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Cnr Nicholson St & Alexandra Pde
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Website
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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 S Vaughan

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
July 2016
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 2019. 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.
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?

**AWARD OF 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 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 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 2017 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](http://www.imvc.com.au). A VET Handbook, with details of the studies available within our cluster of schools in 2017, 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. You must then apply for a USI number before completing your application online. Mr Anastasio, the VET Coordinator, will be able to assist you.

**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 term 4. 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.
## VET STUDIES 2017 – for VCE, VCAL and Year 10 Students

<table>
<thead>
<tr>
<th>VET CERTIFICATE</th>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
<th>Study Score or 10% Increment</th>
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<tr>
<td>Acting (Screen)</td>
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<td>Agriculture</td>
<td>✔</td>
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<td>Allied Health Assistance</td>
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<td>Increment</td>
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<td>Animal Studies</td>
<td>✔</td>
<td>✔</td>
<td>Increment</td>
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<tr>
<td>Applied Fashion Design &amp; Technology</td>
<td>✔</td>
<td>✔</td>
<td>Increment</td>
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<tr>
<td>Automotive Vocational Preparation (General)</td>
<td>✔</td>
<td>✔</td>
<td>Increment</td>
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<tr>
<td>Automotive Vocational Preparation (Paint and Panel)</td>
<td>✔</td>
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<tr>
<td>Aviation</td>
<td>✔</td>
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<tr>
<td>Building and Construction – Bricklaying (Pre-apprenticeship)</td>
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<td>Increment</td>
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<tr>
<td>Building and Construction - Carpentry (Pre-apprenticeship)</td>
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<td>Increment</td>
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<tr>
<td>Business</td>
<td>✔</td>
<td>✔</td>
<td>Exam and Study Score</td>
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<tr>
<td>CISCO - CCNA v5 Routing and Switching (1 year course)</td>
<td>✔</td>
<td>✔</td>
<td>Increment</td>
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<td>Community Services - Community Work</td>
<td>✔</td>
<td>✔</td>
<td>Exam and Study Score</td>
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<tr>
<td>Creative Industries – Media (Game Design and Animation)</td>
<td>✔</td>
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<td>Increment</td>
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<td>Dance</td>
<td>✔</td>
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<td>Exam and Study Score</td>
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<tr>
<td>Early Childhood Education and Care</td>
<td>✔</td>
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<td>Increment</td>
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<tr>
<td>Electrotechnology Studies (Career Start)</td>
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<tr>
<td>Electrotechnology Studies (Pre-vocational)</td>
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<td>Engineering Studies</td>
<td>✔</td>
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<td>Exam and Study Score</td>
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<td>Equine Industry</td>
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<td>Exam and Study Score</td>
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<tr>
<td>Events</td>
<td>✔</td>
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<td>Increment</td>
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<tr>
<td>Furniture Making</td>
<td>✔</td>
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<td>Exam and Study Score</td>
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<tr>
<td>Horticulture</td>
<td>✔</td>
<td>✔</td>
<td>Increment</td>
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<tr>
<td>Subject</td>
<td>First Year</td>
<td>Second Year</td>
<td>Description</td>
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<tr>
<td>Hospitality and Kitchen Operations (Common Year 1)</td>
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<td>Continue to second year</td>
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<tr>
<td>Hospitality – Kitchen Operations</td>
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<td>Exam and Study Score</td>
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<tr>
<td>Hospitality – Hospitality Operations (Front of House)</td>
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<td>✔</td>
<td>Exam and Study Score</td>
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<tr>
<td>Information, Digital Media and Technology</td>
<td>✔</td>
<td>✔</td>
<td>Exam and Study Score</td>
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<tr>
<td>Integrated Technologies</td>
<td>✔</td>
<td>✔</td>
<td>Exam and Study Score</td>
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<tr>
<td>Interior Decoration Retail Services</td>
<td>✔</td>
<td>✔</td>
<td>Increment</td>
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<tr>
<td>Justice</td>
<td>✔</td>
<td>✔</td>
<td>Increment</td>
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<td>Laboratory Skills</td>
<td>✔</td>
<td>✔</td>
<td>Exam and Study Score</td>
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<tr>
<td>Music (Performance)</td>
<td>✔</td>
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<td>Exam and Study Score</td>
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<td>Musical Instrument Making and Maintenance</td>
<td>✔</td>
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<tr>
<td>Music Industry (Sound Production)</td>
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<td>Exam and Study Score</td>
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<td>Outdoor Recreation</td>
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<td>Units 1 &amp; 2 only</td>
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<tr>
<td>Plumbing (Pre-Apprenticeship)</td>
<td>✔</td>
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<td>Units 1 &amp; 2 only but 2 years</td>
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<tr>
<td>Retail Cosmetics</td>
<td>✔</td>
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<td>Units 1 &amp; 2 only</td>
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<tr>
<td>Salon Assistant (Hairdressing)</td>
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<td>Units 1 &amp; 2 only</td>
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<tr>
<td>Screen and Media (Interactive Digital Media)</td>
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<td>Exam and Study Score</td>
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<tr>
<td>Screen and Media (Broadcasting Focus)</td>
<td>✔</td>
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<td>Increment</td>
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<tr>
<td>Sport &amp; Recreation</td>
<td>✔</td>
<td>✔</td>
<td>Exam and Study Score</td>
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<td>Tourism</td>
<td>✔</td>
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<td>Increment</td>
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<tr>
<td>Visual Arts</td>
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# VCE units to be offered

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<td><strong>English</strong></td>
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<td>Literature</td>
<td>Literature</td>
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<tr>
<td><strong>Religious Education</strong></td>
<td>Ethics &amp; Morality (Unit 2)</td>
<td>Texts &amp; Traditions*</td>
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<tr>
<td><strong>Humanities/Commerce</strong></td>
<td>History – Ancient</td>
<td>History – Ancient</td>
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<td>LOTE → Italian</td>
<td>LOTE → Italian</td>
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<td>Japanese</td>
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<td>Accounting</td>
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<td>Business Management</td>
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<td>Economics</td>
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<td>Legal Studies</td>
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<td><strong>Mathematics</strong></td>
<td>General Mathematics(Standard)</td>
<td>Further Mathematics</td>
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<td>General Mathematics(Specialist)</td>
<td>Specialist Mathematics</td>
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<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
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<td><strong>Science</strong></td>
<td>Biology</td>
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<td><strong>Physical Education</strong></td>
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<td>Health &amp; Human Development</td>
<td>Health &amp; Human Development</td>
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<td><strong>Arts</strong></td>
<td>Media</td>
<td>Media</td>
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<td></td>
<td>Music Performance*</td>
<td>Music Solo Performance*</td>
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<td>Visual Communication &amp; Design</td>
<td>Visual Communication &amp; Design</td>
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<td><strong>Technology</strong></td>
<td>Product Design &amp; Technology</td>
<td>Product Design &amp; Technology</td>
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<td>Food &amp; Technology</td>
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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.

Year 11 - 2017  Students will undertake the following:
✔️ English Unit 1 & 2
✔️ Religion and Society - Unit 2 Ethics & Morality
✔️ Five (5) VCE studies of your choosing each semester (or 4 VCE studies & one VET study)

Year 12 - 2018  Students will undertake the following:
✔️ English Unit 3 & 4
✔️ Four (4) sequences of Unit 3 & 4 VCE studies of your choosing (or 3 VCE studies & one VET study)
✔️ Seminar Days for Faith Development and Study Skills

Unit 3 & 4 study in Year 11, 2017

If a student wishes to apply to undertake a Unit 3 & 4 study sequence whilst in Year 11, he must complete the APPLICATION TO STUDY VCE Unit 3 & 4 in Year 11 in 2017 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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<th>Language</th>
<th>Theory</th>
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BIOLOGY

In this course, students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes. Types of adaptations that enhance the organism’s survival in a particular environment are analysed. Students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. They explain inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

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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 development and use of materials for specific purposes is an important human endeavour. Students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore the physical and chemical properties of water, the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and the reactions that occur in water including precipitation, acid-base and redox and various methods of water analysis.

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ECONOMICS

Economics studies how the choices of consumers, businesses and the government improve or lower living standards in society both now and in the future. It examines local and global issues such as the market power and environmental sustainability. Important economic issues studied can have a major impact on the levels of income and wealth in a nation. Issues studied include inflation, economic growth, unemployment, population growth, globalisation, climate change and equity.

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ENGLISH

In Unit 1 you will read and respond to texts analytically and creatively. You will analyse arguments and the use of persuasive language in texts and create your own texts intended to position audiences. In Unit 2 you will compare the presentation of ideas, issues and themes in texts. You will analyse arguments presented and the use of persuasive language in texts and create your own texts intended to position audiences.

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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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HEALTH AND HUMAN DEVELOPMENT

Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors. Unit 1 focuses on the health and development of the youth of Australia, while Unit 2 goes into depth about individual health and development issues across all ages. This subject is suited to anyone interested in pursuing a career in health or is generally interested about how healthcare works in Australia compared to other countries. This is a theory based subject.

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**GEOGRAPHY**

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork and investigation of a wide range of secondary sources. Unit 1 specifically looks at Hazards and Disasters across the globe while Unit 2 examines the nature of Tourism both locally and internationally. Those who have completed Unit 1 and 2 might like to consider taking up Units 3 and 4 which closely examine Changing Land Uses and Population Sustainability respectively.

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**ANCIENT HISTORY**

In Unit 1, you will explore Ancient Mesopotamia, the lands between the rivers Tigris and the Euphrates. These lands have been described as the ‘cradle of civilisation’. You will investigate the creation of city-states and empires. You will examine the invention of writing – a pivotal development in human history. The study of Ancient Mesopotamia provides important insights about the growth of cities. In Unit 2 you will explore Ancient Egypt, a civilisation that endured for approximately three thousand years. You will investigate how the Nile served as the lifeblood of urban settlements in Upper and Lower Egypt.

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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.

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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.

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MEDIA

In Unit 1 you will explore the way media constructs and represents reality to audiences and a range of media forms, including photography, advertising and film. You will construct your own representations and develop practical skills through a series of projects. In Unit 2 you will explore the production process looking at all the stages of pre-production, production and post-production for photographic, print and film/video products. You will construct your own media products. You will also analyse Australian media organisations.

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**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 learn about thermodynamics, matter, electricity, motion and presenting your practical investigation in scientific poster format.

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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**

Psychology is the scientific study of how people think, feel and behave. Psychologists study everything about the human experience from the basic workings of the human brain to consciousness, memory, reasoning and language to personality and mental health.

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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 organize 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, e.g. 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.

<table>
<thead>
<tr>
<th>Humanities</th>
<th>CHOICE 1</th>
<th>CHOICE 2</th>
<th>CHOICE 3</th>
<th>CHOICES 4 &amp; 5</th>
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<tr>
<td>Year 11</td>
<td>English</td>
<td>Unit 2 ETHICS &amp; MORALITY</td>
<td>History</td>
<td>Maths Methods or General Maths</td>
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<tr>
<th>Commerce/Business</th>
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<th>CHOICE 2</th>
<th>CHOICE 3</th>
<th>CHOICE 4</th>
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<td>English</td>
<td>Unit 2 ETHICS &amp; MORALITY</td>
<td>Accounting</td>
<td>Legal Studies</td>
<td>Economics or Business Management</td>
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<tr>
<th>Behavioural Sciences</th>
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<td>English</td>
<td><strong>Unit 2 ETHICS &amp; MORALITY</strong></td>
<td><strong>Choice 1</strong></td>
<td><strong>Choice 2</strong></td>
<td><strong>Choice 3</strong></td>
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<td>Physics</td>
<td>Chemistry</td>
<td>Maths Methods</td>
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<th><strong>Choice 3</strong></th>
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</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maths Methods or General Maths</td>
<td>Product, Design &amp; Tech</td>
<td>Visual Com</td>
<td>Any from: LOTE History Food &amp; Technology Music Performance Psychology VET</td>
</tr>
</tbody>
</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
- VTAC COURSELINK - http://www.vtac.edu.au/ (Prerequisite Search)

You will receive hard copies of:

- Where to Now? Guide to the VCE (VCAA publication)
- VTAC Year 10 Guide (VTAC Publication- arriving soon)

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
   - Choose an English and 5 other subjects for Year 11.
   - Enter four subjects from your Year 11 list that you would continue with in Year 12.
   - 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 Pastoral Care Teacher by **Monday 15 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 **22 August**.
Faculty Managers

For specific information on subjects, contact the Faculty Manager:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Manager</th>
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</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>Mr P Dingli</td>
</tr>
<tr>
<td>English</td>
<td>Mr M Carroll</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 A Pradel</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Mrs M Krall</td>
</tr>
<tr>
<td>Science</td>
<td>Ms L Fisher</td>
</tr>
<tr>
<td>Technology</td>
<td>Mr E Nikolaidis</td>
</tr>
<tr>
<td>VCAL</td>
<td>Ms H Tan</td>
</tr>
<tr>
<td>Careers</td>
<td>Mrs M Ellwood</td>
</tr>
<tr>
<td>Yr 10 Level Coordinator</td>
<td>Mr S Vaughan</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.

ACCOUNTING

Unit 1  Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students 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**

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<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Unit 3 School-assessed Coursework</td>
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<tr>
<td>Unit 4 School-assessed Coursework</td>
<td>25%</td>
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<tr>
<td>End-of-year Examination (2 hours)</td>
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BIOLOGY

**Unit 1  How do living things stay alive?**

In this unit, students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism's survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet's biodiversity is classified and investigate the factors that affect population growth.

**Areas of Study**
1. How do organisms function?
2. How do living systems sustain life?
3. Practical Investigation

**Outcomes**
1. Investigate and explain how cellular structures and systems function to sustain life.
2. Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
3. Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

**Unit 2  How is continuity of life maintained?**

In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. They examine inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions.

**Areas of Study**
1. How does reproduction maintain the continuity of life?
2. How is inheritance explained?
3. Investigation of an issue

**Outcomes**
1. Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
2. Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
3. Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.
ASSESSMENT will comprise of tasks selected from the following:

- a report of a fieldwork activity
- annotations of a practical work folio of activities or investigations
- a bioinformatics exercise
- media response
- data analysis
- problem solving involving biological concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response
Unit 3  How do cells maintain life?

In this unit, students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane and model the formation of DNA and proteins from their respective subunits. Students examine how reactions, including photosynthesis and cellular respiration, are made up of many steps that are controlled by enzymes and assisted by coenzymes. At the molecular level, students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Areas of Study
1. How do cellular processes work?
2. How do cells communicate?

Outcomes
1. Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
2. Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

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

In this unit, students consider the continual changes and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the process of natural selection that leads to the rise of new species. Students examine the structural and cognitive trends in the human fossil record. The biological consequences and social and ethical implications of manipulating the DNA molecule and applying biotechnologies are explored for both the individual and the species.

Areas of Study
1. How are species related?
2. How do humans impact on biological processes?
3. Practical Investigation
Outcomes
1. Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
2. Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
3. Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Assessment
Unit 3 School-assessed Coursework 16%
Unit 4 School-assessed Coursework 24%
End-of-year Examination (2.5 hours) 60%
BUSINESS MANAGEMENT

**Unit 1** Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

**Areas of Study**
1. The business idea
2. External environment
3. Internal environment

**Outcomes**
1. On completion of this unit the student should be able to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
2. On completion of this unit the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
3. On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

**Unit 2** Establishing a business

This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

**Areas of study**
1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business
Outcomes:
1. On completion of this unit the student should be able to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
2. On completion of this unit the student should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
3. On completion of this unit the student should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

Assessment 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  Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

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

Areas of Study

1. Business foundations
2. Managing employees
3. Operations management

Outcomes

1. On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
2. On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
3. On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4  Transforming a business

Areas of Study

1. Reviewing performance – the need for change
2. Implementing change

Outcomes

1. On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
2. On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.
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<thead>
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<tr>
<td>End-of-year Examination (2 hours)</td>
<td>50%</td>
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CHEMISTRY

Unit 1  How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In Unit 1 students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

Areas of Study
1. How can knowledge of elements explain the properties of matter?
2. How can the versatility of non-metals be explained?
3. Research investigation

Outcomes
1. Relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities
2. Investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose
3. Investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question

Unit 2  What makes water such a unique chemical?

In Unit 2 students explore the physical and chemical properties of water, the solvent properties of water, the reactions that occur in water and various methods of water analysis. Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples. They explore selected issues associated with chemical contaminants in water.

Areas of Study
1. How do substances interact with water?
2. How are substances in water measured and analysed?
3. Practical investigation

Outcomes
1. Relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts
2. Measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases
3. Design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data
**ASSESSMENT** will comprise of tasks selected from the following:

- annotations of a practical work folio of activities or investigations
- a report of a practical activity or investigation
- problem-solving involving chemical concepts
- data analysis
- media response
- modelling activities
- reflective learning journal/blog related to selected activities or in response to an issue
- a report of an independent investigation, using an appropriate format, for example digital presentation, oral communication or written report.
- a report of a student-designed quantitative laboratory investigation using an appropriate format, for example digital presentation, oral communication, scientific poster or written report.
- tests comprising multiple choice and/or short answer and/or extended response.
- end of unit exam.
**Unit 3** How can chemical processes be designed to optimise efficiency?

In Unit 3 students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. They evaluate different chemical energy resources. They consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions.

**Areas of Study**
1. What are the options for energy production?
2. How can the yield of a chemical product be optimised?

**Outcomes**
1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
2. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

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

In Unit 4 students investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. They process data from instrumental analyses to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. They predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy released in the combustion of food.

**Areas of Study**
1. How can the diversity of carbon compounds be explained and categorised?
2. What is the chemistry of food?
3. Practical investigation

**Outcomes**
1. Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
3. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Unit 3 School-assessed Coursework</td>
<td>16%</td>
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<td>Unit 4 School-assessed Coursework</td>
<td>24%</td>
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<tr>
<td>End-of-year Examination (2.5 hours)</td>
<td>60%</td>
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ECONOMICS

**Unit 1** The behavior of consumers and businesses

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

**Areas of Study**
1. Thinking like an economist
2. Decision making in markets

**Outcomes**
1. Describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.
2. Explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy.

**Unit 2** Contemporary economic issues

Students focus on the possible trade-off between the pursuit of growth in incomes & production and the goal of environmental sustainability & long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

**Areas of Study**
1. Explain the factors and policies that may influence economic growth and environmental sustainability, and analyse the potential trade-off
2. Economic efficiency and equity
3. 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. Explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.
3. Explain the factors that may influence a global economic issue/s and evaluate potential consequences associated with actions to address the issue/s.

**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  Australia’s economic prosperity

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. Students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government’s domestic macroeconomic goals and affect living standards. Australia’s economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia’s living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

Areas of Study
1.  An introduction to microeconomics: the market system, resource allocation and government intervention
2.  Domestic macroeconomics goals
3.  Australia and the world economy

Outcomes
1.  Explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes.
2.  Analyse key contemporary factors that may have influenced the Australian Government’s domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards.
3.  Explain the factors that may influence Australia’s international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the Australian Government’s domestic macroeconomic goals and living standards in Australia.

Unit 4  Managing the economy

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Areas of Study
1.  Aggregate demand policies and domestic economic stability
2.  Aggregate supply policies

Outcomes
1.  Discuss the nature and operation of aggregate demand policies and analyse how the policies may influence the Australian Government’s domestic macroeconomic goals and living standards.
2.  Discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Australian Government’s domestic macroeconomic goals and living standards.
ASSESSMENT

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

Unit 1

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

Areas of Study
1. Reading and creating text
2. Analysing and presenting argument

Outcomes
1. Produce analytical and creative responses to texts
2. Analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences

Unit 2

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

Areas of Study
1. Reading and comparing texts
2. Analysing and presenting argument

Outcomes
1. Compare the presentation of ideas, issues and themes in two text
2. Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view

Assessment will comprise of tasks selected from the following:
• an analytical interpretation of a selected text
• a creative response to a selected text
• an oral presentation, a detailed comparison of how two texts present ideas, issues and themes
Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

AREAS OF STUDY:
1. Reading and Creating
2. Analysing Argument
3. Listening to Texts (EAL Students Only)

OUTCOMES:
1. Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
2. Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
3. Comprehend a spoken text (EAL Students Only).

Unit 4

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

AREAS OF STUDY:
1. Reading and Comparing Texts
2. Presenting Argument

OUTCOMES:
1. Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
2. Construct a sustained and reasoned point of view on an issue currently debated in the media.

ASSESSMENT:
School-Assessed Coursework (Unit 3): 25%
School-Assessed Coursework (Unit 4) 25%
End of Year Examination (3 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)
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%
GEOGRAPHY

Unit 1  Hazards and Disasters
In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Areas of Study
1. Characteristics of Hazards
2. Response to Hazards and Disasters

Outcomes
1. Analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
2. Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 2  Tourism
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23 per cent of international arrivals. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for one in every twelve jobs globally and generates around 5 per cent of its GDP. (UNTWO Annual Reports 2011–2013).

Areas of Study
1. Characteristics of Tourism
2. Land cover change
Outcomes
1. Analyse, describe and explain the nature of tourism at a range of scales.
2. Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

Assessments
Fieldwork is a compulsory part of this VCE course and will be assessed. Other assessment will be comprised of the following:
• Structured Questions
• Case Studies
• Written Report
• Folio of Exercises.
Unit 3  Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification, and melting glaciers and ice sheets. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

Areas of Study
1. Land use change
2. Land cover change

Outcomes
1. Analyse, describe and explain land use change and assess its impacts.
2. Analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

Unit 4  Human population – trends and issues

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

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

Area of Study
1. Population dynamics
2. Population issues and challenges

Outcomes
1. Analyse, describe and explain population dynamics on a global scale.
2. Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

ASSESSMENT
School-assessed Coursework (Unit 3) 25%
School-assessed Coursework (Unit 4) 25%
End-of-year Examination (2 hours) 50%
HEALTH AND HUMAN DEVELOPMENT

Unit 3  Australia’s health
Students develop understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. They analyse initiatives designed to promote health relevant to the NHPAs, and come to understand that nutrition is an important factor for a number of the NHPAs. Students investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives.

Area of Study
1. Understanding Australia’s health
2. Promoting health in Australia

Outcomes
1. Compare the health status of Australia’s population with that of other developed countries, compare and explain the variations in health status of population groups within Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.
2. Discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

Unit 4  Global health and human development
This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests.

Area of Study
1. Introducing global health and human development
2. Promoting global health and human development

Outcomes
1. Analyse factors contributing to variations in health status between Australia and developing countries, and evaluate progress towards the United Nations’ Millennium Development Goals.
2. Describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationships between health, human development and sustainability.

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

**Unit 1. Mesopotamia**

In this unit, students explore Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the ‘cradle of civilisation’. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history.

**Areas of Study**
1. Discovering civilisation
2. Ancient empires

**Outcomes**
1. Explain the development of civilisation in Mesopotamia.
2. Explain continuity and change in Mesopotamia as new peoples and ruling elites emerged.

**Unit 2. Ancient Egypt**

Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river.

**Areas of Study**
1. Egypt: The double crown
2. Middle Kingdom Egypt: Power and propaganda

**Outcomes**
1. Explain the distribution of power in Old Kingdom Egypt and the First Intermediate Period, the social, political and economic reasons for the construction of pyramids, and Egyptian beliefs concerning the afterlife.
2. Explain the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

**Assessment** will comprise of tasks selected from the following:
- an historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay.
HISTORY- ANCIENT

Unit 3 and 4 (2018 and beyond) Greece and Rome

Greece and Rome were major civilisations of the ancient Mediterranean. In each of Units 3 and 4, students explore the structures of one of these societies and a period of crisis in its history. Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, both societies experienced dramatic crises which caused massive disruption.

Areas of Study
1. Living in an ancient society
2. People in power, societies in crisis

Outcomes
1. Explain and analyse the social, political and economic features of an ancient society
2. Evaluate the historical significance of a crisis in an ancient society and assess the role of key individuals involved in that turning point

Assessment will comprise of tasks selected from the following:
- an historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay

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

Unit 3 & 4 Revolutions (2017 only)

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. Causes of Revolution
   - Russian Revolution: 1896 - October 1917 (Coronation of Tsar Nicholas II - the October 25, 1917)
   - Chinese Revolution: 1912 - 1949 (Chinese Republic – Communist Victory in the Civil War)

2. Consequences of Revolution
   - Russian Revolution: October 1917 to 1927 (Sovnarkom decrees to the end of the NEP);
   - Chinese Revolution 1949 to 1971 (Communist Victory to the death of Lin Biao).
Outcomes

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

ASSESSMENT

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

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

Unit 1
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience.

Areas of Study
1. Reading practices
2. Ideas and concerns in texts

Outcomes
1. Respond to a range of texts and reflect on influences shaping these responses
2. Analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society

Unit 2
In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted.

Areas of Study
1. The text, the reader and their contexts
2. Exploring connections between texts

Outcomes
1. Analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context
2. Compare texts considering their dialogic nature and how they influence each other

Assessment will comprise of tasks selected from the following:
- an essay
- close analysis of selected passages
- an oral presentation
- journal entries
Unit 3
In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Areas of Study:
1. Adaptations and Transformations
2. Creative Responses to Texts

Outcomes:
1. Analyse the extent to which meaning changes when a text is adapted to a different form.
2. Respond creatively to a text and comment on the connections between the text and the response.

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

Areas of Study:
1. Literary Perspectives
2. Close Analysis

Outcomes:
1. Produce an interpretation of a text using different literary perspectives to inform their view.
2. Analyse features of texts and develop and justify interpretations of texts.

ASSESSMENT:
School-assessed Coursework (Unit 3) 25%
School-assessed Coursework (Unit 4) 25%
End of Year Examination (2 hours) 50%
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 English, and / or other languages and apply the language to work, furtherstudy, 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:

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<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 reorganise information and ideas in a different text type</td>
<td>• Journal entry or • Personal account or • Short story</td>
</tr>
</tbody>
</table>

It is expected that the student responds in Italian / Japanese to all assessment tasks selected.
**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

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
</tr>
</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 Specialist Mathematics 1 & 2. This pathway is for students with above average mathematical ability. 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. Students who chose this pathway usually do TWO Mathematics subjects in Year 12; Mathematical Methods (CAS) 3 & 4 and Specialist Mathematics 3 & 4. Some tertiary institutions require four units of Mathematics at Unit 1 & 2 level.

Please note: Specialist Mathematics 1 & 2 is a VCE subject offered ONLY at Year 10 as part of the elective program. If this pathway is selected, the student must have chosen Specialist Mathematics 1 & 2 as an elective in Year 10. Entry to the subject was not automatic. Strict criteria was used to select the students based on (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 Unit 3 & 4. 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 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 Mathematics 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 study is suitable when the prerequisites for a tertiary course simply ask for any Unit 3 & 4 Mathematics. However, if you are capable of doing Mathematical Methods (and have studied it at Unit 1 & 2) then you should consider Mathematical 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 then 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 we advise that you consider studying it at Unit 3 & 4. Be aware of the potential ramifications of your choices. Many pathways will be closed if you do not study Mathematics. You will need to make sure that you are not locked out of university or vocational education which could 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>1</td>
<td>Mathematical Methods 1 &amp; 2 AND Specialist 1 &amp; 2 [This VCE subject is completed in Year 10 as an elective]</td>
<td>Mathematical Methods 3 &amp; 4 AND Specialist Mathematics 3 &amp; 4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods 1 &amp; 2 AND Specialist 1 &amp; 2 [This VCE subject is completed in Year 10 as an elective]</td>
<td>Mathematical Methods 3 &amp; 4</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Mathematical Methods 1 &amp; 2</td>
<td>Mathematical Methods 3 &amp; 4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>General Mathematics 1 &amp; 2</td>
<td>Further Mathematics 3 &amp; 4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Other pathways</strong></td>
<td></td>
<td><strong>Mathematical Methods 1 &amp; 2</strong></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods 1 &amp; 2 AND Specialist Mathematics 1 &amp; 2 [This VCE subject is completed in Year 10 as an elective]</td>
<td>Further Mathematics 3 &amp; 4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>General Mathematics 1 &amp; 2</td>
<td>No Maths at Year 12</td>
<td>2</td>
</tr>
<tr>
<td><strong>Uncommon Pathway</strong></td>
<td></td>
<td>Mathematical Methods 1 &amp; 2 AND Specialist Mathematics 1 &amp; 2 [This VCE subject is completed in Year 10 as an elective]</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods 1 &amp; 2 AND Specialist Mathematics 1 &amp; 2</td>
<td>Mathematical Methods 3 &amp; 4 AND Specialist Mathematics 3 &amp; 4 AND Further Mathematics 3 &amp; 4 [This subject may have been studied in year 11]</td>
<td>10</td>
</tr>
</tbody>
</table>
Possible pathways that can be taken by Year 10 students.

Year 10 Maths

- Unit 1 & 2 General Mathematics
- Unit 1 & 2 Mathematical Methods
- Unit 1 & 2 General Mathematics AND Unit 1 & 2 Mathematical Methods
- Unit 1 & 2 Mathematical Methods
- Unit 1 & 2 Mathematical Methods AND Unit 1 & 2 Mathematical Methods
- Unit 1 & 2 Mathematical Methods

Year 10 Maths and VCE Specialist Unit 1 & 2

- Unit 1 & 2 Mathematical Methods
- Unit 1 & 2 Mathematical Methods AND Unit 1 & 2 Mathematical Methods
- Unit 1 & 2 Mathematical Methods AND Unit 3 & 4 Further Mathematics
- Unit 1 & 2 Mathematical Methods

Unit 3 & 4 Further Mathematics
- Unit 3 & 4 Mathematical Methods
- Unit 3 & 4 Mathematical Methods
- Unit 3 & 4 Mathematical Methods AND Unit 3 & 4 Specialist Mathematics
- Unit 3 & 4 Mathematical Methods AND Unit 3 & 4 Further Mathematics
- Unit 3 & 4 Mathematical Methods AND Unit 3 & 4 Specialist Mathematics
- Unit 3 & 4 Mathematical Methods
This course provides a study for a broad range of students. This course provides an ideal preparation for Further Mathematics Units 3 & 4. This General Mathematics course will not prepare you for Specialist Mathematics 3 & 4.

**Areas of Study**

1. **Algebra and structure**: linear relations and equations
2. **Arithmetic and number**: mental, by hand and technology assisted computation with rational numbers and financial arithmetic
3. **Discrete mathematics**: matrices, network graphs and number patterns and recursion
4. **Geometry, measurement and trigonometry**: shape and measurement and applications of trigonometry
5. **Graphs of linear and non-linear relations**: linear graphs and modelling, inequalities and linear programming and variation
6. **Statistics**: investigating and comparing data distributions and investigating the relationship between two variables

**Outcomes**

1. Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures.
2. Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.
3. Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT** will comprise of:

- Tests
- Application tasks
- Examination
FURTHER MATHEMATICS

Unit 3 & 4

Further Mathematics can be taken alone or with Mathematical Methods Units 3 & 4. The assumed knowledge for Further Mathematics Units 3 & 4 is drawn from General Mathematics Units 1 & 2 course. Students who have 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.

Areas of Study 1: Unit 3 - Core Material
- Data Analysis
- Recursion and Financial Modelling

Area of Study 2: Unit 4 - Applications
TWO modules chosen from the following:
- Matrices
- Networks and decision mathematics
- Geometry and measurement
- Graphs and relations

Currently the models being taught at Simonds are Matrices and Networks and Decision Mathematics

Outcomes
1. Define and explain key terms and concepts as specified in the content from the areas of study, and apply related mathematical techniques and models in routine contexts.
2. Select and apply mathematical concepts, models and techniques developed in the areas of study in a range of contexts of increasing complexity.
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches 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%
SPECIALIST MATHEMATICS

Unit 1 & 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

Areas of Study

1. **Arithmetic and number:** Number systems; rational and irrational numbers; complex numbers.
2. **Discrete Mathematics:** Bivariate Data, walks, trails, paths, cycles and circuits
3. **Algebra and structure:** 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, measurement and trigonometry:** Coordinate geometry; vectors; trigonometric ratios and their applications
6. **Statistics:** Simulation and sampling distributions

Outcomes

1. On completion of this unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.
3. On completion of this unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

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

- application Tasks
- analysis Tasks
- tests and semester exams [Technology free & Technology enabled]
Unit 3 & 4

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics and concurrent or previous study of Mathematical Methods Units 3 and 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, and vector calculus.
5. **Mechanics**: draw knowledge of inertial mass, momentum, force, weight, reaction, connected particles, inclined places, coplanar forces, friction, and equilibrium.
6. **Probability and Statistics**: In this area of study students cover statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

Outcomes
1. On the completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
2. On the completion of each unit the student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.
3. On completion of each unit the student should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment Type</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)

**Unit 1 & 2**

Mathematical 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 anti-differentiation with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases.

**Areas of Study**

1. **Functions and graphs**: Coordinate geometry; domain, co-domain and range; functions and relations; graphs of linear, quadratic, cubics, quartics, circles, rectangular hyperbolae; circular functions; exponential and logarithmic functions, inverse functions and graphs of polynomials of degree higher than 4.

2. **Algebra**: Substitution; expansion; factorisation of linear, quadratic, cubic, quartic expressions; simultaneous equations; inverse functions to solve equations; transformations of basic functions; index and logarithmic laws.

3. **Calculus**: Average and instantaneous rate of change; differentiation and anti-differentiation.

4. **Probability and statistics**: Random experiments; simulation; probability of simple and compound events using lists, venn diagrams, karnaugh maps, tables and tree diagrams; the addition rule; conditional probability; combinations.

**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, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

3. Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT** will comprise of:

- Tests
- Application tasks
- Exams [Technology Free & Technology Enabled]
Unit 3 & 4

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.

Areas of Study

1. **Functions and graphs**: graphs of polynomial functions; graphs of power functions where \( y = x^n, \) \( n \in \mathbb{Q} \), exponential and logarithmic functions, circular functions, transformations of the studied functions; graphs of sum, difference, product and composite functions, piecewise functions.

2. **Algebra**: algebra of polynomials; functions and their inverses and their use to solve equations involving exponential, logarithmic, circular and power functions; composition of functions.

3. **Calculus**: gradient functions, derivatives of \( x^n, \) for \( n \in \mathbb{Q}, \sin(x), \cos(x) \) and \( \tan(x), \) exponential, circular, logarithmic or power functions, application of differentiation; anti-derivatives; application of integration

4. **Probability and statistics**: discrete and continuous random variables, statistical inference, simulations and confidence intervals

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 including situations requiring problem-solving, modeling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</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>
MEDIA

Unit 1

In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills.

Areas of Study
1. Representation
2. Technologies of representation
3. New media

Outcomes
1. Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it
2. Construct media representations in two or more media forms and compare these representations that are produced by the application of different media technologies
3. Discuss creative and cultural implications of new media technologies for the production and consumption of media products

Unit 2

In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Areas of Study
1. Media production
2. Media industry production
3. Australian media organisations

Outcomes
1. Demonstrate specialist production skills within collaborative media productions, and explain and reflect on the media production process
2. Discuss media industry issues and developments relating to the production stages of a media product, and describe specialist roles within the media industry
3. Describe characteristics of Australian media

ASSessment will comprise of tasks selected from the following:
• audiovisual or video sequences
• photographs
• print layouts
• multimedia sequences or presentations
• posters
**Unit 3**

In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process.

**Areas of Study**

1. Narrative
2. Media production skills
3. Media production design

**Outcomes**

1. Analyse the nature and function of production and story elements in narrative media texts, and discuss the impact of these elements on audience engagement
2. Use a range of technical equipment, applications and media processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms
3. Prepare and document a media production design plan in a selected media form for a specified audience

**Unit 4**

In this unit students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process.

**Areas of Study**

1. Media process
2. Media text and society’s values
3. Media influence

**Outcomes**

1. Produce a media product for an identified audience from the media production design plan prepared in Unit 3
2. Discuss and analyse the construction, distribution and interpretation of society’s values as represented in media texts
3. Analyse and present arguments about the nature and extent of media influence

**ASSESSMENT**

- School-assessed Coursework (Unit 3) 25%
- School-assessed Coursework (Unit 4) 25%
- End-of-year Examination (3 hours) 50%
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 latest 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
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%
PHYSICAL EDUCATION

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
How can thermal effects be explained?
In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work. Students examine the environmental impacts of Earth’s thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect. They analyse the strengths and limitations of the collection and interpretation of thermal data in order to consider debates related to climate science.

Areas of Study
1. How can thermal effects be explained? (Core Study)
2. How do electric circuits work? (Core Study)
3. What is matter and how it is formed? (Core Study)

Outcome
1. Analyse, interpret and explain changes in thermal energy, and describe the environmental impact of human activities with reference to thermal effects and climate
2. Investigate analyse and apply basic DC circuit model to simple battery-operated devices and household electrical system and describe the safe and effective use of electricity
3. Explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms

Unit 2
What do experiments reveal about the physical world?
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options which enables students to pursue an area of interest by investigating a selected question. Students design and undertake investigations involving at least one independent, continuous variable.

Areas of Study
1. How can motion be described and explained? (Core study)
2. Practical Investigation (Core Study)
3. One Detailed Study chosen from the below 12 options.
   • What are stars?
   • Is there life beyond Earth’s Solar System?
   • How do forces act on the human body?
   • How can AC electricity charge a DC device?
   • How do heavy things fly?
   • How do fusion and fission compare as viable nuclear energy power sources?
   • How is radiation used to maintain human health?
   • How do particle accelerators work?
   • How can human vision be enhanced?
   • How do instruments make music?
   • How can performance in ball sports be improved?
   • How does the human body use electricity?
Outcomes
1. Investigate, analyse and mathematically model the motion of particles and bodies
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/journal
• written report
• design, building, testing, proposing solution to a scientific/technological problem or physics phenomenon and evaluation of a device
• test/exam (short answer and extended response).
• Scientific poster
Unit 3

How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Newton’s laws are used to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects. Students design and undertake investigations involving at least two continuous independent variables.

Areas of Study
1. How do things move without contact? (Core study)
2. How are fields used to move electrical energy? (Core study)
3. How fast can things go? (Core Study)

Outcomes
1. Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. Analyse and evaluate an electricity generation and distribution system.
3. Investigate motion and related energy transformations experimentally, analyse motion using Newton’s laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein’s theory of special relativity.

Unit 4

How can two contradictory models explain both light and matter?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties.

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

A student-designed practical investigation related to waves, fields or motion or Unit 4, and is assessed in Unit 4, Outcome 3.

Areas of Study
1. How can waves explain the behaviour of light? (Core study)
2. How are light and matter similar? (Core study)
3. Practical investigation (Core study)
Outcomes
1. apply wave concepts to analyse, interpret and explain the behaviour of light
2. provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence
3. design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster

ASSESSMENT
A practical investigation (student designed or adapted in terms of scientific Poster) 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/journal
- written report
- design, building, testing, proposing solution to a scientific/technological problem or physics phenomenon and evaluation of a device
- test/exam (short answer and extended response)

Unit 3 School-assessed Coursework  21%
Unit 4 School-assessed Coursework)  19%
End-of-year Examination (2.5 hours)  60%
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 trialing activities, industry visits, technical reports
• case study analysis
• oral report supported by notes and/or visual material
**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

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<thead>
<tr>
<th>Component</th>
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<tr>
<td>School-assessed Task</td>
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<tr>
<td>End-of-year Examination</td>
<td>30%</td>
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PSYCHOLOGY

Unit 1 How are behaviour and mental processes shaped?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. They explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. Students consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Areas of Study
1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation

Outcomes
1. Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
2. Identify the varying influences of nature and nurture on a person’s psychological development, and explain different factors that may lead to typical or atypical psychological development.
3. Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Unit 2 How do external factors influence behaviour and mental processes?

In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

Areas of Study
1. What influences a person’s perception of the world?
2. How are people influenced to behave in particular ways?
3. Student-directed practical investigation
Outcomes

1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

3. Design and undertake a practical investigation related to external factors on behaviour, and draw conclusions based on evidence from collected data.

ASSESSMENT will comprise of tasks selected from the following:

- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- a test comprising multiple choice and/or short answer and/or extended response
- a report of an investigation into external and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report
Unit 3  How does experience affect behaviour and mental processes?

In this unit students examine both macro-level and micro-level functioning of the nervous systems to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

Areas of Study
1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

Outcomes
1. Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
2. Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

Unit 4  How is wellbeing developed and maintained?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific approach, to analyse mental health and disorder.

Areas of Study
1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?

Outcomes
1. Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.
2. Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of a specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
3. Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Assessment
Unit 3 School-assessed Coursework 16%
Unit 4 School-assessed Coursework 24%
End-of-year Examination (2.5 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%
VISUAL COMMUNICATION & DESIGN

Unit 1  Introduction to visual communication design

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

Areas of Study
1. Drawing as a means of communication
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.
• 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
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%