ADDRESS

Simonds Catholic College

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Simonds Catholic College

**St Brigid’s VCE Campus**
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PRINCIPAL

Mr P Riordan

DEPUTY PRINCIPALS

Mr R Anastasio [Head of St Brigid’s VCE Campus]
Mrs H Koutoulogenis [Head of St Mary’s 7-10 Campus]

VCE/VET/VASS COORDINATOR

Mr R Anastasio

DIRECTOR OF TEACHING & LEARNING

Mrs H Koutoulogenis

YR 10 LEVEL COORDINATOR

Mr E Ramos

CAREERS ADVISER

Ms M Ellwood
Welcome to the St Brigid’s VCE Campus of Simonds Catholic College. During 2010-2011 the campus underwent a $2,700,000 redevelopment to provide excellent facilities for our VCE students. The past Year 11 & 12 students have worked closely together and with their teachers to develop a culture of learning and support for each other. Pursuing excellence is a daily expectation of all students educated at our senior campus.

As Year 11 and 12 students, you will now be able to benefit from the redevelopment of the St Brigid’s VCE Campus. Our senior campus provides a unique learning environment with an emphasis on small numbers of students in each class, the provision of study classes and after school assistance, as well as enthusiastic and supportive teachers.

Your final two years will be demanding and challenging. This is as it should be as we do not know what we are capable of achieving until we are challenged to go beyond our present achievements. Your teachers will have high expectations of themselves and you, and will give you every support to realise your potential. Have high expectations of yourself and be prepared to put in the time and effort to achieve success. At the same time you should enjoy the companionship of your friends and ensure that you develop a good balance between your studies and relaxation and possibly part-time work. Remember though, that academic success will only be achieved with good study skills, perseverance, hard work and determination.

This handbook is just one piece of the process to assist you in making informed decisions about appropriate education pathways that can lead you to your desired career. Read it carefully, think about the information provided, discuss it with your parents and teachers and use it with information from other sources to make wise decisions about your VCE/VCAL subject selections. There is a whole range of VCE and VET subjects to consider. Think carefully, choose wisely and you will enjoy your studies and be more successful next year.

I invite you to be part of the future development of Simonds Catholic College and establish a culture of learning that will inspire and enable future students to achieve the best possible outcomes for themselves with the assistance of their teachers.

Yours sincerely,

Mr P Riordan

Principal
August 2014
## Contents

### GENERAL INFORMATION

- www.sccmelb.catholic.edu.au ................................................................. 0
- PRINCIPAL ......................................................................................... 0
- Contents ............................................................................................. 2

### GENERAL INFORMATION .................................................................. 2

- Senior Pathways at Simonds ................................................................. 4
- Essential considerations when choosing your course: ................................ 4
- Learning Pathways at Simonds ............................................................... 6
- Structure of the VCE ............................................................................. 7
- Requirements for the award of the VCE .................................................. 8
- What are the minimum requirements to qualify for the VCE? .................. 8
- VET as part of a VCE or VCAL program ................................................ 9
- VET STUDIES 2015 – for VCE, VCAL and Year 10 Students ....................... 11
- VCE units to be offered ....................................................................... 13
- Structure of Your VCE Program @ Simonds ............................................ 14
- Unit 3 & 4 study in Yr 11, 2015 ............................................................. 14
- Subject Summaries ............................................................................ 15
- SIMONDS VCAL PROGRAM .................................................................. 22
- Sample VCE Student Programs ............................................................. 28
- Other Information Sources .................................................................. 30
- Selecting Your Course of Study ............................................................. 31
- Faculty Managers .............................................................................. 32
- ACCOUNTING .................................................................................... 34
- BIOLOGY ............................................................................................. 36
- BUSINESS MANAGEMENT ................................................................ 38
- CHEMISTRY ....................................................................................... 40
- ECONOMICS ...................................................................................... 42
- ENGLISH ............................................................................................ 44
- ENGLISH LANGUAGE ......................................................................... 46
- FOOD & TECHNOLOGY ...................................................................... 48
- HISTORY ............................................................................................. 50
- LEGAL STUDIES ............................................................................... 52
- LITERATURE ...................................................................................... 54
- LOTE - ITALIAN & JAPANESE ............................................................ 56
- VCE Mathematics Pathways ............................................................... 58
GENERAL MATHEMATICS (Standard) ........................................................................................................ 61
FURTHER MATHEMATICS .......................................................................................................................... 62
GENERAL MATHEMATICS (Advanced) ...................................................................................................... 63
SPECIALIST MATHEMATICS ......................................................................................................................... 64
MATHEMATICAL METHODS (CAS) ................................................................................................................ 65
MATHEMATICAL METHODS (CAS) ................................................................................................................ 66
MUSIC PERFORMANCE ............................................................................................................................. 67
PHYSICAL EDUCATION .............................................................................................................................. 69
PHYSICS ..................................................................................................................................................... 71
PRODUCT DESIGN AND TECHNOLOGY ............................................................................................... 73
PSYCHOLOGY ........................................................................................................................................ 75
RELIGION & SOCIETY ............................................................................................................................ 77
TEXTS & TRADITIONS ............................................................................................................................. 78
STUDIO ARTS ............................................................................................................................................ 79
VISUAL COMMUNICATION & DESIGN ............................................................................................ 81
Senior Pathways at Simonds

The Senior School program at Simonds Catholic College provides students with the opportunity to select and complete an academic program from a wide variety of VCE studies or to choose the VCAL program. Choosing an appropriate course can be a challenging task. This booklet is designed to help you make informed decisions about the studies you will select in your final two years of secondary education that will either provide a pathway for further education and training at a tertiary institution or TAFE, or for employment.

Right now is the time to be thinking seriously about your future and the types of occupations that you can realistically see yourself enjoying and finding fulfilling.

Essential considerations when choosing your course:

• **Who am I? (Self Awareness)**
  
  What are your interests and aptitudes? How much satisfaction and enjoyment do you obtain from various subjects? How well you have coped with a subject (or a related one)? Do the assessment requirements of the subject suit your preferred style of learning? You are more likely to do well in the subjects you are interested in and enjoy.

• **What do I want to be? (Occupational Awareness)**
  
  What are your career aspirations? Consider two or three possible career options rather than just one. If you intend to work after your VCE make sure you choose a program that will develop the required competencies in your area of interest.

• **What course can I take? (Course awareness)**
  
  Many careers, particularly those involving tertiary courses, require students to satisfactorily complete certain subjects at Year 11 and 12. These are referred to as prerequisites. Try to keep career and further study options as open as possible. Be informed and choose your VCE/VCAL program on the basis of accurate information. Check the entrance requirements for the prerequisites and recommended studies for selection into tertiary courses in 2015. Entry requirements and pathways change from year to year so make sure you have done your research.
Other considerations when choosing your course:

• Even though English is the only Core subject, you should consider Mathematics as Core and maintain the highest level of Mathematics study with which you are able to cope. Many pathways beyond the VCE will be closed if you do not study Mathematics in your final years of secondary school.

• Examine the balance of subjects selected. Entry to tertiary institutions is very competitive.

• Consider continuing your studies of a LOTE (Japanese or Italian) through to Year 12 if you are talented in this area with whatever package of units you put together. Any student studying an external LOTE (eg Vietnamese) in Year 10 is encouraged to continue to do so at VCE level. Many university courses highly value the inclusion of a LOTE at VCE.

• Discuss options and the proposed program with your parents.

• Read all the subject descriptions and talk to your teachers about them. You need to be aware of the potential ramifications of your subject choices. Poor VCE subject choices can lock students out of university and vocational education and affect job prospects.
Learning Pathways

Senior School Certificates

VCE
(Victorian Certificate of Education)
Usually 20–24 units
30 different studies available

VCAL
(Victorian Certificate of Applied Learning)
Literacy and Numeracy Skills, Industry Specific Skills,
Work Related Skills, Personal Development Skills

Vocational Education and Training
VCE VET Program
School Based Apprenticeship and Traineeship
Other VET Certificates

Training
(TAFE or school, industry, RTO, ACE)

Structured Workplace Learning

Completion of VCE

Completion of VCAL

Employment/Apprenticeship/Traineeship

TAFE Certificate II/III/V, Diploma, Advanced Diploma

University
Structure of the VCE

A VCE (Victorian Certificate of Education) program is the complete list of VCE units undertaken by a student over a minimum of two years. The curriculum at Simonds allows students to complete their VCE program over Years 10, 11 and 12. Students will normally study 23 units in their Year 11 and 12 program at Simonds.

VCE studies are divided into units, each unit lasting one semester. Most studies offer four units, but you don’t have to take all four units.

There are two levels of units within the VCE:

- **Units 1 and 2** are usually taken in the first year of VCE. Most students take both units in a study, but it is possible to complete them as single units.

- **Learning outcomes** are prescribed for all units. An outcome defines what students know and are able to do as a result of undertaking the study. Students’ levels of achievement will be assessed using school-based assessment following Victorian Curriculum and Assessment Authority (VCAA) requirements. All Learning Outcomes for a unit must be satisfactorily demonstrated for an overall ‘S’ to be gained for that unit. An ‘N’ indicates non-satisfactory completion of one or more outcomes.

- **Units 3 and 4** are more advanced and are generally taken in the second year of VCE. Units 3 and 4 will need to be taken as a sequence - that is, if you take Unit 3 of any study, you must take Unit 4 also. If a student gains an ‘S’ for both Unit 3 and 4 of a study, they are eligible to receive a Study Score.

Students’ levels of achievement will be assessed using school-based assessment and external examinations. School-based assessments include School-Assessed Coursework (SAC) and School-Assessed Tasks (SAT) which are generally completed in class.

Each study has three assessment components; either one school based assessment and two examinations, or two school based assessments and one examination. These assessments will be reported as grades A+ to UG and make up your Study Score.
Requirements for the award of the VCE

What are the minimum requirements to qualify for the VCE?

To be awarded the VCE, you must obtain S (satisfactory demonstration of all learning outcomes) for a minimum of 16 semester units, which must include:

- at least three units from the English group
- at least 3 sequences of Units 3 and 4 studies, apart from the compulsory English study

Study Scores

A student will receive a score on a scale of 0 - 50 for Unit 3 and 4 studies. The score is based on your achievement on all assessment components of the study. It indicates a student's performance in one study relative to the performance of all students in that study across the state. These Study Scores are used by VTAC (Victorian Tertiary Admissions Centre) when calculating a student's ATAR (Australian Tertiary Admissions Rank).

To provide an overall measure of the performance of all students across all studies, VTAC adjusts the study scores based on the overall VCE performance of all the students taking that study. That process is called scaling.

ATAR

The ATAR (formerly the ENTER) is an overall measure of a student’s achievement in their Year 12 studies in relation to other students. It is calculated by VTAC from your scaled study scores for Units 3 and 4 in the primary four (English and the three best other subjects) plus 10% of any fifth or sixth subjects. It is reported as a rank between 0.00 and 99.95 and is passed on to selection authorities in each Tertiary institution.

Note: Students must satisfactorily complete FOUR Unit 3 and 4 sequences, including Units 3 and 4 of an English study, in order to be eligible for an ATAR. The ATAR is used as the basis for tertiary entrance.
VET as part of a VCE or VCAL program

In addition to the VCE studies, a range of VET (Vocational Education & Training) studies will be offered through the Inner Melbourne VET Cluster (IMVC).

These studies allow for the completion of the VCE and a vocational certificate course normally provided to school leavers at a TAFE College. Most VET certificates involve a two year training program and are equivalent to four VCE units.

These VET programs should be of particular interest to students wishing to:

• complete their VCE, obtain an ATAR and keep tertiary options open
• undertake studies with a vocational focus that includes workplace learning
• complete a nationally recognised TAFE certificate course.

VCAL students MUST complete VET units as part of their certificate

The programs are delivered at a number of venues in the inner Melbourne area. Students and parents should be aware that VET studies attract additional fees. Costs will vary according to the VET program selected.

Programs offered through the IMVC in 2015 may include:

- Certificate II in Agriculture
- Certificate II in Applied Design in Industry
- Certificate II in Automotive Technology Studies
- Certificate II in Building and Construction
- Certificate II in Business Administration
- Certificate II in Broadcasting
- Certificate III in Clothing
- Certificate II in Community Recreation
- Certificate II Community Services
- Certificate II in Electrotechnology
- Certificate II Engineering Studies
- Certificate II Furnishings
- Certificate II Hospitality
- Certificate III Information Technology.
- Certificate III Multimedia
- Certificate III in Music Industry

Further information about each of these VET courses is available from www.imvc.com.au. A VET Handbook, with details of the studies available within our cluster of schools in 2015, will be made available to interested students.
The College timetable will be constructed to enable students to attend VET courses after lunch on each Wednesday afternoon. Should a student choose a VET subject taught at another time, it may impact on his attendance at some VCE classes. In such a case, the proposed VET course needs to be approved by the Mr Anastasio.

**How do I apply for a VET program?**

If you wish to apply for a VET program, complete the VET Enrolment Form (found in the IMVC VET Handbook) and hand it to Mrs Koutoulogenis. Mr Anasatsio, the VET Coordinator, will then contact you and organise to submit your enrolment online.

**Orientation session**

In order for you to be eligible for consideration, all students who apply must attend a compulsory Orientation session with their parents during the evening in October. Students will receive a full course outline, have the opportunity to meet and speak with the trainer and will be given a Student Commitment Form which must be completed on the evening and returned to Cluster personnel so that their application for an IMVC program to be processed.

**How will I be assessed in VET programs?**

All VET studies require that students demonstrate their competence in the modules being studied. Competence can be demonstrated in class through written and oral presentations, in practical activities and in the workplace.

VET studies may also contribute to the calculation of a student’s ATAR. Some VET studies have a Scored Assessment which includes graded assessment tasks throughout the year and an externally set exam at the end of the year. Students receive a Study Score which will directly contribute to their ATAR.

VET studies that do not have a study score may be counted as a 5th or 6th subject and contribute to the ATAR as a 10% increment, derived from the average of the primary four subjects.
<table>
<thead>
<tr>
<th>VET CERTIFICATE</th>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
<th>Study Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting (Screen)</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Allied Health Assistance</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Animal Studies</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Applied Fashion Design &amp; Technology</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Automotive Studies – General (Pre-vocational)</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>- Paint &amp; Panel (Pre-vocational)</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Building and Construction – Bricklaying (Pre-apprenticeship)</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>- Carpentry (Pre-apprenticeship)</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Business</td>
<td>✓</td>
<td>✓</td>
<td>Yes</td>
</tr>
<tr>
<td>CISCO CCNAv5 Routing and Switching</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Community Services - Community Work</td>
<td>✓</td>
<td>✓</td>
<td>Yes</td>
</tr>
<tr>
<td>- Children’s Services</td>
<td>✓</td>
<td>✓</td>
<td>Yes</td>
</tr>
<tr>
<td>Creative Industries – Media (Broadcasting)</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Creative Industries – Media (Media 3D Animation)</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Dance</td>
<td>✓</td>
<td>✓</td>
<td>Yes</td>
</tr>
<tr>
<td>Design Fundamentals</td>
<td>✓</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Electrotechnology Studies (Pre-vocational)</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>✓</td>
<td>✓</td>
<td>Yes</td>
</tr>
<tr>
<td>Equine Studies</td>
<td>✓</td>
<td>✓</td>
<td>Yes</td>
</tr>
<tr>
<td>Events</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
</tr>
<tr>
<td>Fitness</td>
<td>✓</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Floristry (Assistant)</td>
<td>✓</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Furniture Making</td>
<td>✓</td>
<td>✓</td>
<td>Yes</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>✓</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Horticulture</td>
<td>✓</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Hospitality – Hospitality &amp; Kitchen Operations</td>
<td>✓</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Course</td>
<td>HSO</td>
<td>HHO</td>
<td>Yes/No</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>--------</td>
</tr>
<tr>
<td>Hospitality – Kitchen Operations</td>
<td>✅</td>
<td>✅</td>
<td>Yes</td>
</tr>
<tr>
<td>Hospitality – Hospitality Operations (Front of House)</td>
<td></td>
<td>✅</td>
<td>Yes</td>
</tr>
<tr>
<td>Information Technology</td>
<td>✅</td>
<td>✅</td>
<td>Yes</td>
</tr>
<tr>
<td>Integrated Technologies</td>
<td>✅</td>
<td>✅</td>
<td>Yes</td>
</tr>
<tr>
<td>Interior Decoration</td>
<td>✅</td>
<td>✅</td>
<td>No</td>
</tr>
<tr>
<td>Justice</td>
<td>✅</td>
<td>✅</td>
<td>No</td>
</tr>
<tr>
<td>Laboratory Skills</td>
<td>✅</td>
<td>✅</td>
<td>Yes</td>
</tr>
<tr>
<td>Media (previously Interactive Digital Media)</td>
<td></td>
<td>✅</td>
<td>Yes</td>
</tr>
<tr>
<td>Music (Performance)</td>
<td>✅</td>
<td>✅</td>
<td>Yes</td>
</tr>
<tr>
<td>Music Industry (Technical Production)</td>
<td>✅</td>
<td>✅</td>
<td>Yes</td>
</tr>
<tr>
<td>Outdoor Recreation</td>
<td>✅</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Plumbing (Pre-Apprenticeship)</td>
<td>✅</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Retail Make Up and Skincare</td>
<td>✅</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>✅</td>
<td>✅</td>
<td>Yes</td>
</tr>
<tr>
<td>Tourism</td>
<td>✅</td>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>
# VCE units to be offered

<table>
<thead>
<tr>
<th>Subject</th>
<th>Unit 1 &amp; 2 (2015)</th>
<th>Unit 3 &amp; 4 (2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>English Language</td>
<td>English Language</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>Literature</td>
</tr>
<tr>
<td><strong>Religious Education</strong></td>
<td>Ethics &amp; Morality (Unit 2)</td>
<td>Texts &amp; Traditions*</td>
</tr>
<tr>
<td><strong>Humanities/Commerce</strong></td>
<td>History – 20th Century</td>
<td>History – Revolutions</td>
</tr>
<tr>
<td></td>
<td>LOTE → Italian</td>
<td>LOTE → Italian</td>
</tr>
<tr>
<td></td>
<td>→ Japanese</td>
<td>→ Japanese</td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td>Business Management</td>
<td>Business Management</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
<td>Legal Studies</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>General Mathematics (Standard)</td>
<td>Further Mathematics</td>
</tr>
<tr>
<td></td>
<td>General Mathematics (Advanced)</td>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td>Music Performance*</td>
<td>Music Solo Performance*</td>
</tr>
<tr>
<td></td>
<td>Studio Arts</td>
<td>Studio Arts</td>
</tr>
<tr>
<td></td>
<td>Visual Communication &amp; Design</td>
<td>Visual Communication &amp; Design</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Product Design &amp; Technology</td>
<td>Product Design &amp; Technology</td>
</tr>
<tr>
<td></td>
<td>Food &amp; Technology</td>
<td>Food &amp; Technology</td>
</tr>
</tbody>
</table>

The availability of a particular unit of study will depend on the number of students choosing the unit and timetable constraints.

* These subjects may be provided for study at The Academy of Mary Immaculate, Nicholson St, Fitzroy.

If a subject that you are interested in is not listed here, discuss it with Mrs Koutoulogenis, as it may be possible to organise to study it through The Academy of Mary Immaculate.
Structure of Your VCE Program @ Simonds

How many units are studied?

Generally, Simonds students will complete a program in Year 11 and 12 consisting of 23 units.

<table>
<thead>
<tr>
<th>Year 11 – 2015</th>
<th>Students will undertake the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>A Unit 1 &amp; 2 sequence from the English group</td>
</tr>
<tr>
<td>✔️</td>
<td>Religion and Society - Unit 2 Ethics &amp; Morality</td>
</tr>
<tr>
<td>✔️</td>
<td>FIVE (5) VCE studies of your choosing each semester (or 4 VCE studies &amp; one VET study)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12 – 2016</th>
<th>Students will undertake the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>A Unit 3 &amp; 4 sequence from the English group</td>
</tr>
<tr>
<td>✔️</td>
<td>FOUR (4) sequences of Unit 3 &amp; 4 VCE studies of your choosing (or 3 VCE studies &amp; one VET study)</td>
</tr>
<tr>
<td>✔️</td>
<td>Seminar Days for Faith Development and Study Skills</td>
</tr>
</tbody>
</table>

Unit 3 & 4 study in Yr 11, 2015

If a student wishes to apply to undertake a Unit 3 & 4 study sequence whilst in Yr 11, he must complete the APPLICATION TO STUDY VCE Unit 3 & 4 in Year 11 in 2015 form available from Mrs Koutoulogenis.

Approval is not automatic and will depend on his progress and achievements in Year 10 and in particular, those subjects related to the intended Unit 3 & 4 study sequence.

The application form must be submitted to Mrs Koutoulogenis by 8 August.
Subject Summaries

ACCOUNTING

Accounting provides students with an overview of the process involved in the establishment of a small business and the accounting and financial management of the business. The subject focuses on the manual recording of financial data into accounting records which are used to prepare financial reports.

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BIOLOGY

In this course, you will examine the structure and function of cells. Through the use of scientific investigative techniques you explore the needs of individual cells and discuss how the structure of cells depends on their ability to carry out specialised functions. Excursions to Ecolinc Science and Technology and Melbourne and Werribee Zoo enable students to observe first hand various cellular functions, animal behaviour and environmental changes in ecosystems.

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BUSINESS MANAGEMENT

We live in a world that is dominated by business. We interact with these businesses on a daily basis purchasing the products they produce and the services they offer. Through the use of real life business examples you will explore the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

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CHEMISTRY

The study of chemistry begins with the examination of the Periodic Table together with a study of the elements and an understanding of the atom. The models for metallic, ionic and covalent bonding are used in explaining the properties and interaction of substances that make up matter at the atomic and molecular level. You will investigate the development of new materials such as medicines and polymer and investigate through chemical reactions, how chemistry is used to respond to the effects of human activities on our environment.

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ECONOMICS

Economics studies how the choices households, businesses and the government make impact on various groups within society both now and in the future. It examines small issues such as the reasons for changes in the price of goods and services. It also investigates the causes and consequences of economic issues such as inflation, economic growth, unemployment, climate change and the ageing population.

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ENGLISH

Units One and Two VCE English involves the study of selected texts in order to understand, appreciate and analyse them. Issues are also examined allowing you to analyse persuasive writing and present your view in an oral presentation. Finally, different forms of writing are explored through the context of “Encountering Conflict”.

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ENGLISH LANGUAGE

Language serves many purposes. What are they? How can we use language most effectively to achieve our aims? How do we learn to speak? Where do words come from? What is the history of language? What do words really mean? Why do some people talk differently than others? What is Australian English? English Language is the science of language. By understanding the nature and functions of language we become empowered to communicate effectively in a range of situations.

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ETHICS AND MORALITY

Should “Facebook” be banned for primary aged students? Should Muslim women be forced to show their faces? Should pharmaceutical companies be allowed to test drugs in poor countries? These are all current, contentious issues. What you believe to be right or wrong influences every decision that you make and every action that you take. “Ethics and Morality” is about the life choices that we make and why we make them.

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FOOD TECHNOLOGY

Food and Technology involves researching, designing and producing food products. A major component of the course is producing a folio of written work to support the practical preparation of food. Students also prepare a number of design tasks in which they create individual food dishes.

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HISTORY: 20TH CENTURY

The course begins with a brief investigation of European empires and their impact at the start of a new century. We then discover the momentous forces that were at work in Germany between 1918 and 1939. We review a number of films and research their historical accuracy. After World War 2 and the defeat of Germany, the Cold War emerged as a major threat to world security. You will investigate the US and USSR’s relationship and research the many explosive events that brought the world to the brink of another world war. We then gain an understanding of the Civil Rights Movement in 1960’s America and finally investigate the Taliban in Afghanistan.

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ITALIAN

Italy is one of the richest cultures of Western civilisation and Italian is the second most spoken language in Australia after English. Studying Italian at VCE is a great opportunity for you to expand your knowledge of the Italian language and culture. You will develop skills in the language and explore the culture through the study of themes and topics which include Travel, Health, Technology, School and Work Life, Arts and Entertainment and Social and Contemporary Issues.

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JAPANESE

In Japanese, you will learn skills to enhance your reading, listening, writing and speaking abilities in the language. You will develop your knowledge in both grammar and vocabulary in a variety of interesting topics. These skills will help you communicate with others in Japanese and gain cultural understanding.

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LITERATURE

In this course you will develop an enjoyment of literature through reading widely, imaginatively and critically to gain an understanding of human experience. We develop a critical awareness of cultures past and present and how these are represented in literature. You will learn how to read a text closely to discover key literary features of text and extend your understanding of the different ways texts are constructed. You will also learn to develop your writing skills.

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LEGAL STUDIES

The law plays a significant role in all aspects of our lives, from our relationships with each other, to the way in which our system of government operates. Our legal system is constantly changing and being challenged through activism, advocacy, crime trends and perceptions of justice. Understanding the way that people shape law and how law shapes people is a key aim of Legal Studies. Legal Studies students critically investigate the nature, character and power of law. Legal Studies enriches debate about law and offers diverse ways to critique, reform and evaluate the role of law in a range of different contexts.

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MATHEMATICS

**General Mathematics** Students who prefer a strong emphasis on using mathematics in practical contexts relating to everyday life rather than algebraic concepts are best suited to select General Mathematics. It is intended for students who are considering studying Unit 3 & 4 Further Mathematics in Year 12. The use of CAS is incorporated into all topics studied. Students can expect to use CAS in all of their assessments.

**Mathematical Methods CAS** Students who have a strong mathematics background and have aspirations of working in a field where a mathematics subject is a prerequisite are best suited to study Mathematical Methods CAS. It is intended for students who have a strong ability in algebra, graph sketching and probability and are considering studying Unit 3 & 4 Mathematical Methods in Year 12 and/or Unit 3 & 4 Further Mathematics.
**PHYSICAL EDUCATION**

Unit 1 & 2 Physical Education is a theory based subject involving some practical classes (usually one practical lesson per week). The subject is suited to students who want to learn about Physical Activity and the Human Body and who may be interested in pursuing a career in fields such as the Health Sciences, Sport Science, Sport and Recreation, Coaching/Teaching and the Fitness Industry.

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**PHYSICS**

“When you understand the laws of physics anything is possible” Sheldon Cooper Big Bang Theory.

Physics looks at the entire universe from the tiniest particle to the biggest thing, the Cosmos. Studying Physics will give you the basics to understand the universe. At VCE we study nuclear, electricity, motion, light, astrophysics and flight.

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**PRODUCT DESIGN AND TECHNOLOGY**

In Product Design and Technology you will learn how to manage and deliver a complete project from concept to production. You will have the opportunity to design modern commercial products and learn how to create realistic and professional prototypes. Product Design and Technology will teach you to question common assumptions and will give you strategies for applying innovative solutions to a range of different problems.

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PSYCHOLOGY

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STUDIO ARTS

Studio Arts is about developing a range of artworks based on a topic or issue of interest chosen by each student in negotiation with their teacher. Although the emphasis of this course is on the creative process, students may choose to work in a variety of media like painting, sculpture, photography or any other agreed medium. Students will develop and maintain a folio of work to support each investigation and exploration or research which will include brainstorming, communicating about art, comparing artists and artworks, peer evaluation, writing paragraph responses and essay planning.

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VISUAL COMMUNICATION AND DESIGN

The study of Visual Communication Design examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. You will employ a design process to generate and develop visual communications. You will also develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications.

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Why would I choose to do the VCAL instead of the VCE?

The VCE is a good option for students who would like to go on to further education at university. However, you might feel that this is not the right option for you.

Just like the VCE, the VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCAL is based on hands-on learning, also known as ‘applied learning’.

If you choose to do the VCAL, you will gain practical experience and 'employability' skills, as well as the skills you will need to go onto further training in the workplace or at a TAFE.
What is VCAL?

The **Victorian Certificate of Applied Learning** (VCAL) is a nationally recognized certificate. It is a hands-on option for students in Years 11 and 12. In year 11 students complete the Foundation & Intermediate level of VCAL & in year 12 students complete the Senior level of VCAL.

VCAL gives students practical work-related experience and industry skills, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

What is Applied Learning?

The 8 principles of Applied Learning are:

- Start where the learners are at;
- Negotiate the curriculum. Engage in a dialogue with learners about their curriculum;
- Share knowledge. Recognize the knowledge learners bring to the learning environment;
- Connect with communities and real life experiences;
- Build resilience, confidence and self-worth;
- Integrate learning. Learning should reflect the integration that occurs in real life tasks;
- Promote diversity of learning styles and methods. Different learning styles require different teaching methods;
- Use the assessment methods that best fit the learning content and context.

When and where can I do the VCAL?

You can begin your VCAL program in Years 11 or 12 of secondary school. The VCAL is also available at most TAFE institutes and a number of Adult Community Education (ACE) centres.

What are the VCAL levels?

The VCAL has three levels - Foundation, Intermediate and Senior. You would complete your VCAL at the level that matches your needs and abilities.

Are there any entry requirements?

There are no entry requirements. You begin the VCAL at a level suitable to your learning needs. Your teacher or careers counsellor will be able to help you decide which level is suitable for you.
How long would the VCAL take me to complete?

Regardless of the VCAL level you choose, your learning program would normally take one year to complete.

What do you get after successfully completing the VCAL?

If you successfully complete your learning program you will receive a VCAL Certificate for either Foundation, Intermediate or Senior level, depending on the VCAL level you chose to complete. You will also get a Statement of Results, listing all VCE (if VCE units were successfully completed as part of your VCAL course), and VCAL units, and a Statement of Attainment for VET or Further Education courses. These will list all units and modules you have successfully completed as part of your VCAL program.

What do I study?

With the help of your teacher or careers counsellor, you can develop a learning program that suits your particular learning needs and interests.

You need to complete units from the following from each of the following four compulsory VCAL strands:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

1. Literacy and Numeracy Skills

To incorporate the Literacy & Numeracy component into the student’s program they will complete:

Literacy – VCAL Intermediate Literacy Unit 1 & 2 and VCAL Senior Literacy Unit 1 & 2.

Numeracy – VCAL Intermediate Unit 1 need to be successfully completed by VCAL students

- There are NO study scores for the VCE Units. VCAL students receive an ‘S’ or ‘N’
- VCAL students DO NOT sit exams but they will sit SAC’s in their VCE subject.

2. Industry Specific Skills

Students must undertake Vocational Education and Training (VET Studies), gaining experience in their future vocational area. This will be undertaken in the external VET you undertake.

3. Work Related Skills

In order to develop ‘employability’ skills, the students undertake a structured work placement where they must demonstrate that certain learning outcomes have been achieved. You do part of this at school, and part of it on the work placement you organise with an employer. This work placement may be done in your own time – during holidays or evening/weekend work and / or during the school term on Fridays.

At school, you study Occupational Health & Safety, research industries and workplaces and plan a work based project.
Note: While we will support you, initially it is your responsibility to find an employer for your work placement day.

4. Personal Development Skills

This will be developed and conducted as a school and community based partnership, so although planning work may be done at school the project may be done out in the field. A student must participate in community projects and/or activities organised by the school in partnership with community-based agencies. The projects are usually practical activities which involve high levels of student participation. The Personal Development Skills strand aims to develop communication skills, teamwork, self-confidence, self esteem, self management, problem solving, planning and organising and respect for others and the community. The Personal Development Skills strand also develops skills, knowledge and attitudes that lead towards:

- Social responsibility
- Building community
- Civic responsibility through volunteering, fundraising, and community service
- Valuing civic participation in a democratic society

This will be based at school and learning and planning done during class time.

Assessment

There are no formal exams in the VCAL units, however, there will be in the VCE subject’s classes you undertake. You will be required to undertake SAC’s in the VCE Subject you study, where you will receive an ‘S’ or ‘N’. This is so you can also receive a VCE certificate but not an ATAR score. Since the VCAL curriculum is competency based and of practical hands-on learning, students are assessed in various methods including:

- Portfolio work
- Class work
- Reflective journals
- Video/photographic production
- Oral presentations
- Written text
- Performance or practical tasks
- Observations

Grading

The VCAL units do not receive a letter grade. Grading is based on the level of competency achieved. There are three levels of competency defined as follows:

- Not Evidenced
- Beginning Evidence
- Competent

There are a number of opportunities throughout a variety of tasks across the year where students can demonstrate their competency. Your teacher will explain the requirements to meet the learning outcomes for VCAL units.

N.B. The VCE units will contribute to competency of VCAL units but can also achieve a grade.
Attendance

Minimum 90% attendance is a MUST both here at Simonds Catholic College and your external VET

VCAL Foundation, Intermediate & Senior Certificate

To achieve the VCAL certificate a student must achieve 10 credits. At the end of year 11, if students have completed 10 VCAL units, they receive the Foundation or Intermediate Certificate from VCAA (Victorian Curriculum & Assessment Authority). At the end of year 12, if students have completed 10 VCAL units, they receive the Senior Certificate from VCAA (Victorian Curriculum & Assessment Authority).

By undertaking a VET subject students will also receive VET certificates, which are nationally recognised industry certificates.

What is the difference between Foundation, Intermediate & Senior VCAL?

Foundation: Students at this level work with teacher direction and guidance when designing and working in tasks. Intermediate & Senior students also provide support when Foundation students are involved in their respective projects.

Intermediate: Students at this level work with some teacher direction, support and intervention when designing, monitoring and implementing projects. Projects are run by the student group but supported by the teacher.

Senior: Students at this level work with independence from teacher direction when designing, monitoring and implementing projects. The teacher is there for requested support, but projects are run, implemented and reviewed by the student group.

Can I swap to the VCE if I change my mind?

Yes. If you change your mind and want to swap to the VCE, or if you want to pursue your VCE after completing your VCAL, any VCE units successfully completed as part of your VCAL will count towards your VCE. You may also be able to transfer credit for other units and modules completed as part of your VCAL. You should discuss this with your teacher or careers counsellor if you decide to take this option.

Can I work part-time and/or continue an apprenticeship while enrolled in the VCAL?

You can gain recognition and credit for part-time work while enrolled in the VCAL. This work can include:

- part-time apprenticeship or traineeship
- part-time work
- work placements.
Can I get into university if I successfully complete the VCAL?

If you are considering entering university straight from school, VCAL is probably not the best choice for you. Students planning to go straight into university usually undertake VCE programs which allow them to gain an ATAR score from the Victorian Tertiary Admissions Centre (VTAC). If you are studying a VCAL program at Senior level and you decide that you might be interested in going on to university, see your teacher or careers counsellor. It is possible that some universities will consider students with a VCAL Senior certificate for admission.

Entry straight from school is not the only route into university. Some people study a vocational education and training course at TAFE while working, perhaps leading to a Diploma or Advanced Diploma, and then decide that they would benefit from a university course. VCAL would be a good start along this pathway.

What are my options once I have completed the VCAL?

The VCAL will give you practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help you move from school into work, an apprenticeship or traineeship and/or further training at TAFE.

Alternatively, if you start studying for your VCAL at Foundation or Intermediate level and successfully complete it, you may consider going on to complete either the Intermediate or Senior level of VCAL. Or you might reconsider your options and decide that university is the right choice for you after all, in which case you might consider moving to the VCE.

Will the VCAL get me ready to enter a trade?

VCAL students will gain knowledge and skills that will assist their preparation towards entering a trade, eg Occupational Health and Safety.

The OnTrack destination survey for students who completed a VCAL Intermediate or Senior certificate, indicated that 87% of the cohort followed a pathway to education, training or work after their VCAL.
Sample VCE Student Programs

The following represent suggested packages that may be used as a guide to help students in constructing their own program. They are not a pre-set combination of units - many other combinations are possible.

It is advantageous to continue with your study of Mathematics, even if only in Units 1 and 2. Many tertiary institutions regard the study of Mathematics highly, in particular Mathematical Methods Units 3 and 4. Be aware of the potential ramifications of your choices if you do not include Mathematics. Poor VCE subject choices can lock students out of university and vocational education and affect job prospects.

Ultimately, choose subjects you enjoy and are good at. Your interest will keep you motivated and this can lead to success. Keep your options open because your thoughts on careers may change over time.

### Humanities

<table>
<thead>
<tr>
<th>Year 11</th>
<th>CHOICE 1</th>
<th>CHOICE 2</th>
<th>CHOICE 3</th>
<th>CHOICES 4 &amp; 5</th>
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<tbody>
<tr>
<td>English</td>
<td>Unit 2 ETHICS &amp; MORALITY</td>
<td>History</td>
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<td>Maths Methods or General Maths</td>
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### Commerce/Business

<table>
<thead>
<tr>
<th>Year 11</th>
<th>CHOICE 1</th>
<th>CHOICE 2</th>
<th>CHOICE 3</th>
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<th>CHOICE 5</th>
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<td>Unit 2 ETHICS &amp; MORALITY</td>
<td>Accounting</td>
<td>Legal Studies</td>
<td>Economics or Business Management</td>
<td>Maths Methods or General Maths</td>
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### Behavioural Sciences

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<th>CHOICE 3</th>
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<td>Unit 2 ETHICS &amp; MORALITY</td>
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<td>Psychology</td>
<td>Maths Methods or General Maths</td>
<td>Physical Education</td>
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<tr>
<td>Year 11</td>
<td>Maths /Science</td>
<td>CHOICE 1</td>
<td>CHOICE 2</td>
<td>CHOICE 3</td>
<td>CHOICES 4 &amp; 5</td>
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<td>English</td>
<td>Unit 2 ETHICS &amp; MORALITY</td>
<td>Physics</td>
<td>Chemistry</td>
<td>Maths Methods</td>
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<th>CHOICE 1</th>
<th>CHOICE 2</th>
<th>CHOICE 3</th>
<th>CHOICES 4 &amp; 5</th>
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<tr>
<td></td>
<td>English</td>
<td>Unit 2 ETHICS &amp; MORALITY</td>
<td>Maths Methods or General Maths</td>
<td>Studio Arts or Design &amp; Tech</td>
<td>Visual Com</td>
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<td>Any from: LOTE</td>
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<td>History</td>
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<td>Food &amp; Technology</td>
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<td>Music Performance</td>
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<td>Psychology</td>
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<td>VET</td>
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</table>
Other Information Sources

This handbook, together with the detailed subject descriptions found on the College website should be read carefully as you consider your options in course selection.

The College advises students and parents that before reaching decisions about course selection it is essential that other information beyond this handbook is accessed, such as:

- TAFE & University Handbooks
- Youth Central - www.youthcentral.vic.gov.au
- My Future - www.myfuture.edu.au

You will receive hard copies of:

- Where to Now? Guide to the VCE (VCAA publication)
- VICTER 2017 (VTAC)
- CHOICE! VCE Studies and the ATAR (VTAC publication)


You must ALWAYS check the Victorian Tertiary Entrance (VICTER) for the prescribed VCE subjects for any particular course.
Selecting Your Course of Study

Before your interview with the Careers Counsellor

1. On the yellow ‘DRAFT VCE/VCAL Subject Selection’ form, list the career areas in which you are interested, the tertiary courses that will help you enter your career area, the prerequisites that may be necessary for admission to the relevant courses, your favourite subjects and those in which you have been successful.

2. Read the VCE Subject Descriptions, found in the electronic version of this handbook on the school website, for those units in which you are interested.

3. List a possible program that meets your interests, ability and career direction after discussing the options with your parents and teachers. If you are choosing to do VCE then
   o Choose an English and 5 other subjects for Year 11.
   o Enter four subjects from your Year 11 list that you would continue with in Year 12.
   o Include one reserve subject for Year 11 in case your combination of subjects cannot be accommodated by the timetable or if a subject ends up not running.

4. Ensure that your proposed program leaves options open for the future.

5. Discuss your choices with your homeroom teacher and have them sign your form.

   Bring this handbook and your completed yellow DRAFT to the interview with the Careers Counsellor.

After your interview with the Careers Counsellor

1. Once you are satisfied with your selections, have it signed by your parent/guardian.

2. Hand it to your Homeroom Teacher by Monday 25 August.

   This will be your preliminary selection.

As future planning decisions will be based on the accuracy of the information you submit it is important that forms are only submitted by boys intending on completing their VCE at Simonds.

Once your proposed program has been reviewed by your teachers with reference to your mid-year results and intended career pathway, you will be asked to make your final selections online.

   You will need to complete your selections online by 29 August.
Faculty Managers

For specific information on subjects, contact the Faculty Manager:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>Mr B Sanciolo</td>
</tr>
<tr>
<td>English</td>
<td>Ms S Higgins</td>
</tr>
<tr>
<td>HPE</td>
<td>Mr S Vaughan</td>
</tr>
<tr>
<td>Humanities/Commerce</td>
<td>Ms R Hands</td>
</tr>
<tr>
<td>LOTE</td>
<td>Mr G DiFabrizio</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Ms T Smith</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Ms M Krall</td>
</tr>
<tr>
<td>Science</td>
<td>Ms L Fisher</td>
</tr>
<tr>
<td>Technology</td>
<td>Ms J Byard</td>
</tr>
<tr>
<td>VCAL</td>
<td>Ms H Tan</td>
</tr>
<tr>
<td>Careers</td>
<td>Ms M Ellwood</td>
</tr>
<tr>
<td>Yr 10 Level Coordinator</td>
<td>Mr E Ramos</td>
</tr>
<tr>
<td>VCE &amp; VET Coordinator</td>
<td>Mr R Anastasio</td>
</tr>
<tr>
<td>Director of Teaching &amp; Learning</td>
<td>Mrs H Koutoulogenis</td>
</tr>
</tbody>
</table>

PLEASE NOTE THAT DETAILED VCE SUBJECT DESCRIPTIONS ARE AVAILABLE IN THE ELECTRONIC VERSION OF THIS HANDBOOK THAT CAN BE ACCESSED ON THE SCHOOL WEBSITE.

VCE
Subject Descriptions
ACCOUNTING

Unit 1 Established 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 are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users.

Areas of Study
1. Going into business
2. Recording financial data and reporting accounting information

Outcomes
1. Describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
2. Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

Unit 2 Accounting for a trading business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Areas of Study
1. Recording financial data and reporting accounting information
2. ICT in accounting
3. Evaluation of business performance

Outcomes
1. Record financial data and report accounting information for a sole trader.
2. Record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process.
3. Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

ASSESSMENT will comprise of tasks selected from the following:
- exercise/s using a commercial accounting software package
- a folio of exercises (manual and ICT-based)
- tests, assignments and/or case study (manual and/or ICT-based)
- a classroom presentation (oral or multimedia)
- reports (written, oral or multimedia).

Students must use ICT in at least two of the selected assessment tasks.
**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 use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

**Areas of Study**
1. Recording financial data
2. Balance day adjustments and reporting and interpreting accounting information

**Outcomes**
1. Record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.
2. Record balance day adjustments and prepare and interpret accounting reports.

**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 is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

**Areas of Study**
1. Extension of recording and reporting
2. Financial planning and decision making

**Outcomes**
1. Record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.
2. Prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

**ASSESSMENT**
- Unit 3 School-assessed Coursework 25%
- Unit 4 School-assessed Coursework 25%
- End-of-year Examination (2 hours) 50%
BIOLOGY

Unit 1  Unity and Diversity

In this unit students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of the cell depends on their ability to maintain a dynamic balance between their internal and external environments.

Areas of Study
1 Cells in action
2 Functioning organisms

Outcomes
1 Design, conduct and report on a practical investigation related to cellular structure, organisation and processes.
2 Describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

Unit 2  Organisms and Their Environment

The rich diversity of Australian ecosystems provides a variety of contexts for students to study the relationships between living things and their environment. Students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there. Students examine how organisms in their particular habitats are part of the integrated and naturally self-sustaining systems in which energy flows and matter is cycled between the living and non-living components of the environment.

Areas of Study
1 Adaptations of organisms
2 Dynamic ecosystems

Outcomes
1 Explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.
2 Design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

ASSESSMENT  will comprise of tasks selected from the following:

- student-designed and/or adapted and/or extended practical investigation
- practical activities
- multimedia or web page presentation; response to a media article
- oral presentation; annotated poster
- data analysis; problem solving
- test, multiple choice and/or short answer and/or extended response
- written report on fieldwork.
**Unit 3**  
**Signatures of Life**

In Unit 3 students investigate the activities of cells at the molecular level. They gain an understanding that DNA and proteins are key molecules of life forms, and that units of DNA code for the production of proteins underpins the relationship between changing the code and changing the molecular products of cells. Students explore applications of molecular biology in medical diagnosis and the design of new pharmaceuticals. Students also investigate how cells detect biomolecules and explore how signaling molecules, such as hormones and neurotransmitters, assist in coordinating and regulating cell activities.

**Areas of Study**
1 Molecules of life  
2 Detecting and responding

**Outcomes**
1 Analyse and evaluate evidence from practical investigations related to biochemical processes.  
2 Describe and explain the use of the stimulus-response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity.

**Unit 4**  
**Continuity and Change**

In Unit 4 students examine molecular genetics, emerging technological applications and the implications of advances in molecular genetics. Students investigate cell reproduction, patterns of inheritance of heritable traits, and variation in sexually reproducing populations. Students examine evidence for the evolution of life forms over time. Students consider how the interaction between human, cultural and technological evolution may have affected the evolutionary process.

**Areas of Study**
1 Heredity  
2 Change over time

**Outcomes**
1 Analyse evidence for the molecular basis of heredity, and patterns of inheritance.  
2 Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes through selective breeding and applications of biotechnology.

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Unit 3 School-assessed Coursework</td>
<td>20%</td>
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<tr>
<td>Unit 4 School-assessed Coursework</td>
<td>20%</td>
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<tr>
<td>End-of-year Examination (2.5 hours)</td>
<td>60%</td>
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</table>
BUSINESS MANAGEMENT

Unit 1  Small Business Management

Students will study decision making, planning and evaluations of small business. Key areas include business concepts, business objectives; developing a business plan and day-to-day operations of small business.

Areas of Study
1 Introducing business
2 Small business decision-making, planning and evaluation
3 Day to day operations

Outcomes
1 Explain a set of generic business characteristics and apply them to a range of businesses.
2 Apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business
3 Discuss one or more of the day-to-day operations associated with an ethical and a socially responsible small business, and apply the operation/s to a business situation.

Unit 2  Communication and Management

Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Areas of Study
1 Communication in business
2 Managing the marketing function
3 Managing the public relations function

Outcomes
1 Explain, apply and justify a range of effective communication methods used in business-related situations.
2 Analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations.
3 Apply public relations strategies to business related situations and analyse their effectiveness.

ASSESSMENT will comprise of tasks selected from the following:
- case study analysis; business research (print and online)
- development of a marketing and/or public relations plan
- interview and report on contact with business; business simulation exercise
- essay; test; computer applications and simulations
- business survey and analysis
- analytical exercises; media analysis
- report (written, visual, oral).
Unit 3  Corporate Management

In this unit students investigate how large-scale organisations operate. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Areas of Study
1 Large-scale organisations in context
2 Internal environment of large-scale organisations
3 The operations management function

Outcomes
1 Describe and analyse the context in which large-scale organisations operate.
2 Describe and analyse major aspects of the internal environment of large-scale organisations.
3 Discuss and analyse strategies related to operations management.

Unit 4  Managing People and Change

This unit commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Areas of Study
1 The human resource management function
2 The management of change

Outcomes
1 Analyse and evaluate practices and processes related to human resource management.
2 Analyse and evaluate the management of change in large-scale organizations, and evaluate the impact of change on the internal environment of a large-scale organisation.

ASSESSMENT
School-assessed Coursework (Unit 3)  25%
School-assessed Coursework (Unit 4)  25%
End-of-year Examination (2 hours)  50%
CHEMISTRY

Unit 1  The Big Ideas of Chemistry
This story of Chemistry begins with the examination of the Periodic Table together with a study
of the elements and an understanding of the atom. Models of bonding that have developed
to explain the properties of materials and their properties are investigated. Students use the
language of chemistry, its symbols and chemical formulas and equations, to explain
observations and data collected from experiments.

Areas of Study
1 The Periodic Table
2 Materials

Outcomes
1 Explain how evidence is used to develop or refine chemical ideas and knowledge.
2 Use models of structure and bonding to explain the properties and applications of materials.

Unit 2  Environmental Chemistry
This unit focuses on how living things on Earth have used water and the gases of the
atmosphere to evolve and sustain themselves. The special properties of water important to
living things and the interaction between themselves and the atmosphere are explored.
Students investigate how chemistry is used to respond to the effects of human activities on our
environment. New, cleaner and more efficient chemical processes that have been designed
using green chemistry principles are introduced.

Areas of Study
1 Water
2 The atmosphere

Outcomes
1 Write balanced equations and apply these to qualitative and quantitative investigations of
reactions involving acids and bases, the formation of precipitates and gases, and oxidants and
reductants.
2 Explain how chemical reactions and processes occurring in the atmosphere help to sustain
life on earth.

ASSESSMENT will comprise of tasks selected from the following:
• an extended experimental investigation
• a summary report of three practical activities (one of the
• oral, poster and multimedia presentations
• concept maps
• modelling activities
• tests
• end of unit exam.
Unit 3  Chemical Pathways

The unit examines the scope of techniques available to the analytical chemist which is vital in many fields such as forensic science, quality control, food manufacturing and environmental chemistry. They study chemical pathways, applying learnt skills and knowledge to the understanding of developments in biochemical fuels and of medicines.

Areas of Study
1. Chemical analysis
2. Organic chemical pathways

Outcomes
1. Evaluate the suitability of techniques and instruments used in chemical analyses.
2. Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

Unit 4  Chemistry at Work

This unit adopts a global perspective by examining the large-scale industrial production of some chemicals as well as the energy changes associated with chemical reactions. Students investigate the production and use of energy in non-living systems.

Areas of Study
1. Industrial chemistry
2. Supplying and using energy

Outcomes
1. Analyse the factors that affect the extent and rate of chemical reactions and apply this analysis to determine the optimum conditions used in the industrial production of the selected chemical.
2. Analyse chemical and energy transformations occurring in chemical reactions.

ASSESSMENT

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ECONOMICS

Unit 1  Economics: choices and consequences

The study of economics involves a close examination of how a society organises itself to meet the needs and wants of its citizens. Students come to understand how the decisions made by individuals, firms, governments and other relevant groups affect what is produced, how it is produced and who receives the goods and services that are produced.

Areas of Study
1 A market system
2 Economic issues

Outcomes
1 Explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems.
2 Describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.

Unit 2  Economic change: issues and challenges

The changing nature of Australia’s population will have an impact upon future rates of economic growth and living standards. Through a detailed examination of the factors that affect demographic makeup and change, students gain an appreciation of the potential challenges facing businesses wishing to expand, government budgeting and future living standards.

Areas of Study
1 Population, employment and change
2 Global economic issues

Outcomes
1 Describe the factors that influence Australia’s population and labour markets, and analyse how changes in these areas may impact upon living standards.
2 Describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards.

ASSESSMENT will comprise of tasks selected from the following:
• an analysis of written, visual and statistical evidence
• folio of applied economic exercises; problem-solving tasks
• folio of exercises using print or electronic materials
• report of an investigation; case studies; a debate; an essay
• presentation (oral, multimedia, visual, poster)
• web page design; economic simulation activities; tests.
**Unit 3  Economic Activity**

Students examine the factors that affect the price and quantity traded in individual markets. They investigate the importance of competition and analyse the degree of market power in different industries and how this affects the efficiency of resource allocation. Students also come to appreciate that markets will not always lead to the most efficient allocation of resources.

**Areas of Study**

1. An introduction to microeconomics: The market system and resource allocation
2. An introduction to macroeconomics: Output, employment and income

**Outcomes**

1. Explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia.
2. Explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years, and analyse the impact each of these goals may have on living standards.

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**Unit 4  Economic Management**

The focus of this unit is the study of the management of the Australian economy, which concentrates on budgetary/fiscal, monetary and microeconomic reform policies, and an evaluation of how the government uses these policies to achieve their economic objectives.

**Areas of Study**

1. Macroeconomic demand management policies
2. Aggregate supply policies

**Outcomes**

1. Explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia.
2. Explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia, and analyse the current government policy mix.

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ENGLISH

Unit 1

The focus of this unit is on the reading of a range of texts in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in writing, and the use of, and response to, oral language in different contexts.

Areas of Study
1 Reading and responding
2 Creating and presenting
3 Using language to persuade

Outcomes
1 Identify and discuss key aspects of a set text, and to construct a response in written form.
2 Create and present texts taking account of audience, purpose and context.
3 Identify and discuss how language is used in persuasive texts and to deliver one point of view on a selected text orally.

Unit 2

This unit focuses on a variety of forms of response to texts, experimentation with different written forms, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Areas of Study
1 Reading and responding
2 Creating and presenting
3 Using language to persuade

Outcomes
1 Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.
2 Create and present texts taking account of audience, purpose and context.
3 Identify and analyse how language is used in a persuasive text and to present orally a reasoned point of view on a selected issue.

ASSESSMENT will comprise of tasks selected from the following:
- responses to text in written, oral or multimodal form
- personal, imaginative, argumentative or persuasive texts
- an oral presentation,
- discussion of the use of language and point/s of view in a persuasive text.
**Unit 3**

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

**Areas of Study**

1. Reading and responding
2. Creating and presenting
3. Using language to persuade

**Outcomes**

1. Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
2. Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.
3. Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally, a sustained and reasoned point of view on a selected issue.

**Unit 4**

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide and interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

**Areas of Study**

1. Reading and responding
2. Creating and presenting

**Outcomes**

1. Develop and justify a detailed interpretation of selected texts.
2. Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

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ENGLISH LANGUAGE

Unit 1  Language and Communication

Students will study how individuals use language to relate to each other, their community and the world. The unit focuses on the nature and functions of language itself and the three modes of language: written, spoken and sign language. Students will also study how children begin to acquire and use language from a very early age. Students will learn the 5 subsystems of language and be able to identify the different word classes/parts of speech. Students will also study how spoken and written languages are different and are suited for particular circumstances and audiences.

Areas of Study

1. The nature and functions of language
2. Language acquisition

Outcomes

1. Students identify and describe primary aspects of the nature and functions of human language.
2. Students describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

Unit 2  Language Change

This unit explores how English has changed over time and how English is different in various regions. Students will look at changes in Australian English - the what, how and why. Students will discover what words have been added to the English language recently, eg. “dot-com”, “O-D.ing”, and “muzza”; what words have been lost, and words which now have different meanings, for example ‘sick’. Students will examine the death of languages, such as Aboriginal languages, as a result of the spread of English through globalization.

Areas of Study

1. English across time
2. Englishes in contact

Outcomes

1. Students should be able to describe language change as represented in a range of texts and analyse a range of attitudes to language change.
2. Students should be able to describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.

ASSESSMENT  will comprise of tasks selected from the following;

- Folio
- Investigative report
- Tests
- Essays
- Case studies
- Short-answer questions
- written or an oral analysis of data
- Analysis of spoken and/or written text
- Oral and/or a multimodal presentation.
Unit 3  Language Variation and Social Purpose

In this unit students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning.

Areas of Study
1. Informal language
2. Formal Language

Outcomes
1. On completion of this unit the student should be able to identify and analyse distinctive features of informal language in written and spoken texts.
2. On completion of this unit the student should be able to identify and analyse distinctive features of formal language in written and spoken texts.

Unit 4  Language Variation and Identity

In this unit students focus on the role of language in establishing and challenging different identities. Many varieties of English exist in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard varieties also play a role in constructing users’ social and cultural identities. Students examine both print and digital texts to consider the ways different identities are constructed. Such historical and contemporary texts include, but should not be limited to, extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

Areas of Study
1. Language variation in Australian society
2. Individual and group identities

Outcomes
1. On completion of this unit the student should be able to investigate and analyse varieties of Australian English and attitudes towards them.
2. On completion of this unit the student should be able to analyse how people’s choice of language reflects and constructs their identities.

ASSESSMENT

School-assessed Coursework (Unit 3)  25%
School-assessed Coursework (Unit 4)  25%
End-of-year Examination (2 hours)  50%
FOOD & TECHNOLOGY

Unit 1  Food Safety and Properties of Food

In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

Areas of Study
1 Keeping food safe
2 Food properties and preparation

Outcomes
1 Explain and apply safe and hygienic work practices when storing, preparing and processing food.
2 Analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

Unit 2  Planning and Preparation of Food

In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.

Areas of Study
1 Tools, equipment, preparation and processing
2 Planning and preparing meals

Outcomes
1 Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties.
2 Individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

ASSESSMENT will comprise of tasks selected from the following:
- production work and records of production
- designing and developing a solution in response to a design brief, including production work
- tests (short and/or extended answer)
- practical tests
- short written reports (for example, media analysis, report or comparative analysis on a food testing activity, industry visits, or product evaluation)
- oral reports supported by visual presentations (for example, multimedia)
- online publication/communication (for example, blog/wiki/website/podcast/vodcast).
FOOD & TECHNOLOGY

Unit 3  Food preparation, processing and food controls

In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food. Students demonstrate understanding of key foods. They devise a design brief from which they develop a detailed design plan.

Areas of Study
1 Maintaining food safety in Australia
2 Food preparation and processing
3 Developing a design plan

Outcomes
1 Explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.
2 Analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques.
3 Develop a design brief, evaluation criteria and a design plan for the development of a food product.

Unit 4  Food product development and emerging trends

In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product. Students examine food product development, and research and analyse the driving forces that have contributed to product development.

Areas of Study
1 Implementing a design plan
2 Food product development

Outcomes
1 Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.
2 Analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products.

ASSESSMENT

School-assessed Coursework 30%
School-assessed Task 40%
End-of-year Examination 30%
HISTORY

Unit 1  Twentieth Century History (1900 – 1945)

The first half of the twentieth century was a period marked by significant change as new movements and organisations emerged in response to political, social and economic crises and conflicts. This unit explores how patterns of daily life changed as a result of political and social developments. Various forms of cultural expression and media representations were both a reflection and exploration of these changes. How societies responded and people’s lives were affected is considered.

Areas of Study
1 Crisis and conflict
2 Social life
3 Cultural expression

Outcomes
1 Analyse and explain the development of a political crisis and conflict in the period 1900 to 1945.
2 Analyse and discuss patterns of social life and the factors which influenced changes to social life in the first half of the twentieth century.
3 Analyse the relationship between the historical context and a cultural expression of the period 1900 -1945.

Unit 2  Twentieth Century History (Since 1945)

This unit considers some of the major themes and principal events of postwar History, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

Areas of Study
1 Ideas and political power
2 Movements of the people
3 Issues for the millennium

Outcomes
1 Analyse and discuss how post-war societies used ideologies to legitimise their world view and portray competing systems.
2 Evaluate the impact of a challenge(s) to established social, political and/or economic power during the second half of the twentieth century.
3 Analyse issues faced by communities arising from political, economic and/or technological change.

ASSESSMENT will comprise of tasks selected from the following:
- analytical exercises; annotated maps
- short reports; essays; oral presentations
- multimedia presentations; film reviews; biographical studies
- responses to literature
- tests.
Unit 3 & 4  Revolutions

Revolutions in history have been reconsidered and debated by historians. The Russian (Unit 3) and Chinese (Unit 4) Revolutions will be the focus. Students will consider differing perspectives and the reasons why different groups have made different judgments of the history of each revolution.

Areas of Study
1 Revolutionary ideas, leaders, movements and events
   - Russian Revolution 1905 to October 1917 (Bloody Sunday to the Bolshevik Revolution)
   - Chinese Revolution 1898 to 1949 (100 Days Reform to the Triumph of Mao)

2 Creating a new society
   - Russian Revolution November 1917 to 1924 (Initial decrees to the death of Lenin);
   - Chinese Revolution 1949 to 1976 (Communist Revolution to the death of Mao).

Outcomes
1. Evaluate the role of ideas, leaders, movements and events in the development of the revolution.
2. Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

ASSESSMENT

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<td>End-of-year Examination (2 hours)</td>
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LEGAL STUDIES

Unit 1  Criminal Law and Justice

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Areas of Study
1 Law in society
2 Criminal law
3 The criminal courtroom

Outcomes
1 Explain the need for effective laws and describe the main sources and types of law in society.
2 Explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.
3 Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

Unit 2  Civil Law and the Law in Focus

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.

Areas of Study
1 Civil law
2 The civil law in action
3 The law in focus
4 A question of rights

Outcomes
1 Explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.
2 Explain and evaluate the processes for the resolution of civil disputes.
3 Explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.
4 Describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.

ASSESSMENT  will comprise of tasks selected from the following:
• structured assignment
• mock court or scripted role play
• folio and report
• case study
• annotated visual display
• tests; unit exam.
**Unit 3**  
**Law-making**

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

**Areas of Study**
1. Parliament and the citizen
2. The Constitution and the protection of rights
3. Role of the courts in law-making

**Outcomes**
1. Explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed, and the means by which such change can be influenced.
2. Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
3. Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

**Unit 4**  
**Resolution and justice**

Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

**Areas of Study**
1. Dispute resolution methods
2. Court processes and procedures, and engaging in justice

**Outcomes**
1. Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
2. Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

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LITERATURE

Unit 1

Unit 1 enables students to develop effective reading strategies, to examine the ideas and views of life, which are presented in the literature and relate what they read to their own lives and social contexts. Students develop an understanding of, and a critical response to, contemporary literature, and analyse and interpret literary texts for a variety of purposes.

Areas of Study
1 Readers and their responses
2 Ideas and concerns in texts
3 Interpreting non-print texts

Outcomes
1 Discuss how personal responses to literature are developed and justify their own responses to one or more texts.
2 Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.
3 Analyse the construction of a film, television, multimedia, or radio text and comment on the ways it represents an interpretation of ideas and experiences.

Unit 2

The focus of Unit 2 is on developing reading strategies and personal responses to literature, and an understanding of how themes and ideas in texts comment on personal and social experiences.

Areas of Study
1 The text, the reader and their contexts
2 Comparing texts

Outcomes
1 Analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.
2 Produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

ASSESSMENT will comprise of tasks selected from the following:
- essays; debate; journal entries
- analysis of passages from texts and narratives in a film text
- an original piece of writing responding to a text studied
- oral or written review
- multimedia presentation
- participation in an online discussion
- performance and commentary.
LITERATURE

Recommended prerequisites for Unit 3 & 4: “A” average in Units 1 and 2 for text work

**Unit 3**

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

**Areas of Study**
1. Adaptations and transformations
2. Views, values and contexts
3. Considering alternative viewpoints

**Outcomes**
1. Analyse how meaning changes when the form of a text changes.
2. Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
3. Evaluate views of a text and make comparisons with their own interpretation.

**Unit 4**

This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

**Areas of Study**
1. Creative responses to texts
2. Close analysis

**Outcomes**
1. Respond imaginatively to a text, and comment on the connections between the text and the response.
2. Analyse critically features of a text, relating them to an interpretation of the text as a whole.

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LOTE - ITALIAN & JAPANESE

Language studies are designed to enable students to use spoken and written language to communicate with others, understand and appreciate the cultural contexts in which the language is used, understand their own culture(s) through the study of other cultures, understand language as a system, make connections between the language and and English, and / or other languages and apply the language to work, further study, training or leisure.

Common Areas of Study for Units 1 - 4
1 Prescribed themes: The Individual • The Language Speaking Communities • Changing World
2 A variety of text types
3 Kinds of writing (personal, informational, imaginative, persuasive, evaluative)
4 Vocabulary
5 Grammar

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 written and spoken texts.
3 Produce a personal response to a text focusing on real or imaginary experience.

Assessment: A total of four tasks will be selected from those listed below:

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<tr>
<td>• Informal conversation or reply to personal letter/email/fax</td>
<td>• Listen to spoken texts (eg. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables and • Read written texts (eg, extracts, advertisements, letters) to obtain information to complete notes, charts or tables</td>
<td>• Oral presentation or • Review or • Article</td>
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It is expected that the student responds in Italian / Japanese to all assessment tasks selected for Outcomes 1 and 3. One of the two tasks for Outcome 2 require one response in Italian / Japanese and one in English.

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.
3 Give expression to read or imaginary experience in written or spoken form

Assessment: A total of four tasks will be selected from those listed below:

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<td>• Formal letter, fax, or email or role-play or interview</td>
<td>• Listen to spoken texts (eg conversations, interviews, broadcasts) and reorganize information and ideas in a different text type and • Read written texts (eg extracts, advertisements, letters) and reorganize information and ideas in a different text type</td>
<td>• Journal entry or • Personal account or • Short story</td>
</tr>
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</table>

It is expected that the student responds in Italian / Japanese to all assessment tasks selected.
LOTE - ITALIAN & JAPANESE

Unit 3

This unit focuses on the study of more complex language and text types. Emphasis is placed on expressing ideas through the production of original texts. Students will exchange information, opinions and ideas and produce personal or imaginative writing.

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

Assessment: School-assessed Coursework for Unit 3 contributes 25% to the final assessment

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</thead>
<tbody>
<tr>
<td>A 250 word (500 characters for Japanese) personal or imaginative written piece</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested</td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue</td>
</tr>
<tr>
<td>20 marks</td>
<td>10 marks</td>
<td>20 marks</td>
</tr>
</tbody>
</table>

Unit 4

This unit focuses on the critical analysis of language, particularly written texts. Emphasis is placed on analysing and using language to produce persuasive, informative or evaluative writing in a variety of text types. Students will also present an interview related to the texts studies.

Outcomes
1. Analyse and use information from written texts
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of Italian / Japanese - speaking communities

Assessment: School-assessed Coursework for Unit 4 contributes 25% to the final assessment

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>Outcome 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to specific questions, messages or instructions, extracting and using information requested</td>
<td>A 250-300 word (or 600 characters for Japanese) informative, persuasive or evaluative written response, for example, report, comparison or review and A three to four-minute interview on an issue related to texts studied</td>
</tr>
<tr>
<td>10 marks</td>
<td>20 + 20 marks</td>
</tr>
</tbody>
</table>

ASSESSMENT

School-assessed Coursework 50%
End-of-year Oral Examination 12.5%
End-of-year Written Examination (2 hours) 37.5%
VCE Mathematics Pathways

In order to keep your options open you should take the highest level of Mathematics of which you are capable.

SELECTING UNITS 1 AND 2

Pathway 1: Mathematical Methods (CAS) 1 & 2 AND General Mathematics (Advanced) 1 & 2
This pathway is for students with above average mathematical ability who are contemplating undertaking Mathematical Methods (CAS) 3 & 4 with a possibility of also undertaking Specialist Mathematics 3 & 4. It provides you with the widest choice and the strongest background for Unit 3 & 4 Mathematics. All Unit 3 & 4 pathways remain open to you. Some tertiary institutions require four units of Mathematics at Unit 1 & 2 level.

Please note: that General Mathematics (Advanced) 1 & 2 is a VCE subject ONLY offered to year ten students as part of the elective program. Entry to the subject is not automatic. Students who are selected to study the subject is based on strict criteria; (i)Year 9 results (ii) Naplan results & (iii) teacher endorsement.

Pathway 2: Mathematical Methods (CAS) 1 & 2
It is possible to do Mathematical Methods 1 & 2 alone as a prerequisite for Mathematical Methods 3 & 4 (or Further Mathematics 3 & 4). Mathematical Methods alone will not lead to Specialist Mathematics. Mathematical Methods (CAS) 3 & 4 is intended to be a suitable preparation for students intending to study mathematically based science subjects at tertiary level.

Pathway 3: General Mathematics (Standard) 1 & 2
If you do not have a strong background in Mathematics but you wish to study some Mathematics for career requirements, then this is the unit for you. It is intended for students who require a less algebraically based course. It can lead on to Further Mathematics 3 & 4, providing you have achieved good results. It can also be taken by students who do not wish to continue with mathematics beyond Year 11. Mathematics at Year 11 is a requirement of many TAFE and university courses, even those that don’t require Maths at Year 12.

SELECTING UNITS 3 AND 4

Having successfully made it to the end of your Unit 1 & 2 course, you will now need to decide which units you will study at Year 12. You must consider your performance in Units 1 & 2 and have a clear understanding of the requirements of possible career paths. Leave yourself the widest possible options, even at this stage.

At Year 12 level you may choose from the following pathways:

Further Mathematics 3 & 4 This is the “easiest” Unit 3 & 4 Maths study and suitable if the prerequisites for a tertiary course simply ask for any Unit 3 & 4 Mathematics. However, if you are capable of doing Maths Methods (and have studied it at Unit 1 & 2) then you should consider Maths Methods 3 & 4 instead.

Mathematical Methods (CAS) 3 & 4: This is an important prerequisite for many tertiary courses in particular those in Mathematics, Science and Engineering.
Specialist Mathematics 3 & 4 AND Mathematical Methods (CAS) 3 & 4: Specialist Mathematics must be taken with Mathematical Methods and is therefore an ideal study for capable Mathematics students. The obvious advantage of combining these two Mathematical studies is that ‘Specialist’ helps you understand the ‘Methods’ course by giving you more practice in similar concepts.

Mathematical Methods (CAS) 3 & 4 AND Further Mathematics 3 & 4: This is an interesting combination if you enjoy Mathematics. You will experience a much broader coverage of Mathematics than can be achieved by only selecting Mathematical Methods. You will study calculus along with more immediately applicable fields of statistics and arithmetic applications. However, if you are a very capable student be aware that choosing Mathematical Methods 3 & 4 with Specialist Mathematics 3 & 4 is a more robust combination.

Mathematical Methods (CAS) 3 & 4, Further Mathematics 3 & 4 & Specialist Mathematics 3 & 4: This combination of subjects is uncommon, but may occur if you choose to study Further Mathematics 3 & 4 in year 11 and Mathematical Methods 3 & 4 with Specialist Mathematics 3 & 4 as part of your year 12 studies. It is an interesting combination and gives you a very broad experience of mathematics over your two years of VCE.

No Mathematics at Year 12: You may decide that you will not take any study of Unit 3 & 4 Mathematics. If you have been successful in Mathematics at Unit 1 & 2 level then you should consider studying it at Unit 3 & 4. You should take the highest level of mathematics of which you are capable. Be aware of the potential ramifications of your choices. Many pathways will be closed if you do not study Mathematics. Poor VCE subject choices can lock students out of university and vocational education and affect job prospects.
<table>
<thead>
<tr>
<th>Pathway</th>
<th>Year 11</th>
<th>Year 12 options</th>
<th>No. of units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>General Maths (Advanced) 1 &amp; 2 [This VCE subject is offered in year ten] Maths Methods 1 &amp; 2</td>
<td>Maths Methods 3 &amp; 4 Specialist Maths 3 &amp; 4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>General Maths (Advanced) 1 &amp; 2 [This VCE subject is offered in year ten] Maths Methods 1 &amp; 2</td>
<td>Maths Methods 3 &amp; 4</td>
<td>6</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Maths Methods 1 &amp; 2</td>
<td>Maths Methods 3 &amp; 4</td>
<td>4</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>General Maths (Standard) 1 &amp; 2</td>
<td>Further Maths 3 &amp; 4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Other pathways</strong></td>
<td>General Maths (Advanced) 1 &amp; 2 [This VCE subject is offered in year ten] Maths Methods 1 &amp; 2</td>
<td>Maths Methods 3 &amp; 4 Further Maths 3 &amp; 4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Maths Methods 1 &amp; 2</td>
<td>Further Maths 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Maths (Advanced) 1 &amp; 2 [This subject is offered in year ten] Maths Methods 1 &amp; 2</td>
<td>Further Maths 3 &amp; 4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>General Maths (Standard) 1 &amp; 2</td>
<td>No Maths at Year 12</td>
<td>2</td>
</tr>
<tr>
<td><strong>Uncommon Pathway</strong></td>
<td>General Maths (Advanced) 1 &amp; 2 [This subject is offered in year ten] Maths Methods 1 &amp; 2</td>
<td>Further Maths 3 &amp; 4 [This subject may have been studied in year 11] Maths Methods 3 &amp; 4 Specialist Maths 3 &amp; 4</td>
<td>10</td>
</tr>
</tbody>
</table>
GENERAL MATHEMATICS (Standard)

This course provides a study for a broad range of students. It can be taken on its own or in conjunction with Mathematical Methods Units 1 & 2. This course provides an ideal preparation for Further Mathematics Units 3 & 4. This General Maths course will not prepare you for Specialist Mathematics 3 & 4.

Unit 1 & 2

Areas of Study

1 Arithmetic: applications of arithmetic involving natural numbers, integers, rational numbers, real numbers and matrices.

2 Data analysis and simulation: display, summary, and interpretation of univariate and bivariate data.

3 Algebra: linear relations and equations.


5 Decision and business mathematics: definitions and applications of undirected graphs.

6 Geometry and trigonometry: shape and measurement, trigonometry and geometry in two dimensions and three dimensions.

Outcomes

1 Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

2 Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

3 Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

ASSESSMENT will comprise of tasks selected from the following:

- application/analysis Tasks
- tests
- exam.
FURTHER MATHEMATICS

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

Unit 3 & 4

Areas of Study
1. Data analysis – core material
2. Applications – 3 modules chosen from the following
   Module 1: Number patterns
   Module 2: Geometry and trigonometry
   Module 3: Graphs and relations
   Module 4: Business-related mathematics
   Module 5: Networks and decision mathematics
   Module 6: Matrices

Outcomes
1. Define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Use and apply mathematical concepts and skills developed in the areas of study to analyse practical and extended situations, and interpret and discuss the outcomes of this analysis in relation to key features of that situation.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the areas of study.

ASSESSMENT

School-assessed Coursework 34%
End-of-year Examination 1 (1.5 hours) 33%
End-of-year Examination 2 (1.5 hours) 33%
GENERAL MATHEMATICS (Advanced)

This course is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations for those students who intend to complete Unit 3 & 4 Specialist Mathematics. It is designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

It is intended for students of above average mathematics ability who are also undertaking Mathematical Methods Unit 1 & 2. The subject cannot be taken without Mathematical Methods (CAS) 1 & 2. It provides good support for Mathematical Methods (CAS) 3 & 4 and prepares students for Specialist Mathematics 3 & 4.

**Unit 1 & 2**

**Areas of Study**

1. Arithmetic: Number systems; rational and irrational numbers; complex numbers; matrices
2. Data analysis & simulation: Bivariate Data
3. Algebra: algebra and logic; linear and non-linear relations and equations
4. Graphs of linear and non-linear relationships: Sketching and interpreting linear and non-linear graphs; kinematics; variation
5. Geometry and trigonometry coordinate geometry; vectors; trigonometric ratios and their applications

**Outcomes**

1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

**ASSESSMENT** will comprise of tasks selected from the following:

- application Tasks
- analysis Tasks
- tests
- exams [Technology free & Technology enabled]
SPECIALIST MATHEMATICS

Specialist Mathematics must be taken in conjunction with Mathematical Methods Units 3 & 4 as it contains assumed knowledge and skills for Specialist Mathematics. Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the area of study, as applicable, both with and without the use of technology.

**Unit 3 & 4**

**Areas of Study**

1. **Functions, relations and graphs:** define, display and draw knowledge of graphs of polynomials, rational functions, ellipses and hyperbolae; six trigonometric graphs and trigonometric functions, identities, restricted inverse circular functions and transformations of these.

2. **Algebra:** define, display and draw knowledge of functions of a real variable, complex numbers including solutions of complex number problems in the Argand plane and polar form, conjugate pairs, graphical regions involving the complex plane.

3. **Calculus:** define, display and draw knowledge of functions of derivatives of circular and inverse circular functions, antiderivatives involving trigonometry, inverse trigonometry and logarithmic forms, methods including substitution, partial fractions, differential equations, and applications involving kinematics.

4. **Vectors:** define, display and draw knowledge of functions of vectors, resolution, scalar values and dot products, sketch graphs from parametric form, geometric proofs using vectors, vector calculus and vector calculus.

5. **Mechanics:** draw knowledge of inertial mass, momentum, force, weight, reaction, connected particles, inclined places, coplanar forces, friction, and equilibrium.

**Outcomes**

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-assessed Coursework</td>
<td>34%</td>
</tr>
<tr>
<td>End-of-year Examination 1 (1 hour)</td>
<td>22%</td>
</tr>
<tr>
<td>End-of-year Examination 2 (2 hours)</td>
<td>44%</td>
</tr>
</tbody>
</table>
MATHEMATICAL METHODS (CAS)

Maths Methods Units 1 & 2 is designed as a preparation for Mathematical Methods Units 3 & 4. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases. In this study, students are encouraged to use computer algebra systems.

**Unit 1 & 2**

Areas of Study

1. Functions and graphs: Co-ordinate geometry; domain and range; functions and relations; linear, quadratic, cubic and graphs, circles, rectangular hyperbolae; circular functions; exponential and logarithmic functions.

2. Algebra: Substitution; expansion; factorisation of linear, quadratic and cubic expressions; simultaneous equations; development of polynomial models; indices; logarithms.

3. Rates of change and calculus: Rates of change; differential and integral calculus.

4. Probability: Random experiments; long run proportion; probability of simple and compound events; independent events; addition rule; conditional probability; simulation; addition and multiplication principles.

Outcomes

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

3. Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT** will comprise of tasks selected from the following:

- application Tasks
- analysis Tasks
- tests
- exams [Technology Free & Technology Enabled]
MATHEMATICAL METHODS (CAS)

This study follows directly from Mathematical Methods Units 1 & 2 and will assume knowledge normally acquired in these units. In Mathematical Methods (CAS) students develop skills in a variety of areas of mathematics, which are then applied to problems in both familiar and unfamiliar contexts. Investigative work complements this, allowing students to develop problem solving and communication skills as integral components of larger pieces of work. The appropriate use of technology to support and develop the learning of mathematics is incorporated throughout the course.

**Unit 3 & 4**

**Areas of Study**

1 Functions and graphs: graphs of polynomials to degree 4, $y = x^n$ where $n = -2, -1, \frac{1}{2}$, graphs of circular functions, exponential and logarithmic functions, graphs involving asymptotes, translations, reflections, dilations, modulus and addition of these graphs are to be considered; trigonometric graphs, solution of trigonometric equations of the form $\text{trig}(a(x+b)) = c$, over a given domain.

2 Algebra: factorisation of polynomials, natural logarithms, solution of exponential equations, algebra of functions (1$^{-1}$ etc), finding inverses of functions, binomial expansion and Pascal's triangle.

3 Calculus: gradient functions, derivative by rule including polynomial form, sin, cos and tan and exponential, functions, chain product and quotient rules, applications to graphs, maxima and minima, rate of change, integration and application to areas.

4 Probability: discrete random variables, expectation, variance, 95% confidence intervals, binomial distribution, bernoulli trials and two-state markov chains, normal distribution.

**Outcomes**

1 Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

2 Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

3 Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT**

School-assessed Coursework 34%  
End-of-year Examination 1 (1 hour) 22%  
End-of-year Examination 2 (2 hours) 44%
MUSIC PERFORMANCE

Unit 1
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study
1 Performance
2 Performance technique
3 Musicianship

Outcomes
1 Prepare and perform a practised program of group and solo works.
2 Demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
3 Identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.

Unit 2
In this unit students build their performance and musicianship skills. Students devise an original composition or improvisation.

Areas of Study
1 Performance
2 Performance technique
3 Musicianship
4 Organisation of sound

Outcomes
1 Prepare and perform a musically engaging program of group and solo works.
2 Demonstrate instrumental techniques used in performance of selected works, demonstrate unprepared performance skills and describe influences on their approach to performance.
3 To identify, re-create, notate and transcribe elements of music, and describe how selected elements of music have been interpreted in performance.
4 Devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

Assessment will comprise of tasks selected from the following:
• Performances of three works including at least one group work and one solo work with accompaniment as appropriate. The duration of the performances will vary depending on the works selected.
• A demonstration of technical work and exercises, for example an assessment task that includes a test or other performance context.
• An explanation of how selected technical work and exercises support the student’s development as an instrumentalist and their preparation of works performed for Outcome 1. The explanation may be presented in one or more of the following formats – oral, multimedia, written.
• A performance of unprepared material in a test or other performance context.
• Aural, written and practical tasks, for example a folio of exercises or a test, workbook of class activities.
MUSIC PERFORMANCE

Unit 3 Music Performance

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis.

Areas of Study
1. Performance
2. Performance technique
3. Musicianship

Outcomes
1. Present an informed, accurate and expressive performance of a program of group and solo works.
2. Demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
3. Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Unit 4

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Areas of Study
1. Performance
2. Performance technique
3. Musicianship

Outcomes
1. Prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.
2. Demonstrate performance techniques, and technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
3. Identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.

ASSESSMENT

School-assessed Coursework 25%
Solo Performance Exam 50%
Written Examination 2 25%
Unit 1  Bodies in Motion
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Areas of Study
1  Body systems and human movement  
2  Biomechanical movement principles  
3  One detailed study selected from: • Technological advancements from a biomechanical perspective  • Injury prevention and rehabilitation.

Outcomes
1  To collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.
2  Collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.
3  Analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the implications of the change. Or To observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries.

Unit 2  Sports coaching and physically active lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Areas of Study
1  Effective coaching practices  
2  Physically active lifestyles  
3  One detailed study selected from: • Decision making in sport  • Promoting active living

Outcomes
1  Demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
2  Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.
3  Explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports. Or Use a subjective method to assess physical activity levels within a given population, and implement and promote a settings-based program designed to increase physical activity levels for the selected group.

ASSESSMENT will comprise of tasks selected from the following:
• practical laboratory report linking key knowledge and key skills to practical activity  
• case study analysis; data analysis  
• critically reflective folio/diary of participation in practical activities  
• visual presentation (graphic organiser, concept/mind map, annotated poster, presentation file)  
• multimedia presentation, including 2 or more data types (for example, text, still and moving images, sound) and involving some form of interaction  
• physical simulation or model; oral presentation such as podcast, debate; written report  
• test; unit exam.
**Unit 3**  
**Physical activity participation and physiological performance**

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

**Areas of Study**

1. Monitoring and promotion of physical activity
2. Physiological responses to physical activity

**Outcomes**

1. Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.

2. Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

**Unit 4**  
**Enhancing performance**

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

**Areas of Study**

1. Planning, implementing and evaluating a training program
2. Performance enhancement and recovery practices

**Outcomes**

1. Plan, implement and evaluate training programs to enhance specific fitness components.

2. Analyse and evaluate strategies designed to enhance performance or promote recovery.

**ASSESSMENT**

- School-assessed Coursework (Unit 3)  25%
- School-assessed Coursework (Unit 4)  25%
- End-of-year Examination (2 hours)  50%
PHYSICS

Unit 1
This unit focuses on the study of physics as a human endeavour in which observations and ideas about the physical world are organised and explained. Conceptual models are introduced and used to describe and explain observed physical phenomena related to electricity and radioactivity.

Areas of Study
1 Nuclear physics and radioactivity (Core Study)
2 Electricity (Core Study)
3 One Detailed Study chosen from the following list each semester: Astronomy • Astrophysics • Energy from the nucleus • Investigations: Flight • Medical Physics • Investigations: Sustainable energy sources

Outcomes
1 Explain and model relevant physics ideas to describe the sources and uses of nuclear reactions and radioactivity and their effects on living things, the environment and in industry.
2 Investigate and apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems, and describe the safe and effective use of electricity by individuals and the community.
3 This outcome depends on the detailed study undertaken.

Unit 2
This unit focuses on the application of models to more complex phenomena – motion and light – developed within contexts that are familiar to students and relevant to their experiences. Newtonian ideas of motion are extended to include a range of movements and more abstract ideas, while the wave and particle models of light provide a framework for exploring light phenomena in real world applications.

Areas of Study
1 Motion (Core study)
2 Wave-like properties of light (Core study)
3 One Detailed Study chosen from those listed in Unit 1.

Outcomes
1 Investigate, analyse and mathematically model motion of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.
2 Describe and explain the wave model of light, compare it with the particle model of light and apply it to observed light phenomena in practical investigations.
3 This outcome depends on the detailed study undertaken.

Assessment
A practical investigation (student designed or adapted) and a selection from the following:
- annotated folio of practical activities; data analysis
- multimedia or web page presentation; response to a media article
- summary report of selected practical investigations including maintenance of a logbook
- written report
- test/exam (short answer and extended response).
Unit 3

This unit focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry. Motion in two dimensions is introduced and applied to moving objects on Earth and in space. Another of Newton’s theories, that the gravitational effect of the Earth reaches out into space, is introduced and applied to analyse the motion of the Moon, the planets and satellites. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices introduced.

Areas of Study
1 Motion in one and two dimensions (Core study)
2 Electronics and photonics (Core study)
3 Einstein’s special relativity (Detailed Study)

Outcomes
1 Investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.
2 Investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.
3 Use Einstein’s theory of relativity to describe and explain relativistic motion and effects, and make comparisons with classical descriptions of motion.

Unit 4

This unit focuses on the development of models to explain complex interactions of light and matter. A field model of electromagnetism is applied to the generation, distribution and use of electric power. The detailed studies provide examples of innovative technologies used for research and communication.

Areas of Study
1 Electric power (Core study)
2 Interactions of light and matter (Core study)
3 Synchrotron and its applications (Detailed study)

Outcomes
1 Investigate and explain the operation of electric motors, generators and alternators and the generation, transmission, distribution and use of electric power.
2 Use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.
3 Describe the basic design and operation of The Australian Synchrotron and the production, characteristics and interactions with targets of synchrotron radiation.

ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weightage</th>
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<tr>
<td>Unit 3 School-assessed Coursework</td>
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<tr>
<td>Unit 4 School-assessed Coursework</td>
<td>24%</td>
</tr>
<tr>
<td>End-of-year Examination (2.5 hours)</td>
<td>60%</td>
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PRODUCT DESIGN AND TECHNOLOGY

**Unit 1**  Product re-design and Sustainability

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

**Areas of Study**
1. Product re-design for improvement
2. Producing and evaluating a re-designed product

**Outcomes**
1. Re-design a product using suitable materials with the intention of improving aspects of the product’s aesthetics, functionality or quality, including consideration of sustainability.
2. Use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

**Unit 2**  Collaborative design

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

**Areas of Study**
1. Designing within a team
2. Producing and evaluating a collaboratively designed product

**Outcomes**
1. Design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.
2. Justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

**Assessment tasks are selected from the following:**
- design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report
- prototype or product and records of production and modifications
- multimedia presentation supported by speaker’s notes
- short written report that includes materials testing or trialling activities, industry visits, technical reports
- case study analysis
- oral report supported by notes and/or visual materials.
**PRODUCT DESIGN AND TECHNOLOGY**

**Unit 3** Applying the Product design process
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a ‘one-off situation’ in a small ‘cottage’ industry or a school setting. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the Product design process as they design for others.

**Areas of Study**
1. Designer, client and/or end-user in product development
2. Product development in industry
3. Designing for others

**Outcomes**
1. Explain the roles of the designer, client and/or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.
2. Explain and analyse influences on the design, development and manufacture of products within industrial settings.
3. Present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

**Unit 4** Product development and Evaluation
In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

**Areas of Study**
1. Product analysis and comparison
2. Product manufacture
3. Product evaluation

**Outcomes**
1. Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
2. Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.
3. Evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and/or an end-user and outline its care requirements.

**Assessment**
School-assessed Coursework 20%
School-assessed Task 50%
End-of-year Examination 30%
PSYCHOLOGY

Unit 1  Introduction to psychology

In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

Areas of Study

1  What is psychology?
2  Lifespan psychology

Outcomes

1  Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.
2  Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

Unit 2  Self and others

Students analyse research methodologies associated with classic and contemporary theories, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

Areas of Study

1  Interpersonal and group behaviour
2  Intelligence and personality

Outcomes

1  Explain how attitudes are formed and changed, and discuss the factors that affect the behaviour of individuals and groups.
2  Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

ASSESSMENT will comprise of tasks selected from the following:

- research investigation; annotated folio of practical activities; media response
- oral presentation using two or more data types, for example still or moving images, written text, sound
- visual presentation, for example concept map, graphic organiser, poster
- test; essay; debate; data analysis
- evaluation of research
- case study analysis.
Unit 3  The conscious self

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behavior, cognition and memory. Advances in brain research methods have opened new ways to understanding the relationship between mind, brain and behaviour. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep.

Areas of Study
1  Mind, brain and body
2  Memory

Outcomes
1  Explain the relationship between the brain, state of consciousness including sleep, and behavior, and describe the contribution of selected studies and brain research methods to the investigation of brain function.
2  Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Unit 4  Brain, behavior and experience

This unit focuses on the interrelationship between learning, the brain and its response to experiences and behavior. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours.

Areas of Study
1  Learning
2  Mental Health

Outcomes
1  Explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
2  Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

ASSESSMENT
Unit 3 School-assessed Coursework  20%
Unit 3 School-assessed Coursework  20%
End-of-year Examination (1.5 hours)  60%
This is a compulsory Year 11 unit and is undertaken over the course of 2 semesters

Unit 2  Ethics and Morality

Ethics is a discipline that investigates morality; it involves reflection on what ‘right’ and ‘wrong’, ‘good’ and ‘bad’ mean when applied to human decisions and actions. It is concerned with discovering ways of acting that are worthy of choice and of discerning those that are unworthy of choice. This unit introduces the nature of ethics and moral decision-making in a pluralistic society and examines some moral values that are upheld by religious traditions.

Areas of Study

1. Ethical method in pluralist society
2. Religion and morality in pluralist society
3. Contemporary ethical issues in pluralist society

Outcomes

1. Explain ethical decision-making in pluralist society.
2. Explain the ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society.
3. Analyse and evaluate two or more debates on contemporary ethical issues in pluralist society.

ASSESSMENT  will comprise of tasks selected from the following:

- reports in multimedia format
- debates
- identification exercises
- analytical exercises
- oral presentations and interviews
- annotated charts
- flow charts
- essays or written exercises
- tests / unit exam.
TEXTS & TRADITIONS

The texts of a particular religious tradition can be seen to be foundational in that they recount specific events, narratives, laws and teachings that describe the beginnings and initial development of a religious tradition’s history. In this unit, students explore the history and culture from which the tradition being studied was formed. They gain an understanding that the historical milieu of these beginnings lent shape and content to the texts themselves.

Students develop an understanding of how the text is a response to particular contemporary and historical religious and social needs and events. They explore the formation of the text itself, the intended audience of that text and the message or teaching found within the text. As a part of the understanding of the message or teaching of a text, the students also become familiar with the nature of exegetical methods being used by scholars today in the religious tradition of the particular text.

**Unit 3  **

**Texts and the Early Tradition**

**Areas of Study**

1. The background of the tradition
2. Historical and literary background to the set text
3. Interpreting texts – Exegesis (Part 1)

**Outcomes**

1. Identify and explain social and cultural contexts that influenced the early development of the religious tradition.
2. Discuss major themes of the set text, and analyse its literary structure and issues related to the writing of the set text.
3. Apply exegetical methods to develop an interpretation of some of the passages for special study, and discuss the nature of, and challenges to, exegetical method.

**Unit 4  **

**Texts and their Teachings**

**Areas of Study**

1. Interpreting texts – Exegesis (Part 2)
2. Religious ideas, beliefs and social themes

**Outcomes**

1. Apply exegetical methods to develop an interpretation of all the passages for special study.
2. Discuss a significant religious idea, belief or social theme in the set text, and analyse and evaluate how related passages from the set text have been interpreted within the tradition at a later stage in the light of the particular idea, belief or theme.

**ASSESSMENT**

- School-assessed Coursework (Unit 3) 25%
- School-assessed Coursework (Unit 4) 25%
- End-of-year Examination (2 hours) 50%
STUDIO ARTS

Unit 1  Artistic inspiration and techniques

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Areas of Study
1 Developing art ideas
2 Materials and techniques
3 Interpretation of art ideas and use of materials and techniques

Outcomes
1 Source inspiration, identify individual ideas and use a variety of methods to translate these into visual language
2 Explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks
3 Discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks

Unit 2  Design exploration and concepts

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Areas of Study
1 Design exploration
2 Ideas and styles in artworks

Outcomes
1 Develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.
2 Analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles

ASSESSMENT  will comprise of tasks from the following:

- selection of exploratory work showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques
- folio including design explorations and artworks
- extended response
- short answer responses.
**Unit 3  Studio production and professional art practices**

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

**Areas of Study**
1. Exploration proposal
2. Design process
3. Professional art practices and styles

**Outcomes**
1. Prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be undertaken
2. Present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal
3. Discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

**Unit 4  Studio production and art industry contexts**

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

**Areas of Study**
1. Folio of artworks
2. Focus, reflection and evaluation
3. Art industry contexts

**Outcomes**
1. Present a cohesive portfolio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful applications of materials and techniques and that realized and communicates the student’s ideas.
2. Provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.
3. Examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

**ASSESSMENT**

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<td>End-of-year Examination</td>
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Unit 1  Introduction to visual communication design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Areas of Study
1 Drawing as a means of communication
2 Design elements and design principles
3 Visual communication design in context

Outcomes
1 Create drawings for different purposes using a range of drawing methods, media and materials.
2 Select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3 Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2  Applications of visual communication design
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.

Areas of Study
1 Technical drawing in context
2 Type and imagery
3 Applying the design process

Outcomes
1 Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
2 Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3 Engage in stages of the design process to create a visual communication appropriate to a given brief.

ASSESSMENT  will comprise the following tasks based on each outcome:

Unit 1
• folio of observational, visualisation and presentation drawings created using manual and/or digital methods
• final presentations created using manual and/or digital methods
• written report of a case study
• annotated visual report of a case study
• oral report of a case study supported by written notes and/or visual materials.
Unit 2
• folio of typography and image ideas and concepts created using manual and digital methods
• folio of technical drawings created using manual and/or digital methods
• written and/or oral descriptions and analysis of historical and contemporary design examples
• folio demonstrating the design process created using manual and/or digital methods
• final presentations of visual communications.
VISUAL COMMUNICATION & DESIGN

Unit 3  Design thinking and practice

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

Areas of Study
1 Analysis of practice in context
2 Design industry practice
3 Developing a brief and generating ideas

Outcomes
1 Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
2 Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.
3 Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Unit 4  Design development 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.

Areas of Study
1 Development of design concepts
2 Final presentations
3 Evaluation and explanation

Outcomes
1 Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.
2 Produce final visual communication presentations that satisfy the requirements of the brief.
3 Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

ASSESSMENT
School-assessed Coursework  25%
School-assessed Task    40%
End-of-year Examination  35%