VCE REQUIREMENTS
The VCE is a two-year course over Years 11 and 12. Students normally take 22 units over the 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 approval is given by the School.

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 3 units from the English group: English / EAL Units 1 - 4, Literature 1 - 4 with at least two units at Unit 3/4 level.
• 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.

- Classes available outside the timetable.

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 with the subject description.

EXTENSION STUDIES AT YEAR 12
Extension studies in first year university subjects from The University of Melbourne and Monash University are available for very able 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.
TERTIARY SELECTION

Gaining the VCE does not give students automatic entry to post-secondary courses. 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 Units 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 3 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. There is no restriction on the number of VCE VET Unit 3 & 4 sequences that can be counted in the ATAR calculation.

The Victorian Tertiary Admissions Centre (VTAC) is responsible for student selection into most tertiary courses in Victoria. By investigating subjects which 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 (2019 - Year 12 / 2020 - Year 11), 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 National Tertiary Admission System.

Career advice is available from the Careers Counsellor and all relevant publications are available for reference in the Careers Room.

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

Year 11 ACADEMIC PROGRAM

Compulsory studies :
English - Units 1 & 2 or
Literature - Units 1 & 2

At Year 11, students select a program of a maximum of 6 subjects (12 VCE units), including the 2 units of compulsory studies. It is possible to do a 7th subject out of school hours, e.g. 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. Many students will undertake one Unit 3/4 subject in Year 11. To do so, they must have the School’s approval. Available subjects are listed below. Approval will be based on the student’s demonstrated skills, organisation and application at Year 10. In 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 Departments and with the approval of the Director of Curriculum.

Unit 3/4 subjects available to Year 11 students are Biology, Business Management, Geography, Health & Human Development, History of Revolutions, Literature, Languages - French, German, Chinese FL, Chines SL, Global Politics, Mathematical Methods, Music Performance and Physical Education.

Assessment and Reporting

There are two forms of assessment in each VCE unit.

Satisfactory completion

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes 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 on a scale of A to E (will be based on tests, practical reports, essays and assignments as appropriate to the subject.
ADDITIONAL REQUIREMENTS
Recreation, Thinking and Relaxation (RTR)
This program provides students with opportunities to:
• experience a range of recreational activities which they may be interested in pursuing outside school
• be challenged intellectually by interesting ideas and discussions
• learn useful new skills
• make a contribution to the lives of others
• work collaboratively

Participation in the program is compulsory. Students are to select one unit from Group A and one from Group B. The other two units can be from either group.

Note: Students studying EAL English are required to select EAL support 1 & 2 from block B. This course is designed to provide extra support for EAL students. It is a year long course.

Group A
Footy Codes / Rockclimbing
Active and energetic games, focusing on tactics, teamwork and game play. Codes include: AFL, Touch Rugby. Try your hand at adrenaline-pumping adventure, Rockclimbing.

Rollerblading / Powerwalking
Students must provide their own rollerblades and helmet - equipment is not provided. Students must know the basics of how to rollerblade. This is not a good unit for true beginners.

Archery / Fencing / Powerwalking
No experience required but be prepared to be off-campus for some activities.

Boot Camp / Yoga / Circuit Training
Involves high energy workouts and relaxation for a well-rounded active experience.

Golf / Badminton / Table Tennis
Striking sports helping to develop hand-eye co-ordination. Students must be prepared to be off-campus for some activities.

Dance / Circuit / Yoga
This option provides opportunities to explore spatial awareness and co-ordination through various activities.

Dance / Paddleboarding / Yoga
This option provides opportunities to improve you balance and have a full body workout.

Trampolining / Powerwalking / Bootcamp
This option provides opportunities to explore balance, spatial awareness and have an aerobic workout through power-walking in the Bayside region. No experience needed but must be prepared to be off-campus for some activities.

Learn to Swim
This option is compulsory for non-swimmers. It covers basic swimming techniques aimed at improving confidence and ability in and around the water.

Group B
• Drawing
• EAL Support 1 & 2
• Personal Development
• My Brilliant Career
• Matters of the Musical Mind
• Philosophy
• ELS

DRAWING
If you enjoy visual arts but are no longer able to study it, or you just want to do more of it, this unit will provide an opportunity to put some creativity into your week. A variety of drawing techniques and skills will be explored with the aim of each student producing at least one finished work. Methods trialled could include charcoal drawing, pastel, scraperboard, watercolour and, maybe, wacom tablets with Adobe Illustrator. However, students will be given some choice in the use of media and materials.

PERSONAL DEVELOPMENT
Remember personal development in years 7 to 10? Well this is the advanced personal development – we will discuss all the things that you didn’t want to know then, that you want to know now!

Relationships, emotional wellbeing, sex, drugs, alcohol, the future, resilience, body image…we will explore issues that are relevant to YOU right now. Responding to the needs of the group is the main aim of this course.

‘Life’s one big balancing act’. Personal development for the VCE student will provide you with an opportunity to develop strategies and skills that will help you find a balance between matters of mind and body.
MY BRILLIANT CAREER
Not sure what the future holds but keen to make a start on your own brilliant career? Well this is the course for you. This is an opportunity to create an individual pathway plan for your future career. We will create or update a resume and write an application cover letter. We will also have some fun with mock interviews including how to dress to impress in interviews, create an ‘elevator pitch’ and practice what to say and how to answer the tricky interview questions.

MATTERS OF THE MUSICAL MIND
Have you ever wondered why a certain song affects your mood? We are, all hard-wired for music; it can affect the same part of our brain that helps us interpret grief or overwhelming joy. Students will explore how the human brain perceives music, and how composers and musicians exploit our instinctive reaction to music to entice and challenge us. Students will learn how to use music to manipulate their mood and thinking.

PHILOSOPHY
This is a taster for students who would like to find out a little bit about Philosophy, philosophers and philosophical thinking and reasoning.

A different topic will be investigated each lesson. Topics will be selected from: Truth and Reality, Happiness, Animal rights, the Existence of God, Philosophical arguments and logic and Ways of thinking.

You will be introduced to some famous philosophers like Socrates, Plato, Descartes, Seneca and Epicurus. In class there will be a lot of discussion, some videos, activities and challenges.
Year 12 ACADEMIC PROGRAM
Compulsory studies:
English - Units 3 & 4 or
English EAL Units 3 & 4 or
Literature - Units 3 & 4

At Year 12, students normally select a program of 5 subjects (10 VCE units), including the 2 units of English.

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 course selected must meet the requirements for the award of the VCE. It is also important for students to maximise their career 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
For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified by the Study Design. 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.

Coursework
Each sequence of Units 3 & 4 includes School Assessed Coursework (SACs) or School Assessed Tasks (SATs). Coursework assesses each student’s overall level of achievement on the assessment tasks designated in the study design.

Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed mainly in class time. Results of coursework count towards a student’s Study Score in each VCE study and ultimately towards the student’s ATAR.

Grades are awarded for coursework in the range A – E. It should be noted that coursework assessments given to students and their total scores given for coursework may change as a result of statistical moderation by the Victorian Curriculum & Assessment Authority.

In most studies at least 50% of the assessment will be based on externally set examinations.

ADDITIONAL REQUIREMENTS
Time for Reds is a program for Year 12 students which is designed to provide students with the opportunity to discuss issues that relate to themselves, as students, in their final year of schooling.

Homework
Homework for all VCE subjects is set on a regular basis and students are expected to organise their time and meet work deadlines. The due dates for all SACs are given to students well in advance to allow time for planning.

Late work is not accepted unless the student has applied for and been granted an extension of time BEFORE the due date.

Homework
Homework for all VCE subjects is set on a regular basis and students are expected to organise their time and meet work deadlines. The due dates for all SACs are given to students well in advance to allow time for planning.

Late work is not accepted unless the student has applied for and been granted an extension of time BEFORE the due date.
AVAILABLE COURSES
ACCOUNTING UNIT 1
Establishing and operating a service business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students will be introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Use of ICT will be incorporated.

AREA OF STUDY
1. Going into business
2. Recording and reporting accounting data and information
3. Financial decision-making

Accounting

ACCOUNTING UNIT 3
Recording and reporting for a trading business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. This perpetual method of stock recording with the FIFO method is used.

AREA OF STUDY
1. Recording of financial data
2. Balance day adjustments and reporting of accounting information

ACCOUNTING UNIT 2
Accounting for a trading business
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions. They use financial and non-financial information to evaluate the performance of a business. The double-entry system is introduced as a development.

AREA OF STUDY
1. Recording and reporting accounting data and information
2. ICT in accounting
3. Evaluation of business performance

ACCOUNTING UNIT 4
Control and analysis of business performance
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting.

AREA OF STUDY
1. Extension of Recording and Reporting
2. Financial planning and decision-making

ASSESSMENT Units 3 and 4
Unit 3 School-Assessed Coursework
Unit 4 School-Assessed Coursework
End of Year Examination

ASSESSMENT Units 1 and 2
The award of a satisfactory completion is based on demonstrated achievement of the set outcomes specified for the unit. Assessment tasks include: exercises using an accounting software package, folio of exercises, tests, assignments, reports and an examination.
ART Unit 1
This unit focuses on selected media and/or art forms through an exploration of techniques, materials, skills, working methods and concepts with an emphasis on cross-media investigation.

AREAS OF STUDY
1. Developing ideas and skills
This area of study will include:
• Materials, techniques and working methods involving artistic research, innovation and cross-media exploration
• Materials and processes within a particular media and/or art form
• Materials, their uses and unique characteristics
• A range of concepts, styles and selected images
• Methods of trialing visual solutions to set tasks

2. Art and Society
This area focuses on the ways in which art reflects the values, beliefs and traditions for which it is created.

This area of study will include:
• Social settings for art
• Social functions of art
• Social issues in art of the past and present

ASSESSMENT
The award of a Satisfactory Completion is based on demonstrated achievement of the set outcomes specified for the unit. Assessment is based on a drawing folio, paintings, sketches completed artworks, research reports and an art commentary.

ART Unit 2
Art, Unit 2 is not offered. It is recommended, however, that students continue their studies by enrolling for STUDIO ARTS Unit 2.

ART Unit 3
This unit focuses on making personal art responses through a broad and innovative investigation which includes exploration and experimentation in one or more media.

AREAS OF STUDY
1. Investigation and interpretation
This area of study will include:
• Production of a sustained body of work and at least one completed work
• Media exploration and understanding of tools and techniques
• Evaluation of student’s work and a development of working practices related to their interest

2. Interpreting Art
This area of study focuses on using interpretive frameworks to respond critically to art works. Students must undertake:
• A study of two periods of art: post-1990 (contemporary) and pre-1990
• A study of at least two artists who have produced work within the selected period of art
• A study of at least two art works from the selected period

ART Unit 4
This unit focuses on the preparation of a final presentation, demonstrating individuality, evolution of ideas and realisation of knowledge and skill.

AREAS OF STUDY
1. Realisation and resolution - this area requires the completion of an innovative body of work which continues inter media exploration of ideas and techniques and at least one completed work.
2. Discussing and debating art - this area of study focuses on exploring the meanings and messages of art through interpretation of selected art works with reference to commentaries on art.

ASSESSMENT Units 3 & 4
Unit 3 school-assessed coursework 10%
Unit 4 school-assessed coursework 10%
Unit 3 and 4 school-assessed task 50%
Unit 3 and 4 examination 30%
BIOLOGY UNIT 1
How do things stay alive?
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat.

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

2. How do living systems sustain life?
Students examine the structural, physiological and behavioural adaptations of a range of organisms that enable them to survive in a particular habitat. Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment. They explore the importance and implications of organising and maintaining biodiversity and examine the nature of an ecosystem. Students identify a keystone species, explore an organism’s relationship to its habitat and evaluate the impact of abiotic factors on the distribution and abundance of organisms within the community.

3. Practical Investigation
In this area of study students design and conduct a practical investigation into the survival of an individual or a species. The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect data, organise and interpret the data and reach a conclusion in response to the question. The investigation is to be related to knowledge and skills developed in Areas of Study 1 and/or 2 and is conducted by the student through laboratory work, fieldwork and/or observational studies.

BIOLOGY UNIT 2
How is continuity of life maintained?
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions.

AREAS OF STUDY
1. How does reproduction maintain the continuity of life?
In this area of study students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement. Students investigate and use visualisations and modelling to describe the characteristics of each of the phases in mitosis. Students describe the production of gametes in sexual reproduction through the key events in meiosis and explain the differences between asexual and sexual reproduction in terms of the genetic makeup of daughter cells. Students consider the role and nature of stem cells, their differentiation and the consequences for human prenatal development and their potential use to treat injury and disease.

2. How is inheritance explained?
In this area of study students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.
They gain an understanding that a characteristic or trait can be due solely to one gene and its alleles, or due to many genes acting together, or is the outcome of genes interacting with external environmental or epigenetic factors. Students apply their genetic knowledge to consider the social and ethical implications of genetic applications in society including genetic screening and decision making regarding the inheritance of autosomal and sex-linked conditions.

3. Investigation of an issue.
In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate an issue involving reproduction and/or inheritance. They communicate the findings of their investigation and explain the biological concepts, identify different opinions, outline the legal, social and ethical implications for the individual and/or species and justify their conclusions. Material for the investigation can be gathered from laboratory work, computer simulations and modelling, literature searches, global databases and interviews with experts.

BIOLOGY UNIT 3
How Do Cells Maintain Life?
In this unit students investigate the workings of the cell from several perspectives. They explore the properties of the plasma membrane and their importance in defining the cell and in the control of the movement of molecules in and out of the cell. Students consider protein structure in relation to several molecular interactions within cells, based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Students consider the types of signal molecules involved in the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system.

Area of Study
1. How do cellular processes work?
In this area of study students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane. They model the formation of DNA and proteins from their respective subunits. Gene expression is explored and the nature of the genetic code outlined. They examine enzyme controlled pathway reactions, including photosynthesis and cellular respiration.

2. How do cells communicate?
In this area of study students focus on how cells receive specific signals and how signal molecules elicit a particular response in target cells. Students examine unique molecules called antigens and how they initiate an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how malfunctions in signalling pathways cause various disorders in the human population and how new technologies assist in managing such disorders.

BIOLOGY UNIT 4:
How does life change and respond to challenges over time?
In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection. They explore how technological developments in the field of molecular genetics have added to the evidence. Students examine the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored.

Area of Study
1. How are species related?
In this area of study students focus on changes to genetic material over time and the evidence for biological evolution and the process of natural selection as a mechanism for evolution. Students learn how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. The human fossil record is explored to identify the major biological and cognitive trends that have led to a complex interrelationship between biology and culture.

2. How do humans impact on biological processes?
In this area of study students examine the impact of human culture and technological applications on biological processes. They apply their knowledge of the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students describe gene technologies used to address human issues and consider their social and ethical implications.
Area of Study 3

Practical investigation
Students will undertake an extended practical investigation. The investigation will relate to knowledge and skills developed across Units 3 and 4.

It requires the student to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. A final poster report will be presented.

Assessment Units 3 & 4

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tr>
<td>Unit 3 school-assessed coursework</td>
<td>16%</td>
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<tr>
<td>Unit 4 school-assessed coursework</td>
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<tr>
<td>End of year examination</td>
<td>60%</td>
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Business Management

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 and the internal and external environments within which businesses operate, and the effect of these on planning a business.

AREAS OF STUDY
1. The business idea
In this area of study students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the issues that need to be considered before a business can be established.

2. External Environment
The external environment consists of all elements outside a business that may act as pressures or forces on the operations of a business. Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business. Students investigate how the internal environment relates to the external environment and the effects of this relationship on planning a business.

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

BUSINESS MANAGEMENT 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 in this area by applying this knowledge to contemporary business case studies from the past four years.

AREAS OF STUDY
1. Legal requirements and financial considerations
It is essential to deal with legal and financial matters when establishing a business. In this area of study students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.

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

3. Staffing a business
Staff are one of the business’s greatest assets and are an important consideration when establishing a business. The quantity and quality of staff has a direct link to business productivity and the achievement of business objectives. In this area of study students examine the staffing requirements that will meet the needs and objectives of the business and contribute
Managing a Business
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

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

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

3. Operations Management
The production of goods and services is the core objective of businesses. Effective management of the process of transforming inputs into outputs is vital to the success of a business, both in terms of maximising the efficiency and effectiveness of the production process and meeting the needs of stakeholders. In this area of study students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.

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 in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

AREAS OF STUDY
1. Reviewing performance - the need for change
In this area of study students develop their understanding of the need for change. Managers regularly review and evaluate business performance through the use of key performance indicators and use the results to make decisions concerning the future of a business. Managers can take both a proactive and reactive approach to change. Students investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. They apply Lewin’s Force Field Analysis theory to contemporary case studies and consider approaches to strategic management, using Porter’s (1985) Generic Strategies.
2. Implementing Change
In this area of study students explore how businesses respond to evaluation data. It is important for managers to know where they want a business to be positioned for the future before implementing a variety of strategies to bring about the desired change. Students consider the importance of leadership in change management, how leaders can inspire change and the effect change can have on the stakeholders in a business. They consider the principles of Senge’s Learning Organisation and apply the Three Step Change Model (Lewin) in implementing change in a business. Using a contemporary business case study from the past four years, students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

ASSESSMENT Units 3/4
Satisfactory completion
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 to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.
UNIT 1: How can the diversity of materials be explained?
In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students are introduced to quantitative concepts in chemistry including the mole concept. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Area of Study 1
How can knowledge of elements explain the properties of matter?
In this area of study students focus on the nature of chemical elements, their properties, atomic structure and place in the periodic table. Students investigate the nature of metals and their properties and examine the structure and properties of ionic compounds. Fundamental quantitative aspects of chemistry are introduced including the mole concept, relative atomic mass, percentage abundance and composition by mass and the empirical formula of an ionic compound.

Area of Study 2
How can the versatility of non-metals be explained?
In this area of study students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers.

Area of Study 3
Research investigation
In this area of study students apply and extend their knowledge and skills developed in Area of Study 1 and/or Area of Study 2 to investigate a selected question related to materials.

UNIT 2: What makes water such a unique chemical?
In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples.

Area of Study 1
How do substances interact with water?
In this area of study students focus on the properties of water and the reactions that take place in water including precipitation, acid-base and redox reactions. These are represented by the writing of balanced equations. Students relate the properties of water to the molecule’s structure, polarity and bonding.

Area of Study 2
How are substances in water measured and analysed?
In this area of study students focus on the use of analytical techniques to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants.

Area of Study 3
Practical investigation
In this area of study students design and conduct a practical investigation into an aspect of water quality.

Assessment
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
UNIT 3:
How can chemical processes be designed to optimise efficiency?
In this unit students explore energy options and the chemical production of materials. Students compare and evaluate different chemical energy resources and investigate the combustion of fuels, including the energy transformations involved and complete relevant calculations. Students study galvanic cells, fuel cells and electrolytic cells and apply the electrochemical series and Faraday’s laws. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent, including predicting and explaining the conditions that will improve the efficiency and percentage yield of chemical processes.

Area of Study 1
What are the options for energy production?
In this area of study students focus on analysing and comparing a range of energy resources and technologies with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. Students determine the enthalpy changes and quantities of reactants and products involved in the combustion reactions of a range of renewable and non-renewable fuels.

Students conduct practical investigations involving redox reactions and account for differences between experimental findings and predictions made by using the electrochemical series. They compare the design features, operating principles and uses of galvanic cells and fuel cells, and summarise cell processes by writing balanced equations for half and overall cell processes.

Area of Study 2
How can the yield of a chemical product be optimised?
In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs.

Students investigate how the rate of a reaction can be controlled with reference to the collision theory. The progression of exothermic and endothermic reactions is represented using energy profile diagrams. Students explore homogeneous equilibrium systems and apply the equilibrium law to calculate equilibrium constants and concentrations of reactants and products. They investigate Le Chatelier’s principle and make predictions about the optimum conditions for the production of chemicals, taking into account rate and yield considerations.

Students investigate a range of electrolytic cells and examine the discharging and recharging processes in rechargeable cells, and apply Faraday’s laws to calculate quantities in electrochemistry and to determine cell efficiencies.

UNIT 4:
How are organic compounds categorised, analysed and used?
The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Area of Study 1
How can the diversity of carbon compounds be explained and categorised?
In this area of study students explore why such a vast range of carbon compounds is possible. They examine the structural features of members of several homologous series of compounds, including some of the simpler structural isomers, and learn how they are represented and named.

Students investigate trends in the physical and chemical properties, study typical reactions and some of their reaction pathways of various organic families of compounds, and write balanced chemical equations for organic syntheses.

Students learn to deduce or confirm the structure and identity of organic compounds by interpreting data from mass spectrometry, infrared spectroscopy and proton and carbon-13 nuclear magnetic resonance spectroscopy.

Area of Study 2
What is the chemistry of food?
Students study the major components of food with reference to their structures, properties and functions. They examine the hydrolysis reactions in which foods are broken down, the condensation reactions in which new biomolecules are formed and the role of enzymes in the metabolism of food.

Students study the role of glucose in cellular respiration and investigate the principles of calorimetry. They explore applications of food chemistry by
considering the differences in structures of natural and artificial sweeteners, the chemical significance of the glycaemic index of foods, the rancidity of fats and oils, and the use of the term ‘essential’ to describe some amino acids and fatty acids in the diet.

**Area of Study 3**

**Practical investigation**

A student-designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Unit 3 and/or Unit 4.

The investigation requires the student to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical requirements. The student then undertakes an experiment that involves the collection of primary qualitative and/or quantitative data, analyses and evaluates the data, identifies limitations of data and methods, links experimental results to science ideas, reaches a conclusion in response to the question and suggests further investigations which may be undertaken. Findings are communicated in a scientific poster format.

**Assessment**

- Unit 3 school-assessed coursework 16%
- Unit 4 school-assessed coursework 24%
- End-of-year examination 60%
AIMS
The aims of the study design are to develop students’:
• ability to use Chinese to communicate with others;
• understanding and appreciation of their own and other cultures;
• understanding of language as a system;
• potential to apply Chinese to work, further study, training or leisure.

COMMON AREAS OF STUDY (UNITS 1 - 4)
The areas of study for Chinese First Language comprise themes and topics, text types, kinds 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
• Global issue

UNIT 3 OUTCOMES:
1. Express ideas through the production of original texts (an imaginative written piece).
2. Analyse and use information from spoken texts (a response to specific questions, or instructions, analysing and using information requested.).
3. Exchange information, opinions and experiences (an evaluative oral presentation focusing on points for and against an aspect related to texts studied).

UNIT 4 OUTCOMES:
1. Analyse and use information from written texts (a response to specific questions, or instructions, analysing and using information requested).
2. Respond critically to spoken and written texts which reflect aspects of language and culture (a persuasive or evaluative written response, for example, report, essay, article or review. and an interview on an issue related to texts studied).

DETAILED STUDY
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 course work 50 %
End of year examination 50 %
COMMON AREAS OF STUDY (UNITS 1 - 4)
The areas of study for Chinese Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they 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:
• The individual
• The Chinese-speaking communities
• The changing world

UNIT 1 OUTCOMES:
1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to, read and obtain information from spoken and written texts.
3. Produce a personal response to a text focusing on real or imaginary experience.

UNIT 2 OUTCOMES:
1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Listen to, read, and extract and use information and ideas from spoken and written texts, and translate from characters into English.
3. Give expression to real or imaginary experience in spoken or written form.
4. Give expression to real or imaginary experience in spoken or written form.

UNIT 3 OUTCOMES:
1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

UNIT 4 OUTCOMES:
1. Analyse and use information from written texts, and translate part of the text(s) into English.
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of the Chinese-speaking.

DETAILED STUDY
The student is required to undertake a detailed study during Units 3 and 4. The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

ASSESSMENT – UNITS 3 & 4
School-assessed course work 50 %
End of year examination 50 %
Unit 1: Dramatic Storytelling
This unit focuses on creating, presenting and analysing a divided performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student’s own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism.

Students examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

Unit 2: Non-naturalistic Australian Drama
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on an event, a person, an issue, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students’ knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit. Students analyse their own performance work as well as undertake the analysis of a performance of Australian work by other actors. An Australian work might:

- Be written, adapted or devised by Australian writers or theatre-makers
- Reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and rural perspectives.

Students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

Unit 3: Devised non-naturalistic ensemble performance
This unit is about creating dramatic work in a group situation.

This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Students also analyse a professional performance that incorporates non-naturalistic performance styles and production elements.

Unit 4: Non-naturalistic solo performance
This unit is about creating solo work.

Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

Note: Students will need to attend professional performances that incorporate non-naturalistic performance styles to support their work in this unit.
ENGLISH Units 1/2
The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

ENGLISH UNIT 1
Areas of Study
1. Reading and creating texts
In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader.

2. Analysing and presenting argument
In this area of study students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Unit 1 Outcomes
1. Students can produce analytical and creative responses to texts.
2. Students can analyse how argument and persuasive language can be used to position audiences and create their own texts intended to position audiences.

ENGLISH UNIT 2
Areas of Study
1. Reading and comparing texts
On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

2. Analysing and presenting argument
In addition to developing critical analysis of the use of language and the presentation of argument in texts, students practise presenting arguments and points of view in writing. They draft, revise and edit their writing to clarify and critique their thinking, and for precision and coherence in argument and quality of evidence. They craft for persuasion using a range of language features intended to position an audience to share the point of view expressed.

Unit 2 Outcomes
1. Students are able to compare the presentation of ideas, issues and themes in two texts.
2. Students can identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience and create texts which present a point of view.

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. These examinations will reflect the structure of the Unit 4 examination.
ENGLISH Units 3 & 4

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

ENGLISH UNIT 3
Areas of Study
1. Reading and creating texts
In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

2. Analysing argument
In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Unit 3 Outcomes
1. On completion of this unit students can produce analytical interpretations of texts, and creative responses to texts.
2. On completion of this unit the student can analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

ENGLISH UNIT 4
Areas of Study
1. Reading and comparing texts
In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

2. Presenting argument
In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

Unit 4 Outcomes
1. On completion of this unit students can produce a detailed comparisons which analyse how two selected texts present ideas, issues and themes
2. On completion of this unit students can construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment Units 3 & 4
School assessed coursework 50%
End of year examination 50%
EAL UNIT 1
VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Three literary texts are selected for study, drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

Areas of Study
1. Reading and creating texts
Students explore how meaning is created in a text. They identify, discuss and analyse language and structural decisions authors have made. They explore characters, settings, events and themes. Students listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

2. Analysing and presenting argument
Students read a range of texts that attempt to influence an audience and analyse the use of language for persuasive effect. They consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the language choices. In considering the presentation of arguments in oral form, students also learn about the conventions of oral communication for persuasive purposes.

Unit 1 Outcomes
1. Students should be able to produce analytical and creative responses to texts.
2. Students should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

EAL UNIT 2
Areas of Study
1. Reading and comparing texts
Students produce a written comparison of two texts, exploring how the texts present similar or related ideas, issues or themes from different perspectives. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

2. Analysing and presenting argument
Students continue to build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience.

Unit 2 Outcomes
1. Students should be able to compare the presentation of ideas, issues and themes in two texts.
2. Students should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

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 key skills. School assessment will be based on students’ performance in a range of tasks set, including formal examinations at the end of each semester. The examinations will reflect the structure of the Unit 4 examination.
ENGLISH EAL UNITS 3/4
The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

ENGLISH/EAL UNIT 3
Areas of Study
1. Reading and creating texts
In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

2. Analysing argument
In this area of study students analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

3. Listening to texts
In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Listening skills are developed in the context of Areas of Study 1 and 2 and specific speaking and listening activities.

Unit 3 Outcomes
1. On completion of this unit students can produce analytical interpretations of texts, and creative responses to texts.
2. On completion of this unit the student can analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
3. On completion of this unit students should be able to comprehend a spoken text.

ENGLISH/EAL UNIT 4
Areas of Study
1. Reading and comparing texts
In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

2. Presenting argument
In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

Unit 4 Outcomes
1. On completion of this unit students can produce a detailed comparisons which analyse how two selected texts present ideas, issues and themes
2. On completion of this unit students can construct a sustained and reasoned point of view on an issue currently debated in the media.

Assessment Units 3 & 4
School assessed coursework  50%
End of year examination   50%
UNIT 1
Food origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. Students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Areas of Study
1. Food around the world
2. Food in Australia

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

Areas of Study
1. Food industries
2. Food in the home

ASSESSMENT Units 1 and 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. Assessment tasks include designing and developing practical food solutions in response different scenarios, small exercises, tests assignments reports and an examination.
UNIT 3
Food in daily life
This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies, investigate the physiology of eating and appreciating food, and the microbiology of digestion. They then focus on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

Areas of Study
1. The science of food
2. Food choice, health and wellbeing

UNIT 4
Food issues, challenges and futures
In this unit students examine debates about global and Australian food systems. Students focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students also focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They will also focus on how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Areas of Study
1. Environment and Ethics
2. Navigating food information

ASSESSMENT Units 3 and 4
Unit 3 School-Assessed Coursework 30%
Unit 4 School-Assessed Coursework 30%
End of Year Examination 40%
French

Full sequence recommended

This study is designed to enable students to:
• use French to communicate with others;
• understand and appreciate the cultural contexts in which French is used;
• understand their own culture through the study of other cultures;
• understand language as a system;
• make connections between French and English, and/or other languages;
• apply French to work, further study, training or leisure.

UNITS 1 - 4
AREAS OF STUDY
The areas of study for French comprise grammar, text types, vocabulary and styles of writing, common to all four units of the study. They are linked to three broad themes from which a number of topics are drawn. They are:
• The individual (personal world, school and aspirations, personal opinions and values)
• The French-speaking communities (lifestyles, historical perspectives, arts and entertainment)
• The changing world (social issues, world of work, scientific and technological issues)

FRENCH Unit 1
OUTCOMES
1. Establish and maintain a spoken or written exchange related to personal areas of experience (informal conversation or reply to personal letter/email/fax).
2. Listen to, read and obtain information from written and spoken texts (listen to spoken texts and read written texts to obtain information to complete notes, charts or tables in French and English).
3. Produce a personal response to a text focusing on real or imaginary experience (oral presentation, review or article).

FRENCH Unit 2
OUTCOMES
1. Participate in a spoken or written exchange related to making arrangements and completing transactions (formal letter/fax/email or role-play or interview).
2. Listen to, read and extract and use information and ideas from spoken and written texts (listen to spoken texts and read written texts then reorganise information and ideas in a different text type).
3. Give expression to real or imaginary experience in written or spoken form (journal entry, personal account, short story)

FRENCH Unit 3
OUTCOMES
1. Express ideas through the production of original texts (a 250 word personal or imaginative written piece).
2. Analyse and use information from spoken texts (a response to specific questions, messages or instructions, extracting and using information requested).
3. Exchange information, opinions and experiences (a three to four minute role-play focusing on the resolution of an issue).

FRENCH Unit 4
OUTCOMES
1. Analyse and use information from written texts.
2. Respond critically to spoken and written texts which reflect the language and culture of French-speaking communities.

Detailed Study
A Detailed study of language and culture through texts must be completed over the course of Units 3 & 4. The study will be based on a sub-topic related to one or more of the prescribed topics. Student will be expected to discuss their detailed studies in Section 2 of the Oral Examination.

ASSESSMENT Units 1 & 2
The award of a Satisfactory Completion is based on demonstrated achievement of the set outcomes specified for the unit.

ASSESSMENT – Units 3 & 4
School-assessed course work 50 %
End of year examination 50 %
UNIT 3: Changing the land
This unit focuses 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:
• Dendy Street Beach

Land cover can be altered by natural processes, climate change, plant succession and urbanisation. Students investigate three major processes that are changing land cover in many regions of the world:
• Deforestation
• Desertification, and
• Melting glaciers and ice sheets

UNIT 4: Human population-trends and issues
In this unit students investigate the geography of human populations. There are two areas of investigation: population dynamics, and population issues and challenges.

Population dynamics is the study of population distribution and the phenomena such as fertility, mortality and migration which alter the characteristics of a population. Case studies highlight how different economic and political conditions and social structures can affect the characteristics of a population.

Population issues and challenges are investigated by two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country.

ASSESSMENT
Unit 3 School assessed coursework  25%
Unit 4 School assessed coursework  25%
End of year examination    50%
This study is designed to enable students to:
- use German to communicate with others;
- understand and appreciate the cultural contexts in which German is used;
- understand their own culture through the study of other cultures;
- understand language as a system;
- make connections between German and English, and/or other languages;
- apply German to work, further study, training or leisure.

UNITS 1 - 4
The areas of study for German comprise grammar, text types, vocabulary and kinds of writing, common to all four units of the study. They are linked to three broad themes from which a number of topics are drawn. They are:
- The individual (personal identity, school and aspirations, leisure and lifestyles)
- The German-speaking communities (people and places, past and present, arts and entertainment)
- The changing world (the world of work, social issues, tourism)

GERMAN Unit 1 OUTCOMES
1. Establish and maintain a spoken or written exchange related to personal areas of experience (informal conversation or reply to personal letter/email/fax).
2. Listen to, read and obtain information from written and spoken texts (list and spoken texts and read written texts to obtain information to complete notes, charts or tables in German and English).
3. Produce a personal response to a text focusing on real or imaginary experience (oral presentation, review or article).

GERMAN Unit 2 OUTCOMES
1. Participate in a spoken or written exchange related to making arrangements and completing transactions (formal letter/fax/email or role-play or interview).
2. Listen to, read and extract and use information and ideas from spoken and written texts (listen to spoken texts and read written texts and reorganise information and ideas in a different text type).
3. Give expression to real or imaginary experience in written or spoken form (journal entry, personal account, short story).

GERMAN Unit 3 OUTCOMES
1. Express ideas through the production of original texts (a 250 word personal or imaginative written piece).
2. Analyse and use information from spoken texts (a response to specific questions, messages or instructions, extracting and using information requested).
3. Exchange information, opinions and experiences (a three to four minute role-play focusing on the resolution of an issue).

GERMAN Unit 4 OUTCOMES
1. Analyse and use information from written texts
2. Respond critically to spoken and written texts which reflect the language and culture of German-speaking communities

Detailed Study
A Detailed Study of language and culture through texts must be completed over the course of Units 3 & 4. The study will be based on a sub-topic related to one or more of the prescribed topics. Students will be expected to discuss their detailed studies in Section 2 of the Oral Examination.

ASSESSMENT Units 1 & 2
The award of a Satisfactory Completion is based on demonstrated achievement of the set outcomes specified for the unit.

ASSESSMENT – Units 3 & 4
School assessed course work 50 %
End of year examination 50 %
Overview
Units 3/4 Global Politics involves a study of issues that affects international relations in the 21st century such as; terrorism, armed conflict, refugees, human rights and the rise of China as a major power. The role of international organisations such as the United Nations and the International Criminal Court are also examined, as are non-state actors such as NGOs and terrorist groups.

Unit 3
Area of Study 1- Global Actors
The course begins with a study of the major actors in global politics and their use of power to achieve stated objectives. This includes actors such as states, the UN, International Criminal Court, NGOs and transnational corporations. Some of the issues investigated include the Greek debt crisis, UN responses to the war in Syria and the rise of the so called ‘Islamic State’ terrorist group as a global actor.

Area of Study 2- Power in the Asia-Pacific
China is used as a case study to examine how states in the Asia-Pacific region use various types of power to achieve their national interests. China’s key national interests are identified and its uses of power to achieve these objectives are evaluated for their effectiveness. This involves studying China’s relationship with other states in the region such as the United States, Australia and Japan; together with internal politics within China such as its rule over Tibet and responses to criticisms of Communist Party rule.

Unit 4
Area of Study 1 – Ethical Issues and Debates
Two ethical issues are studied: Refugees and human rights. The refugees issue focuses strongly on Australia’s recent policies with regard to asylum seekers and the ethical issues raised in regard to the strategies used to prevent boat arrivals. This is compared to responses by other states, NGOs and the UN. Human rights are looked at through debates such as whether or not they are universal and applicable to all, or are a western concept that clashes with the cultural or religious values of particular states such as China and Saudi Arabia. The effectiveness of international treaties on refugees and human rights are also investigated.

Area of Study 2 – Crises and Responses
The course concludes by investigating crises such as armed conflict and terrorism. Russia’s conflict with Ukraine is studied with regard to the causes of conflict, the groups and states involved, and the effectiveness of responses by the international community. Global terrorism is examined through a case study of the ‘Islamic State’ terrorist group that focuses upon the causes of terrorism and the responses by states. State terrorism is also examined through a case study of the Assad regime in Syria and its use of violence against its own population.

ASSESSMENT
Unit 3 SACs – 25%
Unit 4 SACs – 25%
Examination – 50%
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.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Area of study 1
Health perspectives and influences
This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

Area of study 2
Health and nutrition
This area of study explores food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices of and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media.

Area of study 3
Youth health and wellbeing
In this area of study students focus on the health and wellbeing of Australia’s youth, and conduct independent research into a selected area of interest. Students identify major health inequalities among Australia’s youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, and consider the use of health data and the influence of community values and expectations. Students select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia’s youth can be promoted and improved.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.
Area of study 1
Developmental transitions
This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status. They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept (that is, the health and wellbeing of one generation affects the next).

Area of study 2
Health care in Australia
This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system. They inquire into equity of access to health services, as well as the rights and responsibilities of individuals receiving care. Students research the range of health services in their communities and suggest how to improve health and wellbeing outcomes and health literacy in Australia. They explore a range of issues associated with the use of new and emerging health procedures and technologies such as reproductive technologies, artificial intelligence, robotics, nanotechnology, three-dimensional printing of body parts and use of stem cells.

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.

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, a digital presentation
• structured questions, including data analysis.

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

Area of Study 2
Promoting health and wellbeing
This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing.
They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT
This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia’s overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Area of study 1
Health and wellbeing in a global context
This area of study looks at similarities and differences in major burdens of disease in low-, middle- and high income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

Area of study 2
Health and the Sustainable Development Goals
This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN’s SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia’s aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

Assessment Units 3 & 4
Unit 3 School-assessed Coursework: 25%
Unit 4 School-assessed Coursework: 25%
End-of-year examination: 50%
UNIT 1
Twentieth Century History 1918 - 1939
In Unit One students explore the nature of political, social and cultural change in the periods between world wars. This unit allows students to deepen their understanding of this pivotal period in history, whilst exploring events, ideologies and concepts from the time in more depth.

Areas of Study:
1. Ideology and Conflict
Students will come to understand that while democratic governments initially replaced the monarchies and authoritarian forms of government in European countries at the end of the war, new ideologies of Socialism, Communism and Fascism gained popular support. On completion of this unit, students should be able to explain the impact of differing ideologies such as Communism and Fascism on nations such as Russia and Italy, along with the consequences of treaties in the lead up to World War II.

2. Social and Cultural Change
In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relationship to the technological, political and economic changes of the period. Students will explore cultural expression from the period in Germany and the USA. On completion of this unit, students should be able to explain patterns of social life and cultural change in the inter-war years. They will also be able to analyse the factors which influenced changes to social life and culture.

UNIT 2
Twentieth Century History 1945 – 2000
In Unit Two students explore the nature and impact of the Cold War and challenges and changes to existing political and social arrangements in the second half of the twentieth century.

Areas of Study:
1. Competing Ideologies
In this area of study, students focus on causes and consequences of the Cold War, competing ideologies that underpinned events, the effects on people, groups and nations with a particular focus on Berlin, East Germany and West Germany and the collapse of the Soviet Union. They will also look at the Vietnam War.

2. Challenge and change
In this area of study student focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and peoples. Students will focus on the conflict in Northern Ireland and the dismantling of Apartheid in South Africa

Assessment Units 1 & 2
Assessment Tasks over Units 1 and 2 include
• An historical inquiry
• An analysis of primary sources
• An analysis of historical interpretations
• An essay
There will also be Semester Examinations for both Units
UNITS 3 and 4

Revolutions

In Units 3 and 4, students investigate the significant historical causes and consequences of political revolution. Revolutions are caused by the interplay of ideas, events, individuals, and popular movements. Students undertaking this study focus on the tensions and conflicts that generated change and the desire for change. A detailed study is made of the new society to assess the extent to which the ideals of the revolution were achieved. The consequences of a revolution have a profound effect on the political and social structures that develop in the aftermath.

Areas of Study

Students are required to study two revolutions and they complete two areas of study for each revolution. The two revolutions chosen for study are the American Revolution and the Russian Revolution.

The American Revolution was primarily an ideological revolution although the breaking from Britain involved a bloody war in which many soldiers on both sides lost their lives. The political system which developed after the revolution has been a model for a number of new nations seeking independence.

The Russian Revolution was inspired by a desire to replace an autocratic and outdated system of government. Although a variety of political ideologies informed the political upheaval it was the idea of communism and the leadership of people like Lenin and Trotsky who created the new society.

For both the American and Russian Revolutions the content will cover

- The events and other conditions that contributed to the outbreak of revolution
- The ideas that played a significant role in challenging the existing order
- The role of individuals in bringing about revolution and shaping the new society
- The contribution of popular movements
- The challenges that faced the new regime
- The diverse revolutionary experiences of social groups and their everyday lives

ASSESSMENT

Unit 3 School assessed coursework 25%
Unit 4 School assessed coursework 25%
End of year examination 50%
LEGAL STUDIES UNIT 1
GUILT AND LIABILITY
Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintain social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person’s or group’s rights and breaching civil law can result in litigation.

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Student investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. in doing so students develop an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

AREAS OF STUDY 1 - Legal foundations
Outcome 1
On completion of this unit the student should be able to describe the main sources and types of law, and assess the effectiveness of laws

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

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

LEGAL STUDIES UNIT 2
SANCTIONS, REMEDIES AND RIGHTS
Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanction and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice. Student develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

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

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

AREAS OF STUDY 3 - Rights
Outcome 3
On completion of this unit the student should be able to evaluate the way rights are protected in Australia, compare the approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

ASSESSMENT Units 1 & 2
All assessments at Units 1 & 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 justice system and consider their appropriateness in determining criminal case and resolving civil disputes. Students consider the Magistrates’ Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Student explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

AREAS OF STUDY 1 - The Victorian criminal justice system
Outcome 1
On completion of this unit the student should be able to describe the rights of the accused and the victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

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

LEGAL STUDIES Unit 4
THE PEOPLE AND THE LAW
The study of Australia’s laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

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

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

ASSESSMENT Units 3 & 4
Unit 3 school-assessed coursework. 25%
Unit 4 school-assessed coursework. 25%
Units 3 & 4 examination 50%
UNIT 1 - Approaches to Literature
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience.

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.

Area of Study 2
Ideas and concerns in texts
In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society.

UNIT 2 - Context & Connections
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings.

Area of Study 1
The text, the reader and their contexts
In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture.

Area of Study 2
Exploring connections between texts
In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context.

UNIT 3 - Form and Transformation
In this unit students consider how the form of a text affects meaning and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Area of Study 1
Adaptations and transformations
Students focus on how the form of text contributes to the meaning of the text. They develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning.

Area of Study 2
Creative responses to texts
In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. They reflect critically upon their own responses as they relate to the text and discuss the purpose and context of their creations.

UNIT 4 - Interpreting texts
In this unit students develop critical and analytic responses to texts. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Area of Study 1
Literary perspectives
In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding.

Area of Study 2
Close Analysis
Students focus on detailed scrutiny of the language, style, concerns and construction of texts. They attend closely to textual details to examine the ways specific features in a text contribute to their overall interpretations.

ASSESSMENT Units 3 & 4
School-assessed coursework 50%
End of year examination 50%
# Mathematics

For all the Mathematics units students are required to:
- learn and practise mathematical algorithms, routines and techniques and use them to find solutions to standard problems;
- apply mathematical knowledge and skills to solve problems in unfamiliar situations, including real-life situations;
- undertake application, modelling or problem-solving tasks which involve the use of mathematics;
- select and use appropriate technology to develop mathematical ideas and analysis.

## STANDARD COURSE PATHWAYS

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<td><strong>OPTION 3</strong></td>
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<td>MATHEMATICAL METHODS Units 1 &amp; 2</td>
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Other pathways maybe possible. Students should seek individual advice from their Mathematics teacher.

## ENTRY

There are no prerequisites for entry to Units 1 & 2 Mathematics courses. However, students attempting Mathematical Methods and Specialist Mathematics, in particular, are expected to have a sound background in algebra, functions and probability.
GENERAL MATHEMATICS
Units 1 & 2
This course will prepare students for Further Mathematics Units 3 & 4. It is intended to provide general preparation for employment and further study. The course caters for students who require a balance of abstract and practical approaches to Mathematics.

AREAS OF STUDY
• Algebra and structure
• Arithmetic and number
• Discrete mathematics
• Geometry, measurement and trigonometry
• Graphs of linear and non-linear relations
• Statistics

SPECIALIST MATHEMATICS
Units 1 & 2
This course can only be undertaken by students who are studying Mathematical Methods or have completed Units 1 & 2. It is designed for students with a strong mathematical background and will give a good grounding for Specialist Mathematics Units 3 & 4 in Year 12.

AREAS OF STUDY
Prescribed areas
• Arithmetic and number
• Geometry, measurement and trigonometry
• Graphs of linear and non-linear relations
Other areas may come from
• Algebra and structure
• Arithmetic and number
• Discrete mathematics
• Graphs of linear and non-linear relations
• Statistics

MATHEMATICAL METHODS Units 1 & 2
These units are designed as preparation for Mathematical Methods Units 3 & 4.

AREAS OF STUDY
• Functions & Graphs
• Algebra
• Calculus
• Probability and statistics

ASSESSMENT Units 1 & 2 (all studies)
The assessment of levels of achievement is based on tests, application tasks and examinations.

Skills
Routine skills and standard applications. Assessment is based on topic tests and assignments

Application Tasks
Extended Response questions. Assessment is based on topic tests, modelling tasks, problem-solving tasks and investigations.

End of Semester Examination
The examination comprises a calculator-free component and a calculator-reliant component for Specialist Mathematics and Mathematical Methods. General Mathematics has a calculator reliant examination only.

FURTHER MATHEMATICS Units 3 & 4
AREAS OF STUDY
Compulsory Core
• Data Analysis
• Recursion and financial modelling
Applications (two modules from these four to be completed)
• Matrices
• Network and decision mathematics
• Geometry and measurement
• Graphs and relations

ASSESSMENT Units 3 & 4
Unit 3 School-assessed coursework 20%
Unit 4 School-assessed course work 14%
Unit 3 & 4 Examination 1 (Multiple choice) 33%
Unit 3 & 4 Examination 2 (Extended Application problems) 33%

MATHEMATICS METHODS Units 3 & 4
AREAS OF STUDY
• Functions and Graphs
• Algebra
• Calculus
• Probability and Statistics

ASSESSMENT Units 3 & 4
Unit 3 School-assessed coursework 17%
Unit 4 School-assessed course work 17%
Unit 3 & 4 Examination 1 (Short answer & extended answer questions) 22%
Unit 3 & 4 Examination 2 (Multiple Choice & extended answer questions) 44%
SPECIALIST MATHEMATICS Units 3 & 4
Enrolment in Specialist Mathematics Units 3 & 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Unit 3 & 4 and familiarity with Mathematical Methods Unit 1 & 2 and Specialist Mathematics Units 1 & 2.

AREAS OF STUDY
• Functions and graphs
• Algebra
• Calculus
• Vectors
• Mechanics
• Probability and statistics

ASSESSMENT Units 3 & 4
Unit 3 school-assessed coursework  17%
Unit 4 school-assessed course work  17%
Unit 3 & 4 Examination 1
  (Short answer & extended answer questions)  22%
Unit 3 & 4 Examination 2
  (Multiple Choice & extended answer questions)  44%
UNIT 1
In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

AREA OF STUDY
1. Media representations
2. Media forms in production
3. Australian Stories

UNIT 2
In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

AREA OF STUDY
1. Narrative, style and genre
2. Narratives in production
3. Media and change

UNIT 3
In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

AREA OF STUDY
1. Narrative and ideology
2. Media production development
3. Media production design
UNIT 4
In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

AREA OF STUDY
1. Media Production
2. Agency and control in and of the media
Music Performance

MUSIC PERFORMANCE Units 1 & 2
Music Performance Units 1 to 4 aims to broaden and enrich students’ music experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music and to encourage a life-long engagement with Music and Music making.

Students will need to select an instrument or voice and undertake weekly private tuition.

Unit 1: Music Performance
Area of Study 1 - Performance: Students prepare performances by selecting, researching, and learning solo and group works.

Area of Study 2 - Preparing for Performance: Students focus on developing their capabilities to present musically engaging and technically competent group and solo performances.

Area of Study 3 - Music Language: Students develop their understanding of music language used for interpretation and critical listening. Concepts are studied in isolation, from a theoretical perspective and in the contexts of performing and interpretation.

ASSESSMENT
• Performance recital and master class participation
• A presentation (including performance aspect) and explanation of works undertaken to address challenges in performance
• Aural and theory tasks including an end of semester written exam

Unit 2: Music Performance
Area of Study 1 - Performance: Students prepare performances by selecting, researching, and learning solo and group works.

Area of Study 2 - Preparing for Performance: Students continue their development of their capabilities to present musically engaging and technically competent group and solo performances. They will be asked to demonstrate and discuss techniques relevant to performance of selected works.

Area of Study 3 - Music Language: Students continue to build their understanding of music language used for interpretation and critical listening. Students study concepts in isolation, form a theoretical perspective and in the contexts of performing and interpretation.

Area of Study 4 - Organisation of Sound: Students create an original work as a composition or improvisation informed by analysis of a work being prepared for performance.

ASSESSMENT:
• Performance recital and master class participation
• A presentation and explanation of works undertaken to address challenges in performance
• Aural and theory tasks including an end of semester written exam
• A composition.

MUSIC PERFORMANCE Units 3 & 4
Unit 3 focuses on building and refining performance and musicianship skills. Student focus on either group or solo performance and begin preparation of a performance program that will present in the end of year examination.

In Unit 4 students focus on either group or solo performance and continue preparation of a performance program they will present in the end of year examination. This unit focuses on further development and refinement performance and musicianship skills.

Area of Study 1 - Performance: Students prepared performances by selecting, researching, interpreting and learning solo and group works. All works studied must be selected from the relevant prescribed list.

Area of Study 2 - Preparing for Performance:
Students focus on continual development of their capabilities to present musically engaging and technically competent group and solo performances.

Area of Study 3 - Music Language: Students continue to systematically developing understanding of music language used for performance, interpretation and critical listening. They develop and refine their ability to identify, recognise, notate and transcribe, and discuss the interpretation of expressive elements of music in pre-recorded works. There is a focus on works created by Australian composers and songwriters after 1980 and works by composers working in other times and locations.

ASSESSMENT
Unit 3 school-assessed coursework 20%
Unit 4 school-assessed coursework 10%
End of year Aural and Written Examination 20%
End of Year Performance 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, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

Areas of Study
1. How does the musculoskeletal system work to produce movement?
   In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students evaluate the social, cultural and environmental influences on movement, and how the capacity and functioning of the muscular and skeletal systems may act as an enabler or barrier to participation in physical activity. Sedentary behaviour, overtraining and participation at the elite and recreational level are investigated as possible causes of illness and injury to the musculoskeletal system. Students consider a variety of legal and illegal practices and substances used to enhance performance from an ethical and a biophysical perspective.

2. How does the cardiorespiratory system function at rest and during physical activity?
   In this area of study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

PHYSICAL EDUCATION Unit 2
Physical Activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people’s lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.
Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Areas of Study

1. **What are the relationships between physical activity, sport, health and society?**

   In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity.

   Students investigate sociocultural factors that influence physical activity and consider opportunities and barriers to participation for various population groups and settings. They develop an understanding of the use of subjective and objective methods for assessing physical activity and sedentary behaviour at the individual and population level and compare these to physical activity and sedentary behaviour guidelines. Students identify and describe the components of a social-ecological model and/or the Youth Physical Activity Promotion Model to assist in the critique and creation of strategies aimed at increasing physical activity and/or reducing sedentary behaviour within a given population. Students create and implement an individual activity plan that meets the physical activity and sedentary behaviour guidelines.

2. **What are the contemporary issues associated with physical activity and sport?**

   In this area of study, students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport. Possible issues suitable for investigation include declining levels of physical activity across the lifespan, active transport, gender equity in physical activity and sport, cultural diversity and inclusion in physical activity, risk management and safety in physical activity and sport, children and competitive sport, the community and recreation, access to physical activity for population groups such as children, rural and remote communities, cultural groups, Aboriginal and Torres Strait Islanders and people with disabilities.

   Students select and explore one issue from a social-ecological perspective to evaluate the affect of individual, social, policy and physical environmental factors on participation in physical activity. Students develop an understanding of the historical, and current perspectives of the issue and forecast future trends. They form conclusions in relation to the impact these factors have on physical activity and sport in society.

**Assessment**

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.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

**PHYSICAL EDUCATION Unit 3**

**Movement skills and energy for physical activity**

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue
and consider different strategies used to postpone fatigue and promote recovery.

Areas of Study

1. How are movement skills improved?
   In this area of study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

2. How does the body produce energy?
   In this area of study students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.

PHYSICAL EDUCATION Unit 4
Training to improve performance
   In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Areas of Study

1. What are the foundations of an effective training program?
   In this area of study students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program. Students determine the relevant factors that affect each of the fitness components, and conduct a series of fitness tests that demonstrate correct and ethical implementation of testing protocols and procedures.

2. How is training implemented effectively to improve fitness?
   In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.
Physics

UNIT 1
What ideas explain the physical world?

Area of Study 1
How can thermal effects be explained?
Students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth’s thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect.

Area of Study 2
How do electric circuits work?
Modelling is a useful tool in developing concepts that explain physical phenomena that cannot be directly observed. In this area of study students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components.

Area of Study 3
What is matter and how is it formed?
Students explore the nature of matter, and consider the origins of atoms, time and space. They examine the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

UNIT 2
What do experiments reveal about the physical world?

Area of Study 1
How can motion be described and explained?
Students analyse motion using concepts of energy, including energy transfers and transformations, and apply mathematical models during experimental investigations of motion. Students model how the mass of finite objects can be considered to be at a point called the centre of mass. They describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions.

Area of Study 2
Options
Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world. One option is to be selected by the student from the following:
- What are stars?
- Is there life beyond Earth’s Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things fly?
- How do fusion and fission compare as viable nuclear energy power sources?
- How is radiation used to maintain human health?
- How do particle accelerators work?
- How can human vision be enhanced? How do instruments make music?
- How can performance in ball sports be improved?
- How does the human body use electricity?

Area of Study 3
Practical investigation
Students design and conduct a practical investigation related to knowledge and skills developed in Area of Study 1 and/or Area of Study 2. The investigation requires the student to develop a question, plan a course of action that attempts to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the question.

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.
UNITS 3 & 4
UNIT 3
How do fields explain motion and electricity?
In this unit students explore the importance of energy in explaining and describing the physical world.

Area of Study 1
How do things move without contact?
Students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object.

Area of Study 2
How are fields used to move electrical energy?
Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

Area of Study 3
How fast can things go?
Students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion.

UNIT 4
How can two contradictory models explain both light and matter?
Students examine the concept of wave-particle duality for light and sub-atomic particles.

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

Area of Study 1
How can waves explain the behaviour of light?
In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave.

Area of Study 2
How are light and matter similar?
In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world - light and matter.

Light, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.

Area of Study 3
Practical investigation
A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work. The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question. Students then undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations that may be undertaken. The student is expected to design and undertake an investigation involving two continuous independent variables. Results are communicated in a scientific poster format.

ASSESSMENT
Unit 3 School assessed coursework 21%
Unit 4 School assessed coursework 19%
End of year examination 60%
Psychology

Psychology is the study of the nature and development of the mind and behaviour in both humans and animals, including biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology.

UNIT 1
Unit 1: How are behaviour and mental processes shaped?

This Unit will focus on human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

AREAS OF STUDY
1. How does the brain function?
2. What influences psychological development?

UNIT 2:
How do external factors influence behaviour and mental processes?

This Unit will focus on a person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

AREAS OF STUDY
1. What influences a person's perception of the world?
2. How are people influenced to behave in particular ways?

ASSESSMENT UNITS 1 & 2
The award of a Satisfactory Completion is based on demonstrated achievement of the set outcomes specified for the Unit. Assessed coursework may include:

- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response
- a scientific poster
UNIT 3
In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and the understanding of biological, psychological and social factors that influence learning and memory.

AREAS OF STUDY
1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

UNIT 4
In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

AREAS OF STUDY
1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?

*A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format

ASSESSMENT
Unit 3 School-assessed coursework 16%
Unit 4 School-assessed coursework 24%
*(includes practical investigation)
End of year examination 60%
STUDIO ARTS Unit 1
This subject is not offered. It is recommended, however, that ART, Unit 1, be studied.

STUDIO ARTS Unit 2
Design Exploration and Concepts
The focus of this unit is to establish an effective design methodology and develop skills in the visual analysis of art works.

AREAS OF STUDY
1. Design Exploration
   • The nature and structure of the design process
   • The use of sources of inspiration
   • Exploration and development of a range of directions
   • Materials and techniques
   • Design elements and principles

2. Design Aesthetics
   This area of study focuses on an analysis of the ways in which various visual forms are used to communicate ideas and develop style.
   • Aesthetic qualities of artists work from different times and locations
   • Design elements and principles
   • Use of signs and symbols and images in art
   • Development of style
   • Ethical considerations in the production of artworks

ASSESSMENT Unit 2
The award of a Satisfactory Completion is based on demonstrated achievement of the set outcomes specified for the unit. Assessment is based on a folio of drawings and design work, studio work and research assignments.

STUDIO ARTS Unit 3
The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students use a work brief to define an area of exploration and apply a design process to explore and develop their ideas.

AREAS OF STUDY
1. Design Process
   • Development of an exploration proposal
   • Definition and documentation of an area of exploration
   • Exploration of ideas developed in exploration proposal
   • Sources of inspiration
   • Conceptual and aesthetic development of subject matter

2. Professional Practices
   This area of study focuses on traditional and contemporary practices of artists in particular art forms together with ways in which artists develop distinctive styles and approaches to subject matter.

STUDIO ARTS Unit 4
The focus of this unit is to produce a cohesive folio of finished art works and to gain an understanding of artists’ involvement in the art industry.

AREAS OF STUDY
1. Studio production
   • Refining and applying materials and techniques and utilising their particular characteristics
   • The exploration and refinement of visual form
   • Communication and resolution of ideas presented in exploration proposal
   • Production of a folio of artworks
   • Evaluation of folio of finished artworks

2. Art industry contexts
   • The roles of public galleries and commercial galleries and curators
   • Methods of displaying art works and conservation;
   • Exhibition design

ASSESSMENT UNITS 3 & 4
Unit 3 school-assessed task 30%
Unit 4 school-assessed task 30%
Unit 3 and 4 examination 30%
Unit 3 SAC 5%
Unit 4 SAC 5%
UNITS 1 & 2
This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Unit 1: Pre-modern theatre
In this area of study students explore playscripts from the pre-modern era of theatre, that is, works prior to the 1920s. Students study playscripts from at least three distinct theatrical periods.

Outcome 1
On completion of this unit the student should be able to identify and describe the distinguishing features of pre-modern theatre playscripts.

Area of study 2
Interpreting playscripts
This area of study focuses on the presentation of playscripts from the pre-modern era of theatre. Students apply acting and other stagecraft to interpret playscripts from at least three distinct theatrical periods from the pre-modern era.

Outcome 2
On completion of this unit the student should be able to apply acting and other stagecraft to interpret playscripts from the pre-modern era.

Area of study 3
Analysing a play in performance
This area of study focuses on an analysis of a professional performance of a playscript. Students explore the nature of theatrical analysis including theatrical styles, audience perspective, acting skills, use of other stagecraft and the ways in which the contexts of a playscript have been interpreted through performance.

Outcome 3
On completion of this unit the student should be able to analyse a performance of a playscript.

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

Unit 2: Modern Theatre
In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Area of study 1
Modern theatre
This area of study focuses on an exploration of playscripts from the modern era of theatre, that is, works from the 1920s to the present. Students study at least three distinct theatrical movements from this era and playscripts associated with each movement.

Outcome 1
On completion of this unit the student should be able to identify and describe the distinguishing features of modern era theatre playscripts.

Area of study 2
Interpretation through stagecraft
In this area of study students apply stagecraft to realise playscripts from at least three distinct theatrical movements from the modern era.

Outcome 2
On completion of this unit the student should be able to apply stagecraft to interpret playscripts from the modern era.

Area of study 3
Analysing a play in performance
This area of study focuses on an analysis and evaluation of a professional performance of a playscript. Students explore the nature of theatrical analysis and production evaluation, including the application of stagecraft and its effect on an audience.

Outcome 3
On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a playscript.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.
UNITS 3 & 4

Unit 3: Playscript Interpretation
In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students form a production team to collaboratively interpret a playscript for performance to an audience. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend two performances selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the playscripts in the performance.

Unit 4: Performance Interpretation
In this unit students study a scene and associated monologue and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students' work for Outcomes 1 and 2 is supported through analysis of two performances they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist.
Unit 1: Introduction to visual communication design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

AREAS OF STUDY
• Drawing as a means of communication
• Design elements and design principles
• Visual communications in context

Unit 2 Applications of visual communication within design fields
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

AREAS OF STUDY
• Technical drawing in context
• Type and imagery in context
• Applying the design process

Assessment Units 1 and 2
Assessment is based on coursework which will include assignments, folio pieces and research tasks.

Unit 3 Visual communication design practices
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking skills through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation.
and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

**AREAS OF STUDY**
- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

**Unit 4**

**Visual communication design development, evaluation and presentation**
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

**AREAS OF STUDY**
- Development, refinement and evaluation
- Final presentations

**Assessment:**

- **School-assessed Coursework - Unit 3** 25%
- **School-assessed Task - based on work completed for Unit 3, Area of Study 3 and Unit 4, Areas of Study 1 and 2** 40%
- **End-of-year examination – key knowledge and key skills from Units 3 and 4 are examinable** 35%