned due to ideology and conflict. Societies and individuals were in a state of flux where more change seemed to be the only certainty. Unit 1 focuses on the period in Germany following the Great War (1919) through to The Second World War. It investigates the rise and fall of democracy followed by the rise of Nazism and Adolf Hitler, and the impact that the policies and programs of the Nazis had on social life. The plight of the Jews during this period is studied through the examination of social and cultural change during the period. This includes visiting the Jewish Holocaust Centre and viewing the film ‘Schindler’s List’.

Unit 2 Description: 1945 - 2000

Unit 2 examines some of the main events, competing ideologies and social and challenges and changes that occurred following the end of the Second World War in 1945. It explores the increasing interplay between domestic events and international developments of the Cold War, which were a feature of this period. It examines the conflicting political ideologies of this war, in particular communism, democracy and nationalism. The roles and involvements of the United States and USSR are examined looking at the impact in Vietnam. The role of social and political movements that emerged during this period is investigated in the Civil Rights Movement of the United States of America and Australia.

Assessment Tasks

- An analysis of historical interpretations
- Essay
- End of semester examination
Available to: Year 11 and Year 12 students

Suggested Pathways: Year 10 War Boom and Bust ➔ Units 3 & 4 History – Australian (Y11) ➔ Units 3 & 4 History Revolutions (Y12) or Units 1 & 2 History - Twentieth Century ➔ Units 3 & 4 History - Australian

Unit 3 Description

In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers 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 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 effects of this legislation and examine who was benefitted from this and who was excluded in the context of the country’s egalitarian and progressive aspirations.

Unit 4 Description

In this unit students investigate the continuing developing of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. The case study of The Great Depression will examine how the nation’s priorities were redirected as a result of economic, political and social crisis. The experience of the Depression gave rise to renewed thinking by Australians about how to achieve the type of society envisaged at the time of Federation. Students then explore social, economic and political changes in the latter part of the twentieth century, drawing on changes from Australia’s involvement in the Vietnam War and the new patterns of immigration.

Assessment Tasks

- Historical inquiry
- Analysis of primary sources
- Evaluation of historical interpretations
- Essay
- End of year examination
HISTORY – REVOLUTIONS UNITS 3 & 4

Available to: Year 11 and Year 12 students
Suggested Pathway: Units 1 & 2 History – Twentieth Century ➔ Units 3 & 4 History - Revolutions

Unit Description

Unit 3 focuses on the French Revolution. What are the causes and consequences of revolution? How important was the role of Louis XVI in the onset of the Revolution, or were revolutionary ideas more significant? The ideas emerging from the French Revolution have had a significant influence on contemporary values and attitudes. Unit 3 explores the meaning of revolutions and addresses the need for debate and reasons for action of different people in different situations. Why was Louis executed? Why did The Terror occur, and what were the outcomes of the Revolution? The unit also explores the reasons why different people have presented the history of the Revolution differently. Each area of study within the unit investigates the causes and the consequences and role of key ideas, individuals and groups within the revolution. The areas of study include: the causes and consequences of revolution covering the years 1774 to 1795.

Unit 4 Description

From the crises facing Tsarist Russia to the ramifications of Lenin’s death, the Russian Revolution has had a profound impact on twentieth century history. What are the causes and consequences of revolution? Unit 4 studies the reasons for the fall of Europe’s largest empire, and the transformation from a feudal society to an industrial communist society. Why did the Tsarist Government refuse reform? How important was the impact of the Great War on events leading up to the Revolution? Was Marxist ideology an important factor in the rise of the Bolshevik Party or was its leader, Lenin, the driving force behind the Revolution? Were the basic principles of the Revolution rejected once the old regime had been defeated? These questions are the focus of this unit. The unit will also study how history has been interpreted over time. Each area of study investigates the causes and the effect and role of key ideas, individuals and groups within the Revolution. Areas of study include: the cause of the revolution from 1896 and the consequences of the revolution from new economic policy in 1927.

Assessment Tasks

- Historical inquiry
- Analysis of primary sources
- Evaluation of historical interpretations
- Essay
- End of year examination
GLOBAL POLITICS UNITS 3 & 4

Available to: Year 11 and Year 12 students

Suggested Pathway: Flashpoints and/or Global Issues ➔ Units 1 & 2 History ➔ Units 3 & 4 Global Politics

Unit 3 Description

In Unit 3 students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

For the purposes of this study, the term ‘non-state actors’ covers a range of global actors: altruistic non-government organisations (NGOs), for example Amnesty International and Greenpeace; organised religions; terrorist movements and organised crime syndicates.

This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century that students need to understand to contextualise contemporary global situations, focus needs to be on the twenty-first century when choosing particular examples and case studies.

Unit 4 Description

In Unit 4 students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

This unit is concerned with contemporary issues and events. While these may have antecedents in issues and events before the twenty-first century that students need to understand to contextualise contemporary global issue, focus needs to be on the last ten years when choosing particular examples and case studies.

Assessment Tasks

- Essays
- Tests using short answer and extended responses
- End of year examination
PSYCHOLOGY UNITS 1 & 2

Available to: Year 11 students
Suggested Pathway: Year 10 Psychology → Units 1 & 2 Psychology → Units 3 & 4 Psychology

Unit 1 Description - Introduction to psychology

How does the brain function? Students examine how our understanding of brain structure and function has changed over time. 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 brain plasticity and brain damage.

What influences Psychological Development? Students explore biological, psychological and social factors that influence different aspects of a person’s psychological development. They consider the interactive nature of hereditary and environmental factors. They investigate a person’s emotional, cognitive and social development and the development of psychological disorders. At the end of Unit 1, students investigate a question related to brain function and/or psychological development.

Unit 2 Description - Self and others

What influences a person’s perception of the world? 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 perception of visual and taste stimuli, and explore circumstances where perceptual distortions of vision and taste may occur.

How are people influenced to behave in particular ways? 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. At the end of Unit 2, students design and conduct a practical investigation related to external influences on behaviour.

Assessment Tasks may include

- Report of a practical activity or investigation
- Research investigation
- Logbook of practical activities
- Analysis of data/results
- Media analysis/response
- Visual Representations & Models
- Test
- Reflective learning journal/blog
- End of semester examination
PSYCHOLOGY UNITS 3 & 4

Available to: Year 12 students
Suggested Pathway: Year 10 Psychology → Units 1 & 2 Psychology → Units 3 & 4 Psychology

Unit 3 Description - How does the experience affect behaviour and mental processes?

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. 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 the process and how stress can be managed.

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. Students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

Unit 4 Description - How is wellbeing developed and maintained?

Differences in levels of awareness of sensations, thoughts and surroundings influence individuals’ interactions with their environment and with other people. 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 of 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.

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.

Assessment Tasks

- A structured scientific poster
- Annotations of practical activities
- A report of a student investigation
- Analysis of data
- A flowchart
- Media analysis/response
- A response to a set of structured questions
- A reflective learning journal/blog
- End of year examination
Unit 1 Description: The Role of Religion in Society

In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

Religious traditions to be studied will include some of the following: Christianity, Islam, Judaism, Buddhism, Hinduism, Australian Aboriginal religions and religions of the Pacific Islands.

Unit 2 Description: Religion and Ethics

Choosing which values to live by in principle and in practice is fundamental to being human. Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices – identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level.

Unlike morality, ethics is not just a matter of individual awareness and personal decision-making. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals do, supporting some choices and disapproving of others. This background is enmeshed with the dominant religious and philosophical traditions of the times. Today, religious and philosophical traditions compete with powerful alternative sources of moral values represented in the media and popular culture. Nevertheless, society still relies on cultural heritages that contain a variety of ethical perspectives as well as numerous values centred on human dignity and basic justice. These various values remain fundamental to legal and social systems, and constitute the everyday categories of ethical discourse in the modern world.

In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision- making and ethical perspectives, and moral viewpoints in religious traditions.

Assessment Tasks

- Research tasks
- Essays
- Short answer and extended responses
- End of semester examination
Languages

CHINESE (FIRST LANGUAGE) UNITS 1 & 2

Available to: Year 10 and Year 11 students
Suggested Pathway: Units 1 & 2 Chinese First Language ➔ Units 3 & 4 Chinese First Language

Unit 1 Description
Topics covered during Unit 1 centre around our personal world, including personal qualities, EQ and personality, relationships with family friends, aspirations and expectations. Other topics include personal beliefs and ideals, the nature and future of work, Personal priorities, contributing to the community, caring for the environment, housing/rural and urban life, changing lifestyle, education, significant experiences and ancient philosophers. By the end of this unit, students should be able to: establish and maintain a spoken or written exchange related to an issue of interest or concern; listen to, read and reorganise information and ideas from spoken and written texts; and produce a personal response to a fictional text.

Unit 2 Description
Topics covered during Unit 2 centre around modern and traditional Chinese Art, music and dance, the impact of travel, leisure activities, sports and social groups, personal beliefs, religions in China, inventions, proverbs and idioms, legends and myths, modern and classical literature, significant time periods, mass media, human rights in the world today and peace. By the end of this unit, students should be able to: participate in a spoken or written exchange focusing on the resolution of an issue; listen to, read, and extract and compare information and ideas from spoken and written texts, and produce an imaginative piece in spoken or written form.

Assessment Tasks
- Oral task
- Listening and responding task
- Reading and responding task
- Writing task
- End of semester examination
CHINESE (FIRST LANGUAGE) UNITS 3 & 4

Available to: Year 11 and Year 12 students
Suggested Pathway: Year 10 Chinese → Units 1 & 2 Chinese (First Language) → Units 3 & 4 Chinese (First Language)

Unit 3 Description

Topics covered during Unit 3 centre around social issues for young people, environmental issues, relationships, and part-time jobs. Learning activities include debating social issues, writing articles about environmental issues, comparing Chinese and Australian school systems, and offering advice about part-time jobs in role-play situations. By the end of this unit, students should be able to: express ideas through the production of original texts; analyse and use information from spoken texts; and exchange information, opinions and experiences in spoken situations.

Unit 4 Description

Unit 4 centres on a detailed study of language and culture through texts. Students explore and compare aspects of the language and culture of Chinese-speaking communities through a range of oral and written texts related to the selected topic of Life in Beijing. The texts, which form the basis of this study, include feature films, short stories, diary entries, newspaper or magazine articles, documentaries, electronic texts, songs or interviews. By the end of this unit, students should be able to: analyse and use information from written texts, and respond critically to spoken and written texts, which reflect aspects of the language and culture of Chinese-speaking communities.

Assessment Tasks

- Listening and responding task
- Reading and responding task
- Oral tasks
- Writing tasks
- End of year oral examination
- End of year written examination
CHINESE (SECOND LANGUAGE/ADVANCED) UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 11 Chinese ➔ Units 1 & 2 Chinese (Second Language/Advanced)

➤ Units 3 & 4 Chinese (Second Language/Advanced)

Unit 1 Description

Topics covered during Unit 1 centre around friendship, family, leisure pursuits, extracurricular activities, the regions of China, social etiquette and daily routines. Learning activities include reading and writing letters for a pen pal page; comparing schooling and social activities in China and Australia; writing personal letters, postcards and articles; discussing issues in impromptu situations; and researching a region of China in preparation for an oral presentation about that region. By the end of this unit, students should be able to: establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from written and spoken texts; and produce a personal response to a text focusing on real or imaginary experience.

Unit 2 Description

Topics covered during Unit 2 centre around the world of school, work, the environment, shopping, health and social issues, and peer pressure. Learning activities include building the practical skills of writing a résumé, a letter of application and developing interview techniques; viewing a film and presenting a review; reading and writing holiday journals; and discussing environmental issues. By the end of this unit, students should be able to: participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read, extract and use information and ideas from written and spoken texts; and give expression to real or imaginary experience in written or spoken form.

Assessment Tasks

- Oral task
- Listening and responding task
- Reading and responding task
- Writing task
- End of semester examination
CHINESE (SECOND LANGUAGE/ADVANCED) UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Year 11 Chinese ➔ Units 1 & 2 Chinese (Second Language/Advanced) ➔ Units 3 & 4 Chinese (Second Language/Advanced)

Unit 3 Description

Topics covered during Unit 3 centre around social issues for young people, environmental issues, relationships, and part-time jobs. Learning activities include debating social issues, writing articles about environmental issues, comparing Chinese and Australian school systems, and offering advice about part-time jobs in role-play situations. By the end of this unit, students should be able to: express ideas through the production of original texts; analyse and use information from spoken texts; and exchange information, opinions and experiences in spoken situations.

Unit 4 Description

Unit 4 centres on a detailed study of language and culture through texts. Students explore and compare aspects of the language and culture of Chinese-speaking communities through a range of oral and written texts related to the selected topic of Life in Beijing. The texts, which form the basis of this study, include feature films, short stories, diary entries, newspaper or magazine articles, documentaries, electronic texts, songs or interviews. By the end of this unit, students should be able to: analyse and use information from written texts, and respond critically to spoken and written texts, which reflect aspects of the language and culture of Chinese-speaking communities.

Assessment Tasks

- Listening and responding task
- Reading and responding task
- Oral tasks
- Writing tasks
- End of year oral examination
- End of year written examination
CHINESE LANGUAGE, CULTURE AND SOCIETY UNITS 1 & 2

Available to:  Year 11 students

Suggested Pathway:  Units 1 & 2 Chinese Language, Culture and Society ➔ Units 3 & 4 Chinese Language, Culture and Society

Through this study students develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities. They extend their study of the Chinese language, develop their skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between languages, cultures and societies.

The language studied is Modern Standard Chinese (Mandarin).

The study is designed to enable students to use Chinese to communicate with others,
- understand and appreciate the cultural contexts in which Chinese is used
- understand aspects of the cultural practices and traditions of communities which use the Chinese language
- recognise the role of language and culture in effective communication and the important cultural and linguistic heritage of Chinese-speaking peoples
- understand their own culture(s) through the study of other cultures
- understand language as a system
- gain awareness of different attitudes and values within the wider Australian community and beyond
- apply their understanding of Chinese language, culture and society to work, further study, training and leisure.

Unit 1 Description

This unit focuses on important aspects of life in modern China, in particular the concept of family and aspects of the contemporary education system.

On completion of this unit, students should be able to:
- discuss and analyse, in English, research about key aspects of Chinese family relationships and the education system in modern China
- establish and maintain a spoken exchange in Chinese related to personal experience of schooling and family life in a Chinese-speaking community
- read and comprehend simple texts in Chinese and create a piece of writing in Chinese.

Unit 2 Description

- This unit focuses on Chinese mythology, legends and Chinese art.
- On completion of this unit, students should be able to:
- research selected examples of Chinese mythology and legends, and art, and produce a written report in English
- establish and maintain a spoken exchange in Chinese related to planning travel in China
- read and comprehend simple texts in Chinese and create a piece of writing in Chinese which provides information about specific aspects of the geography of China.

Assessment Tasks

- create texts in English and Chinese with a combination of characters with some Pinyin.
- establish and maintain spoken exchanges such as role-plays and interviews
- listen to authentic recordings and respond appropriately
- create an oral presentation
- End of Semester examination
CHINESE LANGUAGE, CULTURE AND SOCIETY UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Units 1 & 2 Chinese Language, Culture and Society ➔ Units 3 & 4 Chinese Language, Culture and Society

Through this study students develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese-speaking communities. They extend their study of the Chinese language, develop their skills to critically analyse different aspects of the cultures of Chinese-speaking peoples and their communities, and gain insight into the connections between languages, cultures and societies.

The language studied is Modern Standard Chinese (Mandarin).

The study is designed to enable students to:
- use Chinese to communicate with others
- understand and appreciate the cultural contexts in which Chinese is used
- understand aspects of the cultural practices and traditions of communities which use the Chinese language
- recognise the role of language and culture in effective communication and the important cultural and linguistic heritage of Chinese-speaking peoples
- understand their own culture(s) through the study of other cultures
- understand language as a system
- gain awareness of different attitudes and values within the wider Australian community and beyond
- apply their understanding of Chinese language, culture and society to work, further study, training and leisure.

Unit 3 Description

In this unit students investigate and examine significant and influential schools of thought throughout Chinese history and contemporary culture in China.

On completion of this unit, students should be able to:
- discuss in English the significance and influence of two Chinese philosophies (Confucianism, Daoism and/or Buddhism) and Guanxi in contemporary Chinese culture
- understand and use information from a spoken text related to an aspect of leisure and lifestyle in Chinese-speaking communities, and present this information in spoken Chinese
- read and comprehend written texts in Chinese about aspects of contemporary Chinese lifestyle and cultural characteristics
- Create written texts in characters on aspects of contemporary Chinese lifestyle and cultural characteristics.
Unit 4 Description
This unit focuses on an exploration of contemporary Chinese social values through aspects of change in China as well as through China’s role in the global economy. Students develop their capacity to interact with other speakers of the language, especially in the area of future employment.

On completion of this unit, students should be able to:
• investigate contemporary Chinese social and cultural values in English and produce a written report in English
• establish and maintain a spoken exchange in Chinese about an employment related issue experienced by young people in Chinese-speaking communities
• read and comprehend written texts in Chinese about the world of work in China
• create a piece of writing in Chinese characters based on the theme of work.

Assessment Tasks
Students will be expected to:

• create texts in Chinese characters
• establish and maintain spoken exchanges such as role-plays and interviews
• create written reports in English
• listen to authentic recordings and respond appropriately
• create an oral presentation
• End of year oral examination
• End of year written examination.
FRENCH UNITS 1 & 2

Available to: Year 11 students
Suggested Pathway: Year 10 French ➔ Units 1 & 2 French ➔ Units 3 & 4 French

Unit 1 Description

Topics covered during Unit 1 centre around friendship, family, leisure pursuits, health issues and the regions of France. Learning activities include reading and writing advertisements for a pen pal page; comparing popular sporting interests in France and Australia; writing personal letters, postcards and articles; discussing issues in impromptu situations; and researching a region of France in preparation for an oral presentation about that region. By the end of this unit, students should be able to: establish and maintain a spoken or written exchange related to personal areas of experience; listen to, read and obtain information from written and spoken texts; and produce a personal response to a text focusing on real or imaginary experience.

Unit 2 Description

Topics covered during Unit 2 centre around the world of school, work, film and media, travel and technological progress. Learning activities include building the practical skills of writing a résumé, a letter of application and developing interview techniques; viewing a film and presenting a review; reading and writing holiday journals; and discussing environmental issues. By the end of this unit, students should be able to: participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read, extract and use information and ideas from written and spoken texts; and give expression to real or imaginary experience in written or spoken form.

Assessment Tasks

- Oral tasks
- Listening, reading and/or viewing tasks
- Writing tasks
- End of semester examination
FRENCH UNITS 3 & 4

Available to: Year 12 students

Suggested Pathway: Year 10 French → Units 1 & 2 French → Units 3 & 4 French

Unit 3 Description

Topics covered during Unit 3 centre around social issues for young people, immigration, racism, the environment, and discrimination. Learning activities include discussing relationships, debating social issues, writing articles about environmental issues, comparing French and Australian school systems, and offering advice about eco-tourism in role-play situations. By the end of this unit, students should be able to: express ideas through the production of original texts; analyse and use information from spoken texts; and exchange information, opinions and experiences in spoken situations.

Unit 4 Description

Unit 4 centres on a detailed study of language and culture through texts. Students explore and compare aspects of the language and culture of French-speaking communities through a range of oral and written texts related to the selected topic of Life during the Occupation of France during World War 2. The texts, which form the basis of this study, include feature films, short stories, diary entries, newspaper or magazine articles, documentaries, electronic texts, songs or interviews. By the end of this unit, students should be able to: analyse and use information from written texts, and respond critically to spoken and written texts, which reflect aspects of the language and culture of French-speaking communities.

Assessment Tasks

- Listening and responding task
- Reading and responding task
- Oral tasks
- Writing tasks
- End of year oral examination
- End of year written examination
INDONESIAN UNITS 1 & 2

Available to: Year 11 students
Suggested Pathway: Year 10 Indonesian ➔ Units 1 & 2 Indonesian ➔ Units 3 & 4 Indonesian

Unit 1 Description

Topics covered during Unit 1 centre around education and experiences of school. Student exchange, cultural norms, the environment and travelling throughout Indonesia. Learning activities include: discussing current issues, especially in relation to environmental issues such as global warming, pollution, endangered species and problems associated with palm oil production. During this unit, students will gain an understanding of Indonesian cultural norms, continue to develop their conversational skills and explore different text types. By the end of this unit, students should be able to write an imaginative children’s story; listen to, read and obtain information from written and spoken texts; and deliver an oral presentation about an Indonesian Island.

Unit 2 Description

Topics covered during Unit 2 centre around young people; education and careers; health, wellbeing and traditional medicines, as well rural and urban lifestyles. Students will use the Indonesian media to see how jobs are advertised and also to explore perceptions of work and careers in Indonesia. The impacts of rural urban migration will be investigated. These matters will also be explored via class discussion, debates and up to date reading materials from the internet. The text types of informative blog, personal accounts and evaluative articles will be further developed. By the end of this unit, students should be able to write a job application; write a reflective article about traditional medicines in Indonesia and present a talk about rural and urban lifestyles in Indonesia.

Assessment Tasks

- Oral task
- Interpretative communication task
- Writing task
- End of semester examination
INDONESIAN UNITS 3 & 4

Available to: Year 12 students
Suggested Pathway: Year 10 Indonesian ➔ Units 1 & 2 Indonesian ➔ Units 3 & 4 Indonesian

Unit 3 Description

Topics covered during Unit 3 centre around education, student exchange, cultural norms, the environment and the nature of Indonesian society. Learning activities include: discussing current issues, especially in relation to environmental issues such as global warming, pollution, endangered species and problems associated with palm oil production. The meaning of Indonesia’s motto, “Unity in Diversity” will be studied in depth by looking at various ethnic groups. During this unit, students will gain an understanding of Indonesian cultural norms and will continue to develop their conversation and discussion skills. Different text types will be explored including a personal letter, an imaginative short story, a journal entry and persuasive speech. By the end of this unit, students should be able to write a personal or imaginative piece, analyse and use information from spoken texts and engage in a role play on the resolution of issues.

Unit 4 Description

Topics covered during Unit 4 centres around careers and future ambitions, and environment issues, including the Detailed Study on the importance and threats to coral reefs in Indonesia. Students explore and compare aspects of the language and cultural of Indonesian speaking communities through a range of oral and written texts. For the Detailed Study, Coral Watch forms an important resource. By the end of this unit, students should be able to: analyse and use information from written texts, write an informative, persuasive or evaluative piece in relation to the Detailed Study and answer the questions in an interview format.

Assessment Tasks

- Writing tasks
- Oral tasks
- Listening and responding task
- Reading and responding task
- End of year oral examination
Mathematics

FOUNDATION MATHEMATICS UNITS 1 & 2

Available to: Year 11 students
Department: Mathematics
Suggested Pathway: Year 10 Mathematics ➔ Unit 1 Foundation Mathematics ➔ Unit 2 Foundation Mathematics. Students who complete this subject will not complete Mathematics in Year 12.

Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. There is no Unit 3 & 4 Foundation Mathematics subject.

Unit 1 Description

Unit 1 has a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Areas of study are Space, shape and design and Patterns and number. Students will be required to apply and discuss mathematical procedures to solve practical problems in familiar and new contexts and communicate their results. They will use mathematical concepts and skills and CAS calculators throughout the unit.

Unit 2 Description

Unit 2 has a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Areas of study are Handling data and Measurement. Students will be required to apply and discuss mathematical procedures to solve practical problems in familiar and new contexts and communicate their results. They will use mathematical concepts and skills and CAS calculators throughout the unit.

Assessment Tasks

- Application tasks
- Analysis tasks
- Topic tests
- End of semester examination
GENERAL MATHEMATICS UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 Mathematics ➔ Units 1 & 2 General Mathematics ➔ Units 3 & 4 Further Mathematics

Unit 1 Description

In previous years, the equivalent subject was called Further Maths. Unit 1 is designed to develop skills and mathematical knowledge in linear relations and equations, shape and measurement, linear graphs and modelling and univariate data. Students are encouraged to apply their skills to analyse and solve mathematical problems. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators is an essential part of the course.

Unit 2 Description

In previous years, the equivalent subject was called Further Maths. Unit 2 is designed to develop skills and mathematical knowledge in bivariate data, matrices, financial arithmetic, number patterns and recursion and networks. Students are encouraged to apply their skills to analyse and solve mathematical problems. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators is an essential part of the course.

Assessment Tasks

Assessment tasks include components to be completed with and without the use of technology. Demonstration of achievement of the learning outcomes are based on the student’s performance on a selection of the following assessment tasks:

- Tests
- Summary or review notes
- Problem solving and modelling tasks
- End of semester examination
FURTHER MATHEMATICS UNITS 3 & 4

Available to: Year 11 (if approved) and Year 12 students

Suggested Pathway: Year 10 Mathematics ➔ Units 1 & 2 General Mathematics ➔ Units 3 & 4 Further Mathematics

Unit 3 Description

Unit 3 consists of a compulsory Core area of study that comprises ‘Data analysis’ and ‘Recursion and financial modelling’. ‘Data analysis’ comprises 40 per cent of the content to be covered, and ‘Recursion and financial modelling’ comprises 20 per cent of the content to be covered. The content in ‘Data analysis’ is designed to develop skills and mathematical knowledge with particular emphasis on displaying, summarising and describing univariate data, bivariate data, regression and time series data. The work on ‘Recursion and financial modelling’ covers financial transactions, asset value and loans and investments.

Students are expected to be able to apply techniques and processes that involve arithmetic, tables, equations, and graphs. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators is an essential part of the course.

Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: linear relations and equations, univariate data, linear graphs, number patterns and recursion and bivariate data.

Unit 4 Description

Unit 4 consists of an Applications area of study that comprises two modules: ‘Networks and decision mathematics’ and ‘Matrices’. Each selected module comprises 20 per cent of the content to be covered. Students are encouraged to apply their skills to analyse and solve mathematical problems. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators and other relevant forms of technology is an essential part of the course.

Assessment Tasks

- Application task
- Modelling or problem-solving task
- End of year examinations (2)
MATHEMATICAL METHODS UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 Mathematics → Units 1 & 2 Mathematical Methods (in conjunction with Specialist Mathematics Units 1 & 2) → Units 3 & 4 Mathematical Methods (and Units 3 & 4 Specialist Mathematics or Further Mathematics Units 3 & 4)

Unit 1 Description

Mathematical Methods Units 1 & 2 are designed as preparation for Mathematical Methods Units 3 & 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of 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 with and without the use of technology. The appropriate use of computer algebra system (CAS) technology is incorporated throughout the unit. Students will be required to define and explain key concepts, apply a range of mathematical routines and procedures, and apply, analyse and discuss mathematical processes in non-routine contexts.

Unit 2 Description

In Unit 2, students focus on the study of transcendental functions and the calculus of algebraic functions. The areas of study for Unit 2 are functions and graphs, algebra, rates of change and calculus and probability. Material is organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2. 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. Students should be familiar with relevant mental and by hand approaches in simple cases. The appropriate use of CAS technology is incorporated throughout the unit.

Assessment Tasks

- Topic tests conducted without the use of CAS technology
- Assessment tasks conducted using CAS technology
- End of semester examinations (2)
MATHEMATICAL METHODS UNITS 3 & 4

Available to: Year 11 and Year 12 students who have completed Units 1 & 2 Mathematical Methods

Suggested Pathway: Year 10 Mathematics → Units 1 & 2 Mathematical Methods (in conjunction with Specialist Mathematics (Units 1 & 2) → Units 3 & 4 Mathematical Methods

Unit 3 Description

Unit 3 includes content from the ‘Functions and graphs’ and ‘Algebra’ areas of study. It also typically covers applications of derivatives and differentiation, and identifying and analysing key features of functions and their graphs from the ‘Calculus’ area of study. Students are encouraged to apply their skills to analyse and solve mathematical problems. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators and other relevant forms of technology is an essential part of the course.

Unit 4 Description

Unit 4 is designed to develop skills and mathematical knowledge from the remaining content from the areas of study: ‘Functions and graphs’, ‘Calculus’ and ‘Algebra’. For Unit 4, the content from the ‘Calculus’ area of study would most likely be anti-differentiation, integration, the area of regions and simple applications of this content. Unit 4 also includes the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. Students are encouraged to apply their skills to analyse and solve mathematical problems. The effective use of CAS calculators and other relevant forms of technology is an essential part of the course.

Assessment Tasks

- Application Task
- Two modelling or problem-solving tasks
- End of year examinations (2)
SPECIALIST MATHEMATICS UNITS 1 & 2

Available to: Year 11 students who also study Units 1 & 2 Mathematical Methods

Suggested Pathway: Year 10A Mathematics → Units 1 & 2 Specialist Mathematics (in conjunction with Mathematical Methods Units 1 & 2) → Units 3 & 4 Mathematical Methods and Units 3 & 4 Specialist Mathematics

Unit 1 Description

Unit 1 is designed 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. Compulsory topics are number systems and recursion and graphs of non-linear relations. Other topics are transformations, trigonometry, matrices and principles of counting and logic and algebra. Students will be required to communicate mathematical ideas clearly, both orally and in writing form. The effective use of CAS calculators is an essential part of the course.

Unit 2 Description

Unit 2 is designed 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. Compulsory topics are geometry in the plane and proof and vectors in the plane. Other topics are kinematics, graph theory and statistics. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators is an essential part of the course.

Assessment Tasks

- Topic tests conducted without the use of CAS technology
- Assessment tasks conducted using CAS technology
- End of semester examinations (2)
SPECIALIST MATHEMATICS UNITS 3 & 4

Available to: Year 12 students who must also study Units 3 & 4 Mathematical Methods

Suggested Pathway: Year 10 Mathematics → Units 1 & 2 Mathematical Methods and Specialist Mathematics Units 1 & 2 → Units 3 & 4 Mathematical Methods and Specialist Mathematics Units 3 & 4

Unit Description


Unit 3 includes content from ‘Functions and graphs’ and a selection of material from the ‘Algebra’, ‘Calculus’ and ‘Vectors’ areas of study.

Unit 4 typically consists of the remaining content from the ‘Algebra’, ‘Calculus’, and ‘Vectors’ areas of study and the content from the ‘Mechanics’ and ‘Probability and statistics’ areas of study.

Students are encouraged to apply their skills to analyse and solve mathematical problems. Students will be required to communicate mathematical ideas clearly, both orally and in written form. The effective use of CAS calculators is an essential part of the course.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics ‘Number systems and recursion’ and ‘Geometry in the plane and proof’, and concurrent or previous study of Mathematical Methods Units 3 and 4.

Assessment Tasks

- One application task for Unit 3
- Two modelling or problem solving tasks for Unit 4
- End of year examinations (2)
Music

MUSIC PERFORMANCE UNITS 1 & 2

Available to:  Year 11 (Year 10 students require approval of Director of Music)
Suggested Pathway:  Year 10 Music Performance ➔ Units 1 & 2 Music Performance ➔ Units 3 & 4 Music Performance

Unit 1 Description

Unit 1 focuses on developing skills in practical music making and performance culminating in a recital at the end of the unit, either as a soloist or as a member of a group. The recital must include a variety of musical styles which may include classical, contemporary, popular or jazz. Students rehearse both group and solo works leading to performances and learn to analyse music being studied. Aural and theory studies involve an understanding of scales, modes, melodic and rhythmic transcription, intervals and chords. Students research approaches used by other performers to improve their approach to practice and performance.

Unit 2 Description

Unit 2 focuses on further developing skills in performance, culminating in a recital at the end of the unit, either as a soloist or as a member of a group. The recital must include a variety of musical styles which may include classical, contemporary, popular or jazz. Students rehearse both group and solo works for performance and to further develop their analytical skills. Aural and theory studies involve an understanding of scales, modes, melodic and rhythmic transcription, intervals and chords. Students will also study compositional techniques and compose an original work for a small ensemble.

Assessment Tasks

- Group performance
- Solo performance
- Unprepared performance – sight reading or improvisation
- Technical work
- Aural skills
- Theory skills
- Analysis of music
- Original composition
- End of semester examination
MUSIC PERFORMANCE UNITS 3 & 4

Available to: Students who have completed Units 1 & 2 Music Performance, or by approval from the Director of Music

Suggested Pathway: Year 10 Music Performance ➔ Units 1 & 2 Music Performance ➔ Units 3 & 4 Music Performance

Unit 3 Description

Unit 3 focuses on refining skills as a performer, either as a soloist on the students chosen instrument / voice, or as a member of a group. The end of the unit assessment includes a recital showcasing a variety of musical styles which may include classical, contemporary, popular or jazz. Students learn to analyse music being studied. Aural and theory studies involve an understanding of scales, modes, melodic and rhythmic transcription, intervals and chords at a high level. Students research approaches used by other performers to improve their approach to practice and performance.

Unit 4 Description

Unit 4 focuses on further refining skills in music performance, culminating in a 25 minute recital at the end of the unit, either as a soloist on the students chosen instrument / voice, or as a member of a group. The recital must include a variety of musical styles which may include classical, contemporary, popular or jazz. Students listen to a range of works to further develop their analytical skills. Aural and theory studies involve an understanding of scales, modes, melodic and rhythmic transcription, intervals and chords at an advanced level. Students will also study compositional techniques and compose an original work for a small ensemble.

Assessment Tasks

- Solo performance or group performance – internally and externally assessed – 25 minutes
- Unprepared performance – sight reading or improvisation
- Solo technical work
- Aural skills
- Theory skills
- Analysis of music
- Original composition
- Music analysis
- Research essay on approaches used by other performers
- End of year external performance and written examination
Science

BIOLOGY UNITS 1 & 2

Available to: Year 10 and Year 11 students
Suggested Pathway: Year 10 Applied Biology → Units 1 & 2 Biology → Units 3 & 4 Biology

Unit 1 Description

In Unit 1 How do living things stay alive? There are three areas of study:

Area of Study 1: How do organisms function? Students investigate the relationship between specialised cells and the processes that maintain life. Students study the structure and function of cell membranes, the function of systems and energy transformations.

Area of Study 2: How do living systems sustain life? Students study the survival through adaptations and regulation. Students investigate the relationship between features of organisms and how organisms meet their requirements for life within an ecosystem.

Area of Study 3: Practical Investigation. Students design and undertake an investigation related to the survival of an organism or species.

Unit 2 Description

In Unit 2 - How is the continuity of life maintained? There are three areas of study:

Area of Study 1: How does reproduction maintain the continuity of life? Students study sexual and asexual reproduction of organisms. They investigate cell growth and differentiation of cells including their structure and function.

Area of Study 2: How is inheritance explained? Students study genomes, genes and alleles. They also study chromosomes, genotype and phenotype and pedigrees.

Area of Study 3: Investigation of an Issue: Students investigate and communicate a response related to an issue in genetics or reproductive science.

Assessment Tasks

- Topic tests
- Practical reports
- Data analysis task
- Report in suitable format (oral, written or digital) on an issue relating to genetics or reproductive science
- End of semester examination
Available to: Year 11 and Year 12 students

Suggested Pathway: Year 10 Applied Biology → Units 1 & 2 Biology → Units 3 & 4 Biology

Unit 3 Description - Signatures of Life

1. How do cellular processes work? Students learn why the chemistry of the cell usually take 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. Students explain the mode of action of enzymes in the reactions of the cell and investigate the factors that affect the rate of cellular reactions.

2. How do cells communicate? 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.

Combined Unit 3 and 4. Area of Study: Practical Investigation

A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time is undertaken. The investigation is to relate to knowledge and skills developed across Units 3 and 4 and may be undertaken by the student through laboratory work and/or fieldwork.

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

1. How are species related? 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. 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.

2. How do humans impact on biological processes? 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. Students examine biological challenges that illustrate how the reception of scientific knowledge is influenced by social, economic and cultural factors.

Assessment Tasks

- Practical activities and reports
- Short research report
- End of year examination
CHEMISTRY UNITS 1 & 2

Available to: Year 11 students

Suggested Pathway: Year 10 Applied Chemistry ➔ Units 1 & 2 Chemistry ➔ Units 3 & 4 Chemistry

Unit 1 Description

In Unit 1 – How can the diversity of materials be explained? There are three areas of study:

1. Area of Study 1: How can knowledge of elements explain the properties of matter? Students study the historical development of the Periodic Table, the development of the atomic model. They learn about metals and ionic substances and their relationship to the periodic table. Students are introduced to the fundamental quantitative measures of atoms and compounds, including empirical and molecular formulas and the mole concept.

2. Area of Study 2: How can the versatility of non-metals be explained? Students study the structure and bonding of covalent materials and the applications of these materials based on these properties. They study organic chemicals including their properties, chemical reactions and applications.

3. Area of Study 3: Investigation
   Students communicate findings from a self-selected research investigation into materials

Unit 2 Description

In Unit 2 – What makes water such a unique chemical? There are three areas of study:

1. Area of Study 1: How do substances interact with water? Students explore the special properties of water, which make it important to living organisms and relate the properties to chemical bonding and structure. Students investigate the chemical reactions that occur in aqueous solution, including acid/base reactions, precipitation reactions and redox reactions. Students perform calculations including concentration and pH. They write balanced chemical equations for the chemical reactions involved.

2. Area of Study 2: How are substances in water measured and analysed? Students learn about and use a variety of analytical techniques. These include the application of stoichiometry to gravimetric and volumetric analysis. They study instrumental techniques of analysis including colorimetry, UV/VIS spectroscopy, AAS and chromatography.


Assessment Tasks

- Topic tests
- Practical reports with Log Book entries
- Data analysis tasks
- Investigative Practical report on water
- End of semester examination
CHEMISTRY UNITS 3 & 4

Available to: Year 12 students
Suggested Pathway: Units 1 & 2 Chemistry ➔ Units 3 & 4 Chemistry

Unit 3 Description

In Unit 3 How can chemical processes be diagnosed to optimise efficiency? There are two areas of study:

1. **Area of study 1: What are the options for energy production?** Students have analyse and compare a range of energy resources including fossil fuels, biofuels, galvanic cells and fuel cells. Students determine the enthalpy changes involved in the combustion reactions of renewable and non-renewable fuels. Students conduct practical investigations involving redox reactions, including the design, construction and testing of galvanic cells and fuel cells.

2. **Area of study 2: How can they yield of a chemical product be optimised?** Students explore the factors that increase the efficiency of a chemical manufacturing process. Students investigate how the rate of a reaction can be controlled and utilise Le Chatelier’s principle to look at the effect of different changes on an equilibrium system. Students examine a range of electrolytic cells and apply Faraday’s laws to calculate quantities in electrochemistry.

Assessment Tasks
- Written practical report
- Secondary data analysis task
- Reflective learning journal/Media analysis
- End of year examination

Unit 4 Description

In Unit 4 How are organic compounds categorised, analysed and used? There are three areas of study:

1. **Area of Study 1: How can the diversity of carbon compounds be explained and categorised?** Students explore why such a vast range of carbon compounds is possible and learn how they are represented and named. Students investigate trends in the physical and chemical properties of various organic families and study the typical reactions that link these families. Students learn to deduce structure and identity of organise compounds by interpreting data from mass spectroscopy, infrared spectroscopy and nuclear magnetic resonance.

2. **Area of Study 2: What is the chemistry of food?** Students explore the importance of food from a chemical perspective. Students study the major components of food with reference to their structures, properties and functions. Students investigate the principles of calorimetry and its application in determining enthalpy changes for reactions.

3. **Area of Study 3: Practical Investigation.** Students design a practical investigation relation to energy and/or food in either unit 3 or 4.

Assessment Tasks
- Written practical report
- Reflective learning journals/Media analysis/Response to stimulus
- Scientific poster
- End of year examination
PHYSICS UNITS 1 & 2

Available to: Year 11 students
Suggested Pathway: Year 10 Applied Physics ➔ Units 1 & 2 Physics ➔ Units 3 & 4 Physics

Unit 1 Description

Unit 1: What ideas explain the physical world? There are three areas of study

1. **Area of Study 1: How can thermal effects be explained?** Students study thermodynamics principles, including heat, temperature and work. They relate the laws of thermodynamics to the environmental impacts of Earth’s thermal systems and human activities including climate science.

2. **Area of Study 2: How do electric circuits work?** Students study the concepts used to model electricity, construct circuits and perform relevant calculations including Ohm’s Law. They apply and make connections between power, energy, charge, current and potential difference.

3. **Area of Study 3: What is matter and how is it formed?** Students explore the nature of matter and the origins of atoms, time and space. They study the accepted model of the atom and how energy is derived from the nucleus.

Unit 2 Description

Unit 2: What do experiments reveal about the physical world? There are three areas of study.

1. **Area of Study 1: How can motion be described and explained?** Students study motion and explore the effects of balanced and unbalanced forces on motion. They analysis motion using concepts of energy and transformation of energy. They describe and analyse graphically, numerically and algebraically the motion of an object using specific physics terminology and conventions.

2. **Area of Study 2: Options.** Students study an option taken from a predetermined list of possible areas of study including.

3. **Area of Study 3: Practical Investigation.** Students design and undertake an investigation involving two independent variables, one of which should be a continuous variable. They maintain a logbook where they record their data.

Assessment Tasks

- Topic tests
- Option investigation
- Practical reports
- Practical Investigation with Logbook entries
- Data analysis task
- End of semester examination
**PHYSICS UNITS 3 & 4**

Available to: Year 12 students

Suggested Pathway: Units 1 & 2 Physics ➔ Units 3 & 4 Physics

**Unit 3 Description**

In Unit 3 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.

**Unit 4 Description**

In Unit 4 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 new perspective. Students design and undertake investigations involving at least two continuous independent variables.

**Assessment Tasks**

- A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format.
- Experimental Reports
- Data analysis
- Test
- End of Year Examination