

VCE

Curriculum Handbook 2024



FIRBANK
GRAMMAR

VCE REQUIREMENTS

The Victorian Certificate of Education is a two-year course. Students normally take 22 units over two years. However, they may undertake a larger or smaller number of units providing that the requirements for the award of the VCE are met, and the School approves. To meet the graduation requirements of the VCE, each student must satisfactorily complete a minimum of 16 units.

Each student must satisfactorily complete an approved combination of at least three units from the English group: English/EAL Units 1–4, Literature 1–4 with at least one at Unit 3/4 level. Students must also complete at least three Unit 3/4 studies other than English, which may include any number of English sequences once the English requirement has been met.

The VCE courses offered by Firkbank Grammar School include:

- Accounting
- Art Creative Practice
- Applied Computing
- Biology
- Business Management
- Chemistry
- Chinese First Language
- Chinese Second Language
- Chinese Second Language Advanced
- Dance
- Economics
- English
- English as an Additional Language
- French
- Geography
- German
- Politics (New Course from 2024)
- Health & Human Development
- History
- Legal Studies
- Literature
- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Media
- Music
- Physical Education
- Physics
- Psychology
- Theatre Studies
- Visual Communication Design

NOTE:

The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of both Units 3 & 4 of an English sequence is required for the calculation of a student's ATAR.

Each subject offered for the VCE follows a sequence of four units. Units 1 and 2 are normally taken as a sequence at Year 11. Units 3 and 4 are normally taken at Year 12 and must be done as a sequence. While it is possible to enter studies at Units 1, 2 or 3, it is important to be guided by recommendations on the appropriate sequence indicated in the subject description.

EXTENSION STUDIES AT YEAR 12

Extension studies in first-year university subjects from the University of Melbourne and Deakin University are available for Year 12 students. They are undertaken outside the School's program and may be included as a fifth or sixth subject in the ATAR. Extension studies contribute to satisfactory completion for the award of the VCE and satisfactory completion of the university subject may be credited towards a degree course.

CHOOSING TO DO A UNIVERSITY LEVEL SUBJECT ALONGSIDE YEAR 12

Both Melbourne and Deakin University provide university-level studies to exceptional students who are concurrently undertaking their final year of VCE studies.

These classes will provide the intellectual stimuli to exceptional students and will assist them to maximise their learning experience during their final year at school. Very able students need to have an enriched academic program to challenge them, and if they have completed a 3/4 unit of study in Year 11 or are excelling in a chosen area and wish to continue study in this field at university level, this allows them the opportunity to begin whilst still in Year 12. Firkbank has many methods of providing this enrichment, but for some students it seems appropriate to allow them to continue their progress in academic development by undertaking some tertiary study simultaneously. The university programs have been designed to meet this need.

These studies can only be used as a fifth or sixth Unit 3/4 equivalent. In most cases, students are expected to have completed the appropriate Unit 3/4 sequence prior to entering the program and successful completion is included in their ATAR score.

Some reasons students may choose to consider a course at university level include to expand

VCE REQUIREMENTS

knowledge, meet other high achievers, build an impressive CV for the future or contribute points towards their ATAR. Students gain between three and five increment points to their ATAR aggregate, depending on their results, and gain university credit and reduce the cost of their future degree. Both programs are free to join and through the program students will be able to study university subjects alongside their final year of high school.

Melbourne University calls their offering the Extension Program while Deakin University calls their program Accelerate. Both programs are similar in the benefits gained for high-achieving students looking for a challenge.

Melbourne University offers the following subjects:

Media and Communications; Economics; Languages (at both first-year and advanced level) including French, German, Japanese, Hebrew, Indonesian and Italian; Humanities; Art History; Literature; Philosophy; Psychology; History and Philosophy of Science; Biology; Chemistry; Physics; Mathematics; Planet Earth and Climate Change.

More details can be found, including the number of hours, prerequisites, etc. on the VCAA, Melbourne University and Deakin University websites.

If you would like to consider these subject options, please discuss with staff during your one-on-one subject selection appointment or with the careers practitioner Mrs Davie Smythe or the Director of Learning Mrs Kim Elith.

TERTIARY SELECTION

It is important to note that completion of VCE does not automatically qualify a student for entry into post-secondary education. The minimum entry requirement is satisfactory completion of the VCE (including satisfactory completion of one Unit 3 & 4 sequence study from the English group). Selection for most courses is based on an ATAR calculated from

scaled study scores achieved in the Unit 3/4 studies undertaken. Additional selection factors may include completion of prerequisite studies, achievement of specified grades, interviews and presentation of folios.

An ATAR will place students on a percentile ranking, with a top rank of 99.95. This is decided after adding the student's study score from the English group, the next three highest-scoring subjects, and 10% of the student's 5th (and possibly 6th) study score. The increment for the fifth or sixth study may be replaced with an increment for satisfactory completion of an approved university study as part of the VCE extension study program.

The Victorian Tertiary Admissions Centre (VTAC) is responsible for student selection into most tertiary courses in Victoria. By investigating subjects that are of interest, students are able to locate the institution offering these subjects as major sequences. Students will then need to consult the booklet, VICTER, (VICTER 2025 for Year 11 and VICTER 2024 for Year 12) to note general entrance requirements, as well as prerequisites and scoring procedures for each course. This will assist them in selecting their VCE courses.

Students should not limit their investigations to the Victorian tertiary institutions covered by VTAC. They should also consider interstate institutions before deciding on courses. Applications to interstate institutions can be made through the state-based admission systems.

Career advice is available from the Careers Counsellor and the weekly careers newsletter.

At the beginning of Years 11 and 12, students and parents are provided (online) with a VCE Information Handbook containing specific information on the Victorian Curriculum & Assessment Authority and School regulations.

VCE REQUIREMENTS

YEAR 11 ACADEMIC PROGRAM

COMPULSORY STUDIES:

English – Units 1/2 or
Literature – Units 1/2 or
EAL - Units 1/2

At Year 11, students select a program featuring a maximum of six subjects (12 VCE units), including the two units of compulsory studies. It is possible to do a seventh subject out of school hours, such as Languages, but consideration must be given to the added workload.

Students select their VCE program at Year 11 on the basis of academic ability, interest and intended career direction. Some students may undertake one Unit 3/4 subject in Year 11. To do so, they must have the School's approval. Approval will be based on the student's demonstrated skills, organisation, application and Grade Point Average (GPA) – at least 7.5 overall and 7.0 in English at Year 10. In very exceptional circumstances, a student may be permitted to take two Unit 3/4 subjects and four Unit 1/2 subjects. This can only happen in consultation with the relevant Heads of Department, the Director of Learning's approval and a minimum Grade Point Average (GPA) of 9.0 overall and 8.0 in English

Unit 3/4 subjects available to Year 11 students are:
Accounting; Art Creative Practice (by invitation only);
Biology; Business Management; Dance; Geography;
Health & Human Development; History Revolutions;
Languages – French, German, Chinese First Language,
Chinese Second Language or Chinese Second
Language Advanced; Food Studies; Global Politics;
Legal Studies; Music; Physical Education.

ASSESSMENT AND REPORTING

There are two forms of assessment in each VCE unit.

SATISFACTORY COMPLETION

For the satisfactory completion of a unit, a student must demonstrate achievement of each outcome for that unit. This decision will be based on the teacher's judgement of the student's performance on assessment tasks designated for the unit. Each unit of study has between two and four outcomes.

For all studies, judgement about whether a unit has been completed satisfactorily is a school-based responsibility.

GRADES

In Units 1/2, students will be assessed by the School on specific areas of work. Grades will be awarded on a scale of A+ to E and will be based on tests, practical reports, essays and assignments as appropriate to the subject.

YEAR 12 ACADEMIC PROGRAM

COMPULSORY STUDIES:

English – Units 3/4 or
Literature – Units 3/4 or
EAL – Units 3/4

At Year 12, students normally select a program of five subjects (10 VCE units), including the two units of an English course.

Students entering Year 12 will have accumulated results in Units 1 and 2 (and possibly Units 3 and 4) from their Year 11 studies. The Year 12 courses selected must meet the requirements for the VCE award. It is also important for students to maximise their career potential and further study opportunities through careful selection of their VCE program.

ASSESSMENT AND REPORTING

There are two forms of assessment in each VCE unit: satisfactory completion of a unit and coursework.

BUSINESS & ECONOMICS

ACCOUNTING

UNIT 1: 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.

Area of Study 1: The role of accounting

Area of Study 2: Recording financial data and reporting accounting information for a service business

UNIT 2: ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS

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

Area of Study 1: Accounting for inventory

Area of Study 2: Accounting for and managing accounts receivable and account payable

ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and skills.

School assessment will be based on performance in each area of study, as measured by a range of tasks and in formal examinations at the end of each semester.

ACCOUNTING

UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

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

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

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, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Area of Study 1: Recording and analysing financial data

Area of Study 2: Preparing and interpreting accounting reports

UNIT 2: 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.

Area of Study 1: Extension of recording and reporting

Area of Study 2: Budgeting and decision-making

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	25%
Unit 4 – School Assessed Coursework	25%
End-of-year examination	50%

BUSINESS MANAGEMENT

UNIT 1: 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, the internal and external environments within which businesses operate and the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Area of Study 1: The business idea

Area of Study 2: Internal business environment and planning

Area of Study 3: External business environment and planning

UNIT 2: 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, 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 by applying this knowledge to contemporary business case studies from the past four years.

Area of Study 1: Legal requirements and financial considerations

Area of Study 2: Marketing a business

Area of Study 3: Staffing a business

ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and skills.

School assessment will be based on performance in each area of study, as measured by a range of tasks and in formal examinations at the end of each semester.

BUSINESS MANAGEMENT

UNIT 3: MANAGING A BUSINESS

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

Area of Study 1: Business foundations

Area of Study 2: Human resources management

Area of Study 3: Operations management

UNIT 4: TRANSFORMING A BUSINESS

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change most efficiently and effectively 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.

Area of Study 1: Reviewing performance – the need for change

Area of Study 2: Implementing change

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	25%
Unit 4 – School Assessed Coursework	25%
End-of-year examination	50%

ECONOMICS

UNIT 1: ECONOMIC DECISION-MAKING

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit, students explore their role in the economy, how they interact with businesses and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

Area of Study 1: Thinking like an economist

Area of Study 2: Decision-making in markets

Area of Study 3: Behavioural economics

UNIT 2: ECONOMIC ISSUES AND LIVING STANDARDS

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Economics provides useful tools for investigating contemporary issues that inspire debate and wide differences in opinion. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economic lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

Area of Study 1: Economic activity

Area of Study 2: Applied economic analysis of local, national and international economic issues

ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and skills. School assessment will be based on performance in each area of study, as measured by a range of tasks and formal examinations at the end of each semester.

ECONOMICS

UNIT 3: AUSTRALIA'S LIVING STANDARDS

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation. In this unit, students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years. Australia's living standards depend, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

Area of Study 1: An introduction to microeconomics: the market system, resource allocation and government intervention

Area of Study 2: Domestic macroeconomic goals

Area of Study 3: Australia and the international economy

UNIT 4: MANAGING THE ECONOMY

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards.

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards.

Expanding the productive capacity of the economy and improving Australia's international competitiveness is critical to ensuring that economic growth, low inflation and employment opportunities can be maintained both now and into the future. Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

Area of Study 1: Aggregate demand policies and domestic economic stability

Area of Study 2: Aggregate supply policies

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	25%
Unit 4 – School Assessed Coursework	25%
End-of-year examination	50%

LEGAL STUDIES

UNIT 1: THE PRESUMPTION OF INNOCENCE

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Area of Study 1: Legal foundations

Area of Study 2: Proving guilt

Area of Study 3: Sanctions

UNIT 2: WRONGS AND RIGHTS

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, as well as the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Area of Study 1: Civil liability

Area of Study 2: Remedies

Area of Study 3: Human rights

ASSESSMENT UNITS 1 & 2

All assessments at Units 1 and 2 are school based.

LEGAL STUDIES

UNIT 3: 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 criminal and civil 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 means and institutions used to determine and resolve cases.

Students explore topics 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. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study 1: The Victorian criminal justice system

Area of Study 2: The Victorian civil justice system

UNIT 4: THE PEOPLE, THE LAW AND REFORM

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it 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 changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study 1: The people and the law makers

Area of Study 2: The people and reform

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	25%
Unit 4 – School Assessed Coursework	25%
End-of-year examination	50%

TECHNOLOGIES

APPLIED COMPUTING

UNIT 1: APPLIED COMPUTING

In this unit, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, as well as the use of programming languages to develop working software solutions. In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2, students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Area of Study 1 – Data analysis

Area of Study 2 – Programming

UNIT 2: APPLIED COMPUTING

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified, and they propose strategies for reducing security risks to data and information in a networked environment. In Area of Study 1, students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Area of Study 1 – Innovative solutions

Area of Study 2 – Network security

ASSESSMENT UNITS 1 & 2

- Two outcomes per semester
- Examination each semester

UNIT 3: DATA ANALYSIS

In this unit, students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1, students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2, students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-Assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Area of Study 1 – Data analysis

Area of Study 2 - Data analytics: analysis and design

UNIT 4: DATA ANALYSIS

In this unit, students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

Area of Study 1 – Data analytics: development and evaluation

Area of Study 2 – Cybersecurity: data and information security

APPLIED COMPUTING

UNIT 3: SOFTWARE DEVELOPMENT

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Area of Study 1: Software development: programming

Area of Study 2: Software development: analysis and design

UNIT 4: SOFTWARE DEVELOPMENT

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Area of Study 1: Software development: development and evaluation

Area of Study 2: Cybersecurity: software security

ASSESSMENT UNITS 3 & 4

Unit 3 – Outcome 1: Data Visualisations or Programming	10%
Unit 3 – Outcome 2: SAT (Analysis and Design)	15%
Unit 4 – Outcome 1: SAT (Development and Evaluation)	15%
Unit 4 – Outcome 2: Cybersecurity Analysis	10%
End-of-year examination	

ENGLISH

ENGLISH

UNIT 1

Area of Study 1: Reading & Exploring Texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text and to extend their writing in response to text.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

Area of Study 2: Crafting Texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Students read and engage imaginatively and critically with mentor texts that model effective writing.

Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

Students employ and experiment with the qualities of effective writing in their own work. Considering clear purpose, context (including mode) and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts and other reading, they extend their creativity, fluency and range. As they craft their texts, students explore text structures, language features and ideas. They build a varied vocabulary, which can include abstract and technical language, and apply standard and/or non-standard conventions of language, including syntax and spelling, as appropriate. They are also able to explore other forms of non-standard or informal language including colloquial and idiomatic language such as slang or dialects, where appropriate.

UNIT 2

Area of Study 1: Reading & Exploring Texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.

Developing analytical writing about a text provides students with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.

Area of Study 2: Exploring Argument

In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

ENGLISH

UNIT 3

Area of Study 1: Reading and responding to texts

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Sustained analytical writing about a text provides students with opportunities to further develop skills to engage with and challenge ideas, to refine their application of appropriate metalanguage, to integrate evidence from a text to support key points, and to improve their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that can be further developed in their writing.

All students are provided with opportunities to practise and extend their writing about texts, and EAL students are provided with a contextual framing of the text through a listening task that explores historical, cultural and/or social values relevant to the text (such as an interview, episode of a podcast, lecture or presentation). Prior to summative assessment, they are given time and support to extend their writing through reflection, editing and feedback.

Area of Study 2: Creating texts

In this area of study, students build on the knowledge and skills developed through Unit 1. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing.

Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They

experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

Students participate in collaborative class work and discuss the ways that vocabulary, text structures and language features can enliven ideas. They read, explore and revisit examples of text, including extracts, to stimulate structural innovation and to inspire ideas when developing individual writing. They also make connections with experiences and events in their own lives, observing and recording to enrich their writing, and to extend their ideas.

Students use and experiment with vocabulary, text structures, language features, and standard and non-standard conventions of language, including the use of colloquial and idiomatic language such as slang or dialect where appropriate. Through this engagement they deepen their understanding of how writing can move, provoke and/or inspire when constructed in consideration of a specific and situated audience, purpose and context (including mode). They play with language as they explore ideas and aim for aesthetic appeal, to expand their writing into the possibilities of emotion, imagination, explanation and perspective.

ENGLISH

UNIT 4

Area of Study 1: Reading and responding to texts

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text. They recognise and explain the ways the historical context, and social and cultural values can affect a reader, and analyse how these social and cultural values are presented. They establish how these values can influence the way a text is read or viewed, can be understood by different audiences, and can position readers in different ways.

Sustained analytical writing about a text provides students with opportunities to refine skills to engage with and challenge ideas, to confidently apply appropriate metalanguage, to deftly integrate evidence from a text to support key points, and to enhance their use of organisational structures such as formal essays. Through participation in discussion, students test their thinking, clarify ideas and form views about a text that are clearly developed in their writing.

Students are provided with opportunities to practise and extend their writing about texts. Prior to summative assessment, they are given time and support to extend their writing through reflection, editing and feedback.

Area of Study 2: Analysing argument

In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement

one another to position an intended audience in relation to a selected issue.

Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience. Consideration and time should be given to explicit teaching of the contextual and cultural background of the selected issue and the texts explored.

Students must explore and analyse the structures and features of argument presented in audio and/or audio visual texts, and consider the unique structures and features that enhance argument in these contexts. They plan and develop written analyses in response to their explorations. Students practise the skills of revision and editing for clarity and coherence.

Students apply their understanding of the use of argument and language to create a point of view text for oral presentation. Through active listening, reading and viewing, students monitor and evaluate arguments on a topic of their choice, and then plan and develop their own point of view text on that topic. They present their points of view as a discussion, dialogue or debate, or in a presentation mode that best suits their context, purpose and audience.

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	25%
Unit 4 – School Assessed Coursework	25%
End-of-year examination	50%

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

UNIT 1

Area of Study 1: Reading and exploring texts

Area of Study 2: Crafting texts

UNIT 2

Area of Study 1: Reading and exploring texts

Area of Study 2: Exploring argument

ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

UNIT 3

Area of Study 1: Reading and responding to texts

Area of Study 2: Creating texts

UNIT 4

Area of Study 1: Reading and responding to texts

Area of Study 2: Analysing argument

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	25%
Unit 4 – School Assessed Coursework	25%
End-of-year examination	50%

LITERATURE

UNIT 1

Area of Study 1: Reading Practices

In this area of study, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Area of Study 2: Exploration of Literary Movements and Genres

In this area of study, students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

UNIT 2

Area of Study 1: Voices of Country

In this area of study, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

Students acknowledge and reflect on a range of Australian views and values (including their own) through text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Area of Study 2: The Text in its Context

In this area of study, students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

LITERATURE

UNIT 3

Area of Study 1: Adaptations and Transformations

In this area of study, students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Area of Study 2: Developing Interpretations

In this area of study, students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.

Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

UNIT 4

Area of Study 1: Creative Responses to Texts

In this area of study, students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

Area of Study 2: Close Analysis of Texts

In this area of study, students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

ASSESSMENT UNITS 3 & 4

Unit 3 - School Assessed Coursework	25%
Unit 4 - School Assessed Coursework	25%
End-of-year examination	50%

HEALTH & PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. Students identify personal perspectives and priorities relating to health and wellbeing and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. 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 focus area.

Area of Study 1 – Health perspectives and influences

Area of Study 2 – Health and nutrition

Area of Study 3 – Youth health and wellbeing

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

This unit investigates transitions in health, wellbeing and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Area of Study 1 – Developmental transitions

Area of Study 2 – Health care in Australia

ASSESSMENT UNITS 1 & 2

All assessments at Units 1 and 2 are school-based. Procedures for assessment of achievement in Units 1 and 2 are a matter of school decision.

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

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster or a digital presentation
- structured questions, including data analysis

HEALTH AND HUMAN DEVELOPMENT

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

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

Area of Study – 1. Understanding health and wellbeing

Area of Study 2 – Promoting health and wellbeing

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

This unit examines health and wellbeing, as well as human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in the burden of disease over time and studying the key concepts of sustainability and human development.

Students consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. They also investigate global action to improve health and wellbeing, in addition to human development, focusing on the United Nations Sustainable Development Goals and the work of the World Health Organization. Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Area of Study 1 – Health and wellbeing in a global context

Area of Study 2 – Health and the Sustainable Development Goals

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	25%
Unit 4 – School Assessed Coursework	25%
End-of-year examination	50%

PHYSICAL EDUCATION

UNIT 1: THE HUMAN BODY IN MOTION

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Area of Study 1: How does the musculoskeletal system work to produce movement?

Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?

UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Area of Study 1: What are the relationships between physical activity, sport, health and society?

Area of Study 2: What are the contemporary issues associated with physical activity and sport?

ASSESSMENT UNITS 1 & 2

- A written plan and a reflective folio
- A visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- A multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- An oral presentation
- A written report

PHYSICAL EDUCATION

UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Area of Study 1: How are movement skills improved?

Area of Study 2: How does the body produce energy?

UNIT 4: TRAINING TO IMPROVE PERFORMANCE

In this unit, students analyse movement skills from a physiological, psychological and sociocultural perspective and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Area of Study 1: What are the foundations of an effective training program?

Area of Study 2: How is training implemented effectively to improve fitness?

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	25%
Unit 4 – School Assessed Coursework	25%
End-of-year examination	50%

HEART BODY MIND YEAR 11

Firbank's Heart Body Mind program opens the door to physical and recreational activities that can be continued beyond the school gates. Year 11 students are offered a range of activities in lieu of formal PE class. Along with worldwide research, we believe in the correlation between physical activity and academic performance.

Students can choose from paddleboarding, golf, archery, fencing, martial arts, badminton, yoga, pilates or team ball sports. This popular Firbank program is beneficial for the students' mental and physical wellbeing whilst also creating opportunities for students to find sports they may enjoy in young adulthood.

The students take part in the HBM program for two periods every fortnight and they can change activities each term, giving them plenty of opportunities to explore different options for physical exercise whilst mixing with peers across their year level.

HUMANITIES

POLITICS

If students are contemplating studying Units 3 and 4 Politics in 2025, they are strongly advised to take this course in 2024, even if they completed Units 1 and 2 in 2023.

UNIT 1: POLITICS, POWER AND POLITICAL ACTORS

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

Political actors are individuals such as political leaders or ordinary citizens, or organisations such as parliaments or the United Nations, who have some measure of political power and/or authority and who engage in activities that can have a significant influence on decisions, policies, public discussion, media coverage and outcomes associated with a given issue. They may be local, national, regional or global.

Political issues typically arise from the tension between political stability and change; that is, the forces or people working to maintain the status quo and the forces or people working to create change. A political issue will involve a conflict between political actors with different interests and perspectives. The issue may be resolved through cooperation, compromise or coercion, or not at all. Power can be thought of as different kinds of capacity, for example economic or military capacity or the capacity that stems from a position or office, which gives political actors the ability to achieve their interests.

Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crises.

Area of Study 1: Politics and thinking politically

Area of Study 2: Power and global political actors

UNIT 2: DEMOCRACY: STABILITY AND CHANGE

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

Area of Study 1: Issues for Australia's democracy

Area of Study 2: Global challenges to democracy

ASSESSMENT UNITS 1 & 2:

Students will be completing assessment for these units. These will comprise of:

- A political inquiry
- Short answer questions (test)
- Extended response (under test conditions)
- A multimedia presentation
- An exam

GLOBAL POLITICS

(Current Study Design For 2024 Only)

UNIT 3: GLOBAL COOPERATION AND CONFLICT

In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an investigation into an issue of global scale, such as climate change, global economic instability, the issue of development or weapons of mass destruction. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state but which has crossed over into neighbouring states and requires an emergency response. This crisis must be chosen from the areas of human rights, armed conflict and the mass movement of people. They consider the causes of these issues and crises, and investigate their consequences on a global level and for a variety of global actors.

For the purposes of this study, global actors are defined as states, regional groupings, institutions of global governance and non-state actors. States are political actors who have defined territory, permanent populations and widely recognised sovereignty. States can be organised into formal regional groupings, such as the European Union, ASEAN or the Pacific Islands Forum. Institutions of global governance have global scope, are composed of states and facilitate cooperation and peaceful relations between states, enforce global rules and law and play a part in dispute resolution. Non-state actors include any other actors on the global stage: transnational corporations; individuals; and non-government organisations such as Human Rights Watch or Greenpeace and terrorist groups or international criminal networks. Importantly, students develop an appreciation for the perspectives and interests global actors bring to contemporary issues and crises, which can be multifaceted and changeable. Students come to understand that the responses of global actors to these issues or crises may take a variety of forms, such as cooperation, disengagement and/or conflict, and they assess the degree to which these responses can effectively resolve the issue or crisis. Students consider how the actions and responses of global actors contribute to creating global and regional political stability and/or change.

Area of Study 1: Global issues, global responses

Area of Study 2: Contemporary crises; conflict, stability and change

UNIT 4: POWER IN THE INDO-PACIFIC

In this unit, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students must choose one state from the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia or the United States of America. Students also examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and/or change. They do this within the context of Australia's relationships with one Pacific Island state and two other regional states.

For the purposes of this study, the Indo-Pacific is defined as the region ranging from the eastern Indian Ocean to the Pacific Ocean connected by Southeast Asia, including India, North Asia and the United States of America. This includes the following: Australia, Bangladesh, Bhutan, Brunei, Cambodia, China, Cook Islands, Fiji, French Polynesia, India, Indonesia, Japan, Kiribati, Laos, Malaysia, Maldives, Marshall Islands, Federated States of Micronesia, Mongolia, Myanmar, Nauru, Nepal, New Caledonia, New Zealand, Niue, North Korea, Pakistan, Palau, Papua New Guinea, Philippines, Russia, Samoa, Singapore, Solomon Islands, South Korea, Sri Lanka, Taiwan, Thailand, Timor-Leste, Tokelau, Tonga, Tuvalu, the United States of America, Vanuatu and Vietnam.

Area of Study 1: Power and national interest

Area of Study 2: Australia in the Indo-Pacific

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	25%
Unit 4 – School Assessed Coursework	25%
End-of-year examination	50%

GEOGRAPHY

UNIT 1: HAZARDS AND DISASTERS

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

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

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

Area of Study 1: Characteristics of hazards

Area of Study 2: Response to hazards and disasters

UNIT 2: TOURISM: ISSUES AND CHALLENGES

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

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

Area of Study 1: Characteristics of tourism

Area of Study 2: Impact of tourism: issues and challenges

ASSESSMENT UNITS 1 & 2

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

GEOGRAPHY

UNIT 3: CHANGING THE LAND

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

Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation. They investigate the distribution and causes of the two processes. They select one location for each of the 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. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication and recreation. Land use change is a characteristic of both urban and rural environments and occurs at both spatial and temporal scales.

At a local scale, students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change. They focus on two investigations of geographical change: change to land use and change to land cover. Land use change is investigated by fieldwork and involves visiting a site to investigate the processes and impacts of land use change.

Area of Study 1: Land cover change

Area of Study 2: Land use change

UNIT 4: HUMAN POPULATION TRENDS AND ISSUES

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

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

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

Populations change through 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 environmental, economic, social and cultural conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

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

Area of Study 1: Population dynamics

Area of Study 2: Population issues and challenges

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	25%
Unit 4 – School Assessed Coursework	25%
End-of-year examination	50%

HISTORY

UNIT 1: CHANGE & CONFLICT

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

The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time, the everyday lives of people significantly changed.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.

New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-Western. Turkey emerged out of the ruins of the Ottoman Empire and embarked on reforms to establish a secular democracy. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Area of Study 1: Ideology and conflict

Area of Study 2: Social and cultural change

HISTORY

UNIT 2: THE CHANGING WORLD ORDER

In this unit, students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the 20th century and the first decade of the 21st century.

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the 20th century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989, the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

The second half of the 20th century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

The beginning of the 21st century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the 21st century, including the wars in Afghanistan and Iraq. The Global Financial Crisis challenged and contributed to some change in the social, political and economic features and structures; however,

many continuities remained. Technology also played a key role in shaping social and political change in different contexts. The internet significantly changed everyday life and revolutionised communication and the sharing of information and ideas, some of which challenged authority, most notably the Arab Spring.

Area of Study 1: Causes, course and consequences of the Cold War

Area of Study 2: Challenge and change

ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and skills.

School assessment will be based on performance in each area of study, as measured by a range of tasks and in formal examinations at the end of each semester.

HISTORY

UNITS 3 & 4: HISTORY REVOLUTIONS

In Units 3 and 4, Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units, students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

Area of Study 1: Causes of revolution

Area of Study 2: Consequences of revolution

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	25%
Unit 4 – School Assessed Coursework	25%
End-of-year examination	50%

LANGUAGES

CHINESE FIRST LANGUAGE

UNITS 1 & 2

This study enables students to:

- communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance inter-cultural awareness
- understand the cultural contexts in which Chinese is spoken and appreciate their own and others' cultures
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

Areas of Study 1–3

The areas of study for Chinese First Language comprise themes and topics, text types, styles of writing, vocabulary and grammar. They are common to all four units of the study and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student and the outcomes for the unit. There are three prescribed themes:

- Self and others
- Tradition and change in the Chinese-speaking communities
- The world around us

ASSESSMENT UNITS 1 & 2

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

(Units 1 & 2 are offered at Year 10 level).

UNITS 3 & 4

This study enables students to:

- communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance inter-cultural awareness
- understand the cultural contexts in which Chinese is spoken and appreciate their own and others' cultures
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

A detailed study must be undertaken during Units 3 and 4. The student will be expected to present and discuss aspects of their detailed study in Sections 1 and 2, Presentation and Discussion, of the Oral Examination. The detailed study should be based on a sub-topic related to one or more of the prescribed topics.

ASSESSMENT UNITS 3 & 4

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

CHINESE SECOND LANGUAGE

UNITS 1 & 2

This study enables students to:

- communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance inter-cultural awareness
- understand and appreciate the cultural contexts in which Chinese is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

Areas of Study 1–3

There are three prescribed themes for study in VCE Chinese Second Language:

- The individual
- The Chinese-speaking communities
- The world around us

ASSESSMENT UNITS 1 & 2

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

UNITS 3 & 4

In Units 3 & 4, students:

- Participate in a spoken exchange in Chinese to resolve a personal issue (a short role-play, focused on negotiating a solution to a personal issue).
- Interpret information from texts and write responses in Chinese (responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic)
- Express ideas in a personal, informative or imaginative piece of writing in Chinese (an approximately 200-character personal, informative or imaginative piece of writing).
- Share information, ideas and opinions in a spoken exchange in Chinese (a short interview providing information and responding to questions about a cultural product or practice).
- Analyse information from written, spoken and viewed texts for use in a written response in Chinese (an approximately 250-character written response for a specific audience and purpose, incorporating information from three or more texts).
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese (an approximately 300-character evaluative or persuasive piece of writing).

ASSESSMENT UNITS 3 & 4

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

CHINESE SECOND LANGUAGE ADVANCED

UNITS 1 & 2

This study enables students to:

- communicate with others in Chinese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages and enhance inter-cultural awareness
- understand and appreciate the cultural contexts in which Chinese is spoken
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

Areas of Study 1–3

There are three prescribed themes for study in VCE Chinese Second Language Advanced:

- The individual
- The Chinese-speaking communities
- The world around us

ASSESSMENT UNITS 1 & 2

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

(Units 1 & 2 are offered at Year 10 level).

UNITS 3 & 4

Unit 3:

1. Participate in a spoken exchange in Chinese to resolve a personal issue (a short role-play, focused on negotiating a solution to a personal issue).
2. Interpret information from texts and write responses in Chinese (responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic).
3. Express ideas in a personal, informative or imaginative piece of writing in Chinese (an approximately 250-character personal, informative or imaginative piece of writing)

Unit 4:

1. Share information, ideas and opinions in a spoken exchange in Chinese (a short interview providing information and responding to questions about a cultural product or practice).
2. Analyse information from written, spoken and viewed texts for use in a written response in Chinese (an approximately 300-character written response for a specific audience and purpose, incorporating information from three or more texts).
3. Present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese (an approximately 350-character evaluative or persuasive piece of writing).

ASSESSMENT UNITS 3 & 4

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

FRENCH

UNIT 1

In this unit, students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of French culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

UNIT 2

In this unit, students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

ASSESSMENT UNITS 1 & 2

The award of a Satisfactory Completion is based on demonstrated achievement of the set outcomes specified for the unit. A semester examination contributes 25% to the overall mark for each semester unit.

UNIT 3

In this unit, students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities. They reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

UNIT 4

In this unit, students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

ASSESSMENT UNITS 3 & 4

School Assessed Coursework	50%
End-of-year exam (oral and written)	50%

GERMAN

UNIT 1

In this unit, students develop an understanding of the language and culture/s of German-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of the German culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

UNIT 2

In this unit, students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through German and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

ASSESSMENT UNITS 1 & 2

The award of a Satisfactory Completion is based on demonstrated achievement of the set outcomes specified for the unit. A semester examination contributes 25% to the overall mark for each unit.

UNIT 3

In this unit, students investigate the way German speakers interpret and express ideas, and negotiate and persuade in German through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through German, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of German-speaking communities. They reflect on how knowledge of German and German-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

UNIT 4

In this unit, students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of German-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through German. Students identify and reflect on cultural products or practices that provide insights into German-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

ASSESSMENT UNITS 3 & 4

School Assessed Coursework	50%
End-of-year exam (oral and written)	50%

MATHEMATICS

MATHEMATICS

VCE MATHEMATICS

Students can undertake the study of one or more Mathematics courses offered by VCAA. The study choice depends on the Mathematics course completed at Year 10 level.

NOTE:

It is recommended that VCE students do pursue at least one Mathematics study, although it is not an expectation.

Courses to choose from:

- Foundation Mathematics (Units 1–4)
- General Mathematics (Units 1–4) formerly known as Further Mathematics
- Mathematical Methods (Units 1–4)
- Specialist Mathematics (Units 1–4)

STUDY ONLINE

Foundation Mathematics Units 1–4

Provides for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

General Mathematics Units 1–4

Provides for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Mathematical Methods Units 1–4

Provides for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Specialist Mathematics Units 1–4

Provides for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

ASSESSMENT UNITS 1 & 2

For Units 1 & 2 Mathematics studies there are periodic assessments that students undertake as part of their learning to meet the VCAA outcomes for the course. Whilst it is important that students complete all stipulated outcomes, these scores do not count towards VCE study score.

The assessments are: Summative (and / or) Formative and are varied in form of:

- Topic Tests
- Open and closed ended assessments by way of Problem Solving, Analysis and Modelling tasks (including projects)
- Mathematical Investigation Task

MATHEMATICS

POSSIBLE COMBINATIONS OF MATHEMATICS UNITS AT FIRBANK

UNITS 1 & 2

Foundation Mathematics

General Mathematics

Mathematical Methods

General Mathematics and Mathematical Methods

Mathematical Methods

Mathematical Methods and Specialist Mathematics

UNITS 3 & 4

Foundation Mathematics

General Mathematics or Foundation Mathematics

Mathematical Methods (and/or) General Mathematics

General Mathematics and Mathematical Methods

Mathematical Methods

Mathematical Methods and Specialist Mathematics

Specialist Mathematics

ASSESSMENT UNIT 3 & 4

School based assessments for Units 3 & 4 Mathematics studies:

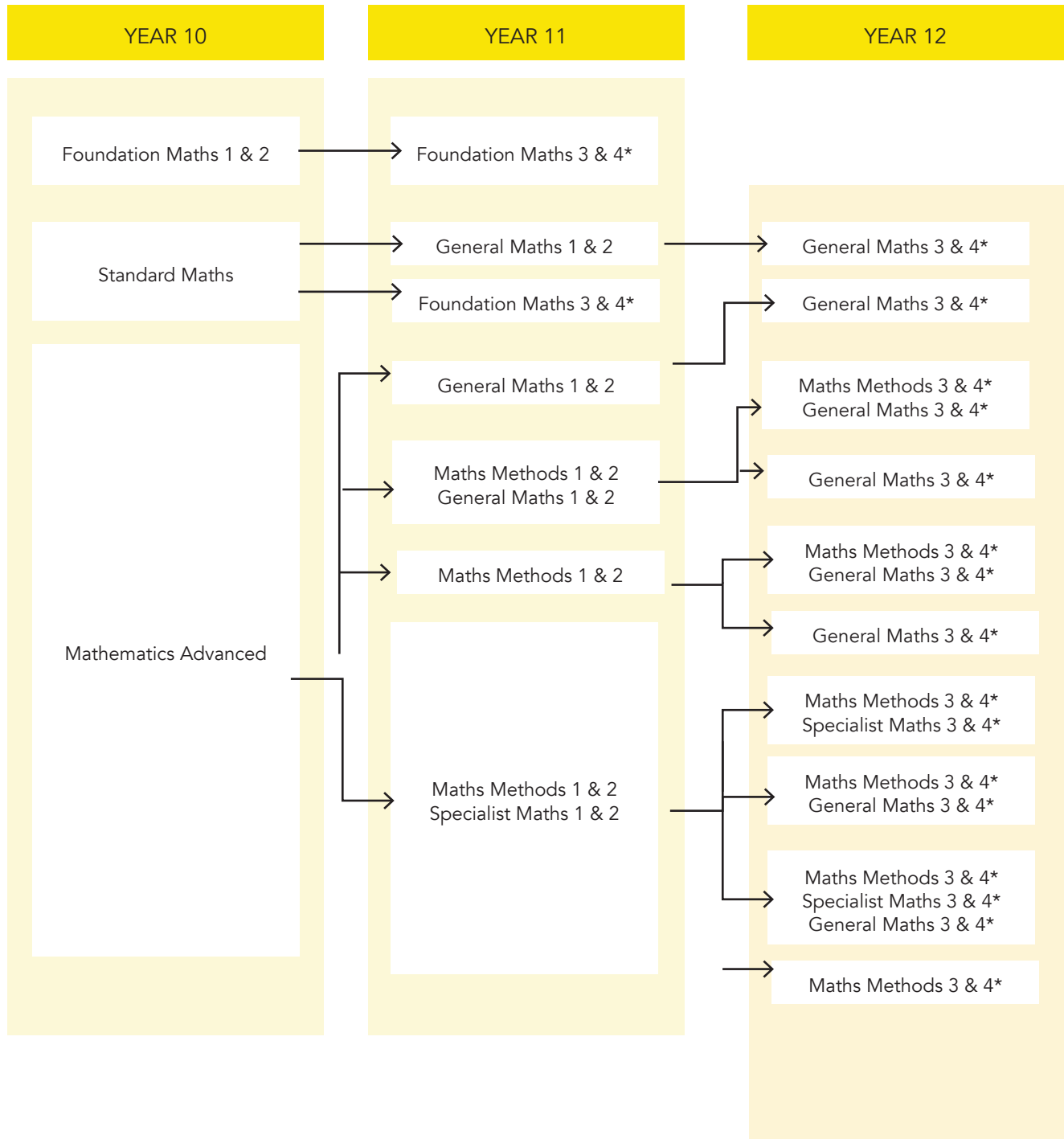
There are VCAA guided SACs that students undertake as part of their learning to meet the VCAA outcomes for the course. The performance in these assessments counts towards the calculation of the final study score of each of the study courses.

External Assessments for Units 3 & 4 Mathematics studies:

Besides the SAC work, all Unit 3 & 4 students undertake the VCE examination for their respective study in Oct–Nov and this exam performance also contributes towards the calculation of the study score.

COURSE	UNIT 3 SAC	UNIT 4 SAC	UNITS 3 & 4
Foundation Mathematics Non-CAS Course	40%	20%	40% (One Examination) Scientific Calculator + Notes
General Mathematics	24%	16%	60% (Two Examinations) Exam 1: 20% CAS + Notes Exam 2: 40% CAS + Notes
Mathematical Methods	20%	20%	60% (Two Examinations) Exam 1: 20% Exam 2: 40% CAS + Notes
Specialist Mathematics	20%	20%	60% (Two Examinations) Exam 1: 20% Exam 2: 40% CAS + Notes

MATHEMATICS



*It is recommended that students only undertake a maximum of two (2) VCE Maths courses with Units 3 & 4

PERFORMING ARTS

DANCE

PREREQUISITE: THREE YEARS OF REGULAR DANCE TRAINING IN ANY STYLE SINCE THE AGE OF 10.

UNIT 1

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

Area of Study 1: Dance perspectives

Area of Study 2: Choreography and performance

Area of Study 3: Dance technique and performance

Area of Study 4: Awareness and maintenance of the dancer's body

UNIT 2

In this unit, students extend their personal movement vocabulary and skill in using a choreographic process to develop and link movement phrases to create a dance work. They apply their understanding of the processes used to realise a solo dance work – choreographing, rehearsing and preparing for performance. Students may also study material such as dance from other cultures, musical theatre, the work of tap, jazz, ballet and modern dance. Students make links between the theoretical and practical aspects of dance across the areas of study and analyse how their own and other choreographers' intentions are communicated, through the ways movement has been manipulated and structured.

Area of Study 1: Dance perspectives

Area of Study 2: Choreography and performance

Area of Study 3: Dance technique and performance

ASSESSMENT UNITS 1 & 2

- A written analysis of the elements of movement within selected dance styles and work
- Choreograph and perform an original group work
- Perform a learnt solo work and report on the process from rehearsal to performance
- Demonstrate safe dance practice and describe the physiology of the body

DANCE

UNIT 3

In this unit, students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills and actions drawn from all movement categories. Students continue regular and systematic dance training, learning and performing a duo or group dance work created by another choreographer. They continue developing their ability to safely execute movement vocabulary and perform with artistry. Students analyse the realisation of their solo and the learnt duo or group dance work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing. This analysis connects each student's work as a choreographer to the work of professional choreographers.

Students further develop their understanding of the choreographic process through analysis of two dance works by choreographers of the twentieth or twenty-first centuries. These dance works must be selected from the prescribed list of dance works for Unit 3.

Students analyse the dance design and use of movement vocabulary in the selected works, considering influences on the choreographers' choices of intention, movement vocabulary and the influence these choreographers, as well as the selected dance works, have had on the arts and society.

Area of Study 1: Dance perspectives

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

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

UNIT 4

In this unit, students choreograph, rehearse and perform a solo dance work with a cohesive structure. When rehearsing and performing this dance work, students focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. They explore how they can demonstrate artistry in performance. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work. Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first-century choreographer. This analysis focuses on ways in which the intention is expressed through the manipulation of spatial relationships.

Area of Study 1: Dance perspectives

Area of Study 2: Choreography, performance and dance-making skills

NOTE:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination, as well as an end-of-year written examination.

ASSESSMENT UNITS 3 & 4

Unit 3 & 4 – School Assessed Coursework	25%
Unit 4 – Performance examination	50%
Unit 4 – Written examination	25%

MUSIC

UNIT 1: ORGANISATION OF MUSIC

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

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

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

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

Area of Study 1: Performing

Area of Study 2: Creating

Area of Study 3: Analysing and responding

UNIT 2: EFFECT IN MUSIC

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

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

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

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

Area of Study 1: Performing

Area of Study 2: Creating

Area of Study 3: Analysing and responding

ASSESSMENT UNITS 1 & 2

- Performance of at least two works including at least one ensemble/group work
- A discussion of the challenges presented by these works
- Aural, oral, written and practice tasks relating to theory and aural
- Composition and/or improvisation exercises and accompany discussion

MUSIC

UNIT 3: MUSIC REPERTOIRE PERFORMANCE

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

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

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

Area of Study 1: Performing

Area of Study 2: Analysing for performance

Area of Study 3: Responding

UNIT 4: MUSIC REPERTOIRE PERFORMANCE

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

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

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

Area of Study 1: Performing

Area of Study 2: Analysing for performance

Area of Study 3: Responding

ASSESSMENT UNITS 3 & 4

- Explanation of artistic and practical considerations
- Demonstration and discussion of techniques related to performance
- Discussion of interpretation, and identify, recreate and notate music language concepts
- Demonstration and discussion of techniques related to performance

EXTERNAL ASSESSMENT

- End-of-year performance examination
- End-of-year aural and written examination

THEATRE STUDIES

UNIT 1: PRE-MODERN THEATRE STYLES AND CONVENTIONS

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms.

Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Area of Study 1: Exploring pre-modern theatre styles and conventions

Area of Study 2: Interpreting scripts

Area of study 3: Analysing a play in performance

UNIT 2 : MODERN THEATRE STYLES AND CONVENTIONS

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education and Immersive/Interactive theatre.

Area of Study 1: Exploring modern theatre styles and conventions

Area of Study 2: Interpreting scripts

Area of Study 3: Analysing and evaluating a theatre production

ASSESSMENT UNITS 1 & 2

The award of Satisfactory Completion for each unit is based on whether the student has demonstrated the set outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and skills.

School assessment will be based on performance in each area of study, as measured by a range of tasks and in formal examinations at the end of each semester.

THEATRE STUDIES

UNIT 3: PRODUCING THEATRE

In this unit, students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist.

Area of Study 1: Staging theatre

Area of Study 2: Interpreting a script

Area of Study 3: Analysing and evaluating theatre

UNIT 4: PRESENTING AN INTERPRETATION

In this unit, students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

Area of Study 1: Researching and presenting theatrical possibilities

Area of Study 2: Interpreting a monologue

Area of Study 3: Analysing and evaluating a performance

ASSESSMENT UNITS 3 & 4

Unit 3 & 4– School Assessed Coursework	45%
Monologue examination	25%
Written examination	30%

SCIENCE

BIOLOGY

UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTION?

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

Area of Study 1: How do cells function?

Area of Study 2: How do plant and animal systems function?

Area of Study 3: How do scientific investigations develop understanding of how organisms regulate their functions?

UNIT 2: HOW DOES INHERITANCE IMPACT DIVERSITY?

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

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

Area of Study 1: How is inheritance explained?

Area of Study 2: How do inherited adaptations impact on diversity?

Area of Study 3: How do humans use science to explore and communicate contemporary bioethical issues?

ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for each unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and skills.

School assessment will be based on performance in each area of study, as measured by a range of tasks and in formal examinations at the end of each semester.

BIOLOGY

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

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

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

Area of Study 1: What is the role of nucleic acids and proteins in maintaining life?

Area of Study 2: How are biochemical pathways regulated?

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

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

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

Area of Study 1: How do organisms respond to pathogens?

Area of Study 2: How are species related over time?

Area of Study 3: How is scientific inquiry used to investigate cellular processes and/or biological change?

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	20%
Unit 4 – School Assessed Coursework	30%
End-of-year examination	50%

CHEMISTRY

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

The development and use of materials for specific purposes is an important human endeavour. In this unit, students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers.

They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas and synthesis of polymers.

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Area of Study 1: How do the chemical structures of materials explain their properties and reactions?

Area of Study 2: How are materials quantified and classified?

Area of Study 3: How can chemical principles be applied to create a more sustainable future?

UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

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

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

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

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water. It draws on the key science skills and key knowledge from Unit 2 Area of Study 1 and/or Area of Study 2.

Area of Study 1: How do chemicals interact with water?

Area of Study 2: How are chemicals measured and analysed?

Area of Study 3: How do quantitative scientific investigations develop our understanding of chemical reactions?

ASSESSMENT UNITS 1 & 2

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated the set of outcomes specified for the unit. Tasks for assessment may be selected from the following:

- a report of a practical activity or investigation
- a modelling activity
- media response
- problem solving involving chemical concepts, skills and/or issues
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response
- a poster

CHEMISTRY

UNIT 3: HOW CAN DESIGN AND INNOVATION HELP OPTIMISE CHEMICAL PROCESSES?

In this unit, students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. .

Area of Study 1: What are the current and future options for supplying energy?

Area of Study 2: How can the rate and yield of chemical reactions be optimised?

UNIT 4: HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

In this unit, students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

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

Area of Study 1: How are organic compounds categorised and synthesised?

Area of Study 2: How are organic compounds analysed and used?

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	20%
Unit 4 – School Assessed Coursework	30%
End-of-year examination	50%

PHYSICS

UNIT 1: HOW IS ENERGY USEFUL TO SOCIETY?

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

Area of Study 1: How are light and heat explained?

Area of Study 2: How is energy from the nucleus utilised?

Area of Study 3: How can electricity be used to transfer energy?

UNIT 2: HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

In this area of study, students develop a deeper understanding of an area of interest within diverse areas of physics. They select from eighteen options, explore the related physics and use this physics to form a stance, opinion or solution to a contemporary societal issue or application. In their explorations, a range of investigation methodologies may be used by students.

Area of Study 1: How is motion understood?

Area of Study 2: Options: How does physics inform contemporary issues and applications in society?

Area of Study 3: How do physicists investigate questions?

ASSESSMENT UNITS 1 & 2

The award of Satisfactory Completion is based on demonstrated achievement of the set outcome specified for the unit. Assessment is based on practical work, tests and a poster presentation, as well as two examinations.

PHYSICS

UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

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

Area of Study 1: How do physicists explain motion in two dimensions?

Area of Study 2: How do things move without contact?

Area of Study 3: How are fields used in electricity generation?

UNIT 4: HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONISED THINKING IN PHYSICS?

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

Area of Study 1: How has understanding about the physical world changed?

Area of Study 2: How is scientific inquiry used to investigate fields, motion or light?

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	30%
Unit 4 – School Assessed Coursework	20%
End-of-year examination	50%

PSYCHOLOGY

UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

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

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Area of Study 1: What influences psychological development?

Area of Study 2: How are mental processes and behaviour influenced by the brain?

Area of Study 3: How does contemporary psychology conduct and validate psychological research?

UNIT 2: HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

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

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

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

Area of Study 1: How are people influenced to behave in particular ways?

Area of Study 2: What influences a person's perception of the world?

Area of Study 3: How do scientific investigations develop understanding of influences on perception and behaviour?

PSYCHOLOGY

UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

In this unit, students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

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

Area of Study 1: How does the nervous system enable psychological functioning?

Area of Study 2: How do people learn and remember?

UNIT 4: HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?

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

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

Area of Study 1: How does sleep affect mental processes and behaviour?

Area of Study 2: What influences mental wellbeing?

Area of Study 3: How is scientific inquiry used to investigate mental processes and psychological functioning?

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	20%
Unit 4 – School Assessed Coursework *(includes practical investigation)	30%
End-of-year examination	50%

VISUAL ARTS

ART CREATIVE PRACTICE

UNIT 1: INTERPRETING ARTWORKS AND EXPLORING THE CREATIVE PRACTICE

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

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

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Through their analysis and interpretation students learn how to formulate and substantiate personal opinions about artworks. Students apply the Structural Lens and the Personal Lens to analyse and interpret the meanings and messages of artworks and to document the reflection of their own ideas throughout their art practice.

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of both traditional and contemporary art practices. They are guided through an experiential learning process to research, explore, experiment and develop, and to evaluate and reflect upon their use of the Creative Practice.

Area of Study 1: Artists, artworks and audiences

Area of Study 2: The Creative Practice

Area of Study 3: Documenting and reflecting on the Creative Practice

UNIT 2: INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE

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

Artworks can acknowledge specific ideas or beliefs, or commemorate people, institutions, social movements and events. They can reinforce the intentions and purpose of a social, cultural or community group, or they can challenge social or cultural attitudes and assumptions. Throughout Unit 2, students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

While the focus of this unit is on the Cultural Lens, students should continue to apply aspects of the Structural and Personal Lenses where relevant in the analysis and interpretation of artworks and in the documentation of their art practice.

Area of Study 1: The artist, society & culture

Area of Study 2: The collaborative Creative Practice

Area of Study 3: Documentation of collaboration using the Creative Practice

ASSESSMENT UNITS 1 & 2

All assessments at Units 1 and 2 are school based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit, students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

ART CREATIVE PRACTICE

UNIT 3: INVESTIGATION, IDEAS, ARTWORKS AND THE CREATIVE PRACTICE

In this unit, students use inquiry and project-based learning as starting points to develop a body of work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

In Unit 3, the Interpretive Lenses are used in making and responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

Area of Study 1: Investigation and presentation

Area of Study 2: Personal investigation using the Creative Practice

UNIT 4: INTERPRETING, RESOLVING AND PRESENTING ARTWORKS AND THE CREATIVE PRACTICE

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

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

The students' use of the Creative Practice involves both Making and Responding and is underpinned by the Interpretive Lenses. Students use the Interpretive Lenses to analyse and interpret the meanings and messages of artworks created by the artists they study and to investigate the practices used to create them. Applied together, these Interpretive Lenses enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students view a range of artworks in different contexts and interpret the ideas and meanings communicated in the artworks.

Area of Study 1: Documentation and critique of the Creative Practice

Area of Study 2: Resolution and presentation of a body of work

Area of Study 3: Comparison of artists, their practice and their artworks

ASSESSMENT UNIT 3 & 4

School-Assessed Task:	60%
School-Assessed Coursework:	10%
External assessment:	30%

MEDIA

UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

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

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

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. 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.

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.

Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

Area of Study 1: Media representations

Area of Study 2: Media forms in production

Area of Study 3: Australian stories

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

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

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, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; 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.

Areas of Study 1: Narrative, style and genre

Area of Study 2: Narratives in production

Area of Study 3: Media and change

ASSESSMENT UNITS 1 & 2

Assessment tasks types in Media include a combination of written analysis papers, research projects, productions projects across a range of media forms and semester-based examinations

MEDIA

UNIT 3: MEDIA NARRATIVES AND PRE-PRODUCTION

Developments in media technologies have dramatically altered the media landscape and the relationship between the media and its audiences. New media is a term that applies to contemporary technology used by media producers and audiences, and the social, cultural and economic practices that arise from these contemporary forms.

Digital technologies, interactivity, immersive content and participatory practices have become a feature of the creation, production, distribution, engagement with, consumption and reception of the media. Media industries and institutions have adopted and adapted aspects of convergence to build and maintain audience share through new forms of interaction.

All engagement with media is creatively, culturally and economically situated. Audiences are media consumers, producers and products, often simultaneously. This is particularly evident in social media where public and personal communication is combined. Such platforms facilitate convergence between communities and commercial opportunities that are developed, built and maintained through common interests and creativity.

Changes in the media have social, emotional and ethical consequences for individuals and society. New media forms, products and processes are often controversial and may be mistrusted or devalued by existing media institutions, some audiences and groups in society. Students examine the technologies, processes of production, characteristics, distribution, engagement with, consumption and reception of media products in new media forms. Students investigate the relationship between emerging and pre-existing media forms, products and institutions. They evaluate the impact of developments on individuals, society and culture.

Areas of Study 1: Narratives and their context

Area of Study 2: Research, development and experimentation

Area of Study 3: Pre-production planning

UNIT 4: MEDIA PRODUCTION: AGENCY AND CONTROL IN AND OF THE MEDIA

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

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

In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

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.

Area of Study 1: Media production

Area of Study 2: Agency and control in the media

ASSESSMENT UNIT 3 & 4

Units 3 & 4 – School Assessed Coursework	20%
Units 3 & 4 – School Assessed Task	40%
End-of-year examination	40%

VISUAL COMMUNICATION DESIGN

UNIT 1: FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS

In this unit, students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for design to instigate change.

Area of Study 1: Reframing design problems

Area of Study 2: Solving communication design problems

Area of Study 3: Design's influence and influences on design

UNIT 2: DESIGN CONTEXTS AND CONNECTIONS

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Area of Study 1: Design, place and time

Area of Study 2: Cultural ownership and design

Area of Study 3: Designing interactive experiences

ASSESSMENT UNITS 1 & 2

Assessment will cover a range of areas of practical work, written reports and analysis tasks, and a semester written examination.

VISUAL COMMUNICATION DESIGN

UNIT 3: VISUAL COMMUNICATION IN DESIGN PRACTICE

In this unit, students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Area of Study 1: Professional design practice

Area of Study 2: Design analysis

Area of Study 3 Design process: defining problems and developing ideas

UNIT 4: DELIVERING DESIGN SOLUTIONS

In this unit, students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Area of Study 1: Design process: refining and resolving design concepts

Area of Study 2: Presenting design solutions

ASSESSMENT UNITS 3 & 4

Unit 3 – School Assessed Coursework	20%
Unit 3 & 4 – School Assessed Task	50%
End-of-year examination	30%



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GRAMMAR

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