



Senior School Handbook

Years 10, 11 and 12

2022

(This Senior School Handbook is located on the College Website)

CONTENTS

Introduction and What is Changing?	3-5
Overview of Subject Offerings 2022	6
Year 10 Course Selection 2022 and Year 10 Subject Charges.....	7-9
VCE in Year 10.....	9
VCE Units 1-2 offered in Year 10 2022	10
Sample Year 10 Courses.....	11
Timeline for Year 9 into Year 10 Subject Selection.....	11
Timeline for Year 10 into 11 VCE Subject Selection	12
VCE Structure at Norwood Secondary College.....	12
2022 VCE Units 1 & 2.....	13
Timeline for Year 11 into Year 12 VCE Subject Selection.....	13
VCE 1-4 Units and Charges	14-15
2022 VCE English Pathways.....	15
VCE Mathematics Pathways from Year 10 to year 12.....	16
Vocational and Educational Training (VET) in Schools	17-19
Victorian Certificate of Applied Learning (VCAL) with changes from 2022.....	19-25
<u>Year 10 Units Offered - (Listed under Key Learning Areas)</u>	
The Arts (Drama, Media, Studio Arts, Music Performance, Visual Communication).....	26-28
English (Core, English Language, Literature)	29-30
Health and Physical Education (Sport and Physical Performance, Health Matters).....	30-31
French.....	31
Mathematics (Foundation, General, Methods)	32-33
Science (Biochemical Science, Physical Science, Biological Psychology, Earth and Space Science, Foundation Science)	33-36
Humanities (Business, Geography, History)	37-38
Technology (Digital Web Design, Engineering, Programming & Electornics, Food Technology, Metal & Glass, Textiles, Woodwork)	38-41
<u>Vce Units 1-4 - (Listed Alphabetically)</u>	
Year 11 & 12 Course Selection 2022	42
Accounting.....	43
Biology.....	44-45
Business Management.....	46
Chemistry.....	47-48
Computing (Applied Computing)	49-50
Drama.....	51-53
Economics.....	53-54
English/EAL.....	54-55
English Language.....	55-57
Environmenal Science.....	57-58
Food Studies.....	58-60
French.....	60-61
Geography.....	61-63
Health and Human Development.....	63-64
History.....	64-65
Legal Studies	65-67
Literature	67-68
Mathematics (Foundation, General, Methods, Specialist).....	68-72
Media.....	72-74
Music Performance	74-75
Physical Education.....	75-77
Physics.....	77-78
Production Design and Technology.....	78-80
Psychology.....	80
Sport and Recreation.....	82-83
Studio Arts.....	83-84
Visual Communication Design.....	84-85

INTRODUCTION

At Norwood Secondary College we are committed to providing innovative and engaging teaching and learning for all students. We focus on successfully engaging students as active participants in life-long learning. Our curriculum nurtures the potential of each student and encourages them to achieve their personal best in all areas.

As students enter Senior School in Year 10, we encourage them to be open minded and explore new subjects before committing to a Year 11 and 12 pathway. Choice is maximised at Year 10 through the provision of Semester length units across all Key Learning Areas.

This handbook aims to provide information to students and parents about available subjects, course selection and policies and processes for a successful transition into the Senior School. Students should undertake their own research by speaking to Careers staff, Mentor teachers, subject teachers, family and friends. Students intending to seek a Tertiary placement should research courses at various institutions, paying close attention to pre-requisite subjects. Students should also consider subjects they are good at and have an interest in.

Cooperation between home and the College is most important in the fostering of a sound education and positive outcomes for students. Should parents have any queries or concerns regarding matters of policy and curriculum, or queries regarding student welfare or progress, they are encouraged to contact Senior School.

Staff members are readily available to discuss any aspect of your child's progress. Your attendance at parent/teacher/student conferences and information evenings is encouraged.

What is changing? Senior Secondary Certificate Reform begins next year:

Victoria is transforming the delivery of senior secondary education with the introduction of a single senior secondary certificate that will offer greater access to quality vocational and applied learning pathways for all students. The senior secondary education reforms aim to provide access to education and training that is relevant, engaging and that delivers in-demand skills for the future world of work, ensuring that students can access education that leads to employment.

Next year students will still be able to enrol in either the Victorian Certificate of Applied Learning (VCAL) or the Victorian Certificate of Education (VCE). The following year, in 2023, VCAL students will be enrolled in the new VCE Vocational Specialisation.

The following diagram sets out the senior secondary pathways for students commencing the VCE or VCAL in 2022.



This handbook contains subject descriptions for Year 10 and VCE Units 1 - 4 offered by the College. At the time of publishing, the information contained herein was up to date and correct.

The following guidelines should be considered when selecting a course of study.

You should select studies:

- You enjoy and in which you have had success
- In which you have had sound preparation
- In which you have the potential to do well i.e. good test/exam results and assessment task results
- That allow you to keep your options open
- That you are informed about
- That are compulsory, or prerequisites, or recommended for further study at University or TAFE or employment.

Do not select subjects just because:

- Your friends are doing them
- You believe they get “scaled up” at Year 12.

Promotions Policy

Students will transition to the next year level provided that they have demonstrated the following:

- Satisfactory levels of academic achievement
- A willingness to learn and respect the right of other students to learn.
- A satisfactory attendance record
- Adherence to the College Code of Conduct.

Promotion from one year level to the next is not automatic.

The College requires a commitment to study, an intention to produce work of an acceptable standard, and the ability to organise out-of-class work and meet deadlines as set. Parents will be advised if it is believed that a student is not ready to progress to the next year level, or if there are problems which could hinder progress and success.

Parents with concerns about student progress should contact the appropriate Head of Year Level or Coordinator at Senior School.

Enrichment Program (EP) Year 10

The Year 9 EP students are expected to undertake a VCE subject. In most cases the Year 9 EP students will remain together in a Year 10 EP English class. Year 9 EP students are required to undertake Applied Science. Students presently studying French in Year 9 will be encouraged to continue with this study.

Supporting students with special needs to access courses in VCE and VCAL.

All students at Norwood have the ability to access the curriculum in the Victorian Certificate of Education (VCE) and/or the Victorian Certificate of Applied Learning (VCAL) programs. Students undergo course counselling in reference to the results of their previous year subjects, their interests and aspirations, possible career paths and pre-requisites for further study.

Students will receive further support according to individual needs. Support will be based on recommendations from a range of areas, including but not restricted to, professional reports, discussions with the Student Wellbeing and Career Coordinators, Heads of Year Levels, Year level Coordinators, mentor teachers and support group meetings.

Year 9 and 10 Career Research

Year 9 – Morrisby online and Work Experience

Students continue exploring their career options in Year 9 by completing the Morrisby online Career Assessment. A detailed profile for each student is produced as a booklet and stored online. The profile includes suggestions of possible careers to investigate and subjects to consider studying. Each student who has completed Morrisby online has a follow up interview with a Career counsellor, to assist in their research. Subjects to consider studying are discussed in this interview. Students will be able to log into their Morrisby account and review their profile, but more importantly access resources to further research occupations of interest.

Students also commence planning for their Year 10 Work Experience placement held on the last week of Term 2, from June 20 – June 24, 2022. Parents are encouraged to assist their child to obtain a work experience placement, as it can be quite daunting for them to do this completely by themselves. Parents can help in a variety of ways. This could include contacting useful people/businesses they may know of, rehearsing what could be said when contacting a possible employer or driving their child to a possible workplace. The work experience form for the placement is available at norwoodcareers.com. To avoid the disappointment of missing out on a desired placement, students can already start seeking a suitable work placement now.

Year 10 - Subject Research

In Year 10, students continue their pathway research by logging back into their Morrisby account at www.morrisby.com to review and update their Career Profile. Other research will be undertaken in mentoring classes making use of a variety of resources available on the College Careers website (norwoodcareers.com). Career related events are advertised via the College's fortnightly *Compass* newsletter as well as a regularly published Career newsletter. The Careers room is well resourced with up-to-date information and is available for student use. The Careers Adviser is often available during class breaks to answer student enquiries. For further information, please check the Norwood Careers Website: norwoodcareers.com

Ideally students should select subjects they enjoy and are interested in, as they are more likely to achieve better academic results. They do however, need to keep options open if applying for Tertiary courses of interest, by taking into account prerequisite subjects. Students considering further study after Year 12 should become familiar with the VTAC website www.vtac.edu.au The '**Coursesearch**' feature provides details of Tertiary courses matching interest areas including VCE subjects known as prerequisites, that must studied. An English subject is always a prerequisite but in a number of cases, courses may specify other prerequisite subjects such as one or more of the following: Mathematics, a Science including Psychology, Health, Physical Education or a folio/audition related subject.

An overview of Subject Offerings 2022

Faculty	Year 9	Year 10	Year 11	Year 12
The Arts	VCD*	VCD*	VCD	VCD
	Art Practices*			
	Drawing*	Studio*	Studio	Studio
	Ceramics*			
	Drama*	Drama*	Drama	Drama
	Contemporary Music*	Music Performance*	Music Performance	Music Performance
	Music Technology*			
	Digital Dimensions*	Media*	Media	Media
English	English	English	English	English
		English Language*	English Language	English Language
		English Literature*	English Literature	English Literature
Health/PE	PE	Sport & Physical Performance*	PE	PE
	Outdoor Recreation*			
	ADVANCE			
	Healthy Decision Making*	Health Matters*	HHD	HHD
Humanities	OOYO*	Finance & Enterprise*	Accounting	Accounting
			Business Management	Business Management
			Economics	Economics
		Courts, Parliaments & Markets*	Legal Studies	Legal Studies
		Geography*	Geography*	Geography
History*	History*	Modern History	History Revolutions	
Languages	French	French	French	French
Mathematics	Maths	Foundation	Foundation	
		General	General	Further
		Methods	Methods	Methods
			Specialist	Specialist
Science	Science	Select 2 units from: Biochemical Science* Physical Science* Biological Psychology* Earth & Space Science*	Biology	Biology
			Chemistry	Chemistry
			Environmental Science	Environmental Science (2022)
			Physics	Physics
		Biotechnology*	Foundation Science*	Psychology
Technologies	Gamemaking & Microprogramming*	Engineering, Programming and Electronics*	Applied Computing	Applied Computing: Data Analytics
	Powerful Presentation Techniques*	Digital Web Design*		Applied Computing: Software Development
	Marvellous Meals*	Food Studies*	Food Studies	Food Studies
	Café Bakery*		Fabrics/Woods	Fabrics/Woods
	Metal & Silver*	Metal & Glass*		
	Step into Fashion and Craft*	Textiles: Fabrics & Fashion*		
	Woodwork*	Woodwork*		

*Subjects with an asterisk at Years 9 and 10 only run for a Semester

YEAR 10 COURSE SELECTION 2022

Year 10 Course Selection

Students are expected to choose a course that has a broad range of subjects and is not restricted to one or two subject areas. Students should choose from across the KLA areas to ensure a broad education at Year 10. It is recommended that most students complete a full year of Science. English, Mathematics and History (one semester) are compulsory subjects.

For more information regarding Year 10 subjects see the Year 10 Subjects section starting on page 5.

Year 10 Subject Charges

*Please note that the prices listed below are the 2021 charges. These charges are currently under review. The 2022 charges are still to be ratified by College Council. Some of the charges listed below may change for 2022.

YEAR 10 2021 Subject Charges	
THE ARTS	
Drama: Principles of Performance	Nil
Media	\$50
Studio Arts	\$55
Music Performance	\$20
Visual Communication Design	\$40
ENGLISH	
Core English	Nil
Literature	\$20
English Language	\$20
HEALTH & PE	
Sport & Physical Performance	\$20
Health Matters	\$40
LOTE	
French	\$20
MATHEMATICS	
Mathematical Methods	\$25
Mathematics General	\$25
Mathematics Foundation	\$25
SCIENCE	
Biochemical Science	New in 2022
Physical Science	
Biological Psychology	
Earth & Space Science	
Foundation Science	\$40
HUMANITIES	
Business: Courts, Parliaments & Markets	\$20
Business: Finance & Enterprise	\$20
Geography	\$20
History: Australia & the World	\$20
TECHNOLOGY	
Digital Web Design	\$10
Engineering, Programming and Electronics	\$10
Food Technology	\$100
Textiles: Fabrics & Fashion	\$30
Metal & Glass	\$60
Woodwork	\$70

Payment Process for Year 10 2022

Current Year 9 students are requested to choose their preferred subjects for 2022 by **Wednesday, 11 August 2021**. Subject charges must be paid to confirm the student's place in the class by **Saturday, 13 November 2021**.

- **Payment must be made in full by 13/11/2021**

OR

- **A Compass payment plan must be in place by 13/11/2021.**

Upon confirmation of subjects/electives families will be notified via Compass that payment options are open.

If payment has not been received by the College or a Compass payment plan is not in place by the due date the student will be re-allocated to another subject, in consultation with both the student and parent/guardian.

VCE in Year 10

The College encourages students in Year 10 to study a VCE Unit 1 and 2 as part of their course. This program aims to provide opportunities for these students to:

- Undertake extension work and achieve breadth within their VCE course of study
- Experience the demands of a VCE unit with the view to developing sound and appropriate study and work habits conducive to a high achieving student.

Year 10 students interested in undertaking a VCE unit will apply through the selection process as outlined below. However, it is emphasised that students will be accepted into a VCE unit on the basis of their ability to meet set criteria and the availability of places within the class. (Year 11 students have priority of placement in VCE Units 1 & 2).

The decision to study a VCE unit needs to be considered carefully and only after appropriate processes are followed and appropriate consultation, involving all relevant parties has occurred. See Selection Criteria.

Note: Students undertaking a VCE 1-2 in a subject will be unable to complete the equivalent Year 10 subject in order to ensure access a broad range of studies.

Possible Advantages

- Extend and challenge student learning
- Experience the demands of a VCE unit and the VCE process
- Better enable the option of studying an additional Unit 3/4 in Year 11 (provides students with a 10% bonus to ATAR scores for fifth and/or sixth studies)
- Achieve breadth of study by completing an additional VCE unit.

Possible Disadvantages

- Increased workload
- Absence from a VCE class due to Year 10 commitments such as school sport, excursions etc
- Limiting access to a wider range of subject areas at Year 10.

Selection Criteria

- Recognisable aptitude and sound academic achievement in Year 9 subjects
- Strong written communication skills as demonstrated by English reports, NAPLAN and/or On Demand Test results
- Commitment to study and attendance above 90%

- Demonstrated initiative and ability to work independently
- Strong Grade Point Averages (GPAs), indicating exemplary work habits
- Evidence of student’s ability to manage the workload (student has a history of meeting deadlines and has sound organisational skills).

Selection Process

- Student applications to study a VCE unit will be provided early in Term 3
- The Head of Year 9 will notify applicants early in Term 3 about the outcome of their application.

VCE Units 1-2 Offered in Year 10

The following VCE Units 1 and 2 are offered to Year 10 students in 2022.

Accounting 1-2	Legal Studies 1-2
Biology 1-2	Media 1-2
Business Management 1-2	Modern History 1-2
Applied Computing 1-2	Music: Performance 1-2
Drama 1-2	Physical Education 1-2
Economics 1-2	Psychology 1-2
Environmental Science 1-2	Studio Arts 1-2
Food Studies 1-2	Product Design and Technology (Wood or Textiles) 1-2
French 1-2	Visual Communication Design 1-2
Geography 1-2	
Health and Human Development 1-2	
VET –all half day programs (NB: Sport and Recreation occurs at Norwood) Refer to Page 15 of this handbook.	

NOTE:

- Students in Year 10 may select to study one VCE subject
- VCE Unit 1-2 Literature, Chemistry or Physics is not offered to Year 10 students.

Sample Year 10 Courses

Compulsory subjects

Year 10 Course Example 1

<u>Semester One</u>	English	Mathematical Methods	Biochemical Science	LOTE French	VCE Unit 1 PE	Humanities Australia & the World
<u>Semester Two</u>	English	Mathematical Methods	Physical Science	LOTE French	VCE Unit 2 PE	Technology Woodwork

Year 10 Course Example 2

<u>Semester One</u>	English	Mathematics: Methods	Biological Psychology	Humanities Australia & the World	Technology Foods	VCE Unit 1 Studio Arts
<u>Semester Two</u>	English	Mathematics: Methods	Earth & Space Science	Humanities Business Courts, Parl. and Markets	Health & PE Sport & Physical Performance	VCE Unit 2 Studio Arts

Year 10 Course Example 3

<u>Semester One</u>	English	Mathematics: General	Biochemical Science	Humanities Australia & the World	Health & PE Health Matters	Technology Food Technology
<u>Semester Two</u>	English	Mathematics General	Biological Psychology	Humanities Legal Studies	The Arts Visual Communication	The Arts Studio Arts

Year 10 Course Example 4

<u>Semester One</u>	English	Mathematics: General	Foundation Science	Humanities Geography	Health & PE Health Matters	VET Animal Studies
<u>Semester Two</u>	English	Mathematics General	Humanities Australia & the World	Technology Woodwork	The Arts Visual Communication	VET Animal Studies

Timeline for Year 9 into 10 Subject Selection

Year 9 students and parents should attend the Senior School Information Evening (Year 9 into 10) on **Tuesday, 3 August 2021**. Families will be advised of the time and format closer to the date.

Students will be instructed how to select subjects online. This will happen after course confirmation on **Wednesday, 11 August 2021**.

- Late selections cannot be guaranteed priority in allocation to subjects
- The College does not guarantee that students will be able to study all initial subjects selected
- Normal restrictions will apply such as class sizes, availability (Year 11s get preference in VCE units), clashes etc.

Timeline for Year 10 into 11 VCE Subject Selection

Current Year 10 students will attend course checking interviews on **Thursday, 12 August 2021**. All students must attend their interview punctually and be prepared by bringing their completed subject selection and current career/course/employment intentions.

Note: If a student has been accepted into the VCAL program the student is not required to attend the Year 10 into 11 course counselling and confirmation.

VCE structure at Norwood Secondary College

To satisfactorily complete the VCE a student must:

- Satisfactorily complete at least 16 Units over the 2 or 3 years of the certificate, including 3 units from the English group (must pass Units 3 & 4) and 8 units from Units 3 & 4
- Complete English 3 & 4 or Literature 3 & 4 or English Language 3 & 4
- Satisfactorily complete 3 other unit 3 & 4 sequences (approved VET studies i.e. Cert III in Sport & Recreation are counted and used in ATAR score calculations).

To satisfactorily complete a unit, a student must complete all Outcomes for that Unit. Achievement of the Outcomes is based on the teacher's assessment of the student's performance on the assessment tasks for that unit. Therefore, students will need to demonstrate an understanding of and display the key skills and key knowledge required for that unit. A typical Norwood Secondary College student will complete 12 Units in Year 11 (6 per semester; 4 sessions per week) and 10 Units in Year 12 (5 per semester; 4 sessions per week). This makes a total of **22 VCE Units**.

Some students will have already completed two units at 1 & 2 level. It is expected that students will go on to complete Units 3 & 4 of the study whilst in Year 11, however their performance across Units 1 & 2 will be reviewed first. The aim of this is to enhance a student's final performance by allowing them to score a higher ATAR from six subjects and to increase their level of experience. It is not to allow for a reduced number of subjects in Year 12. Students and parents must be clear of this requirement when selecting to complete Units 1 & 2 in Year 10.

Year 10 students will need to:

- Select a preliminary two-year program
- Start thinking about subject choices now, research material (provided by the Career's Advisor) and the Norwood Careers website
- Ask questions; seek advice from your family, Careers teacher, subject teachers, friends who have experience in specialist areas etc. and attend advertised information events such as university Open Days.

And be aware that:

- Preliminary choices and research will be completed by the student and family in their own time
- There will be course information sessions held at school for students early in Term 3
- Attendance at the Senior School Information evening is an important part of this process. This will take place on **Tuesday, 3 August 2021**. Families will be advised of the time and format closer to the date.
- **Year 10 into 11 confirmation interviews will be held on Thursday, 12 August 2021. Student submit their courses online at this time**
- Subject selection sheets **MUST** be signed by a parent/guardian
- Any changes after Thursday, 12 August 2021 may not be possible – written notification will be required and negotiations will occur with the Head of Year Level or Coordinator
- **Late selections cannot be guaranteed priority in allocation to subjects**
- The College **does not guarantee** that students will be able to study all subjects selected. Normal restrictions will apply such as class sizes, availability, clashes etc.

2022 VCE 1 & 2 Units

Accounting 1-2	Foundation Mathematics 1-2
Biology 1-2	General Mathematics 1-2
Business Management 1-2	Mathematical Methods 1-2
Chemistry 1-2	Specialist Mathematics 1-2
Applied Computing 1-2	Media 1-2
Drama 1-2	Music: Performance 1-2
Economics 1-2	Physical Education 1-2
English and English as an Additional Language (EAL) 1-2	Physics 1-2
English Language 1-2	Product Design and Technology (Wood or Textiles) ** 1-2
Environmental Science 1-2	Psychology 1-2
Food Studies 1-2	Studio Arts 1-2
French 1-2	Visual Communication Design 1-2
Geography 1-2	NB: VET- see Handbook for a full list of VET options: Norwood offers VET Sport & Recreation
Health & Human Development 1-2	
Modern History 1-2	
Legal Studies 1-2	
Literature 1-2	

Please note:

***The College offers a wide range of subjects but only subjects with sufficient final numbers will run.**

****These count as the same subject. Students cannot choose both.**

Timeline for Year 11 into 12 VCE Subject Selection

Year 11 students will need to:

- Have a new Unit 3 & 4 approved by the Head of Year 12 by **Thursday, 5 August 2021**.
- Have a Year 12 program approved and signed by **Monday, 9 August 2021**.

VCE 1-4 Units and Charges

*Please note that the prices listed below are the 2021 charges. These charges are currently under review. The 2022 charges are still to be ratified by College Council. Some of the charges listed below may change for 2022.

THE ARTS	
Studio Arts 1-2	\$110
Studio Arts 3-4	\$135
Drama 1-4	\$30
Visual Communication Design 1-2	\$100
Visual Communication Design 3-4	\$125
Media 1-2	\$90
Media 3-4	\$115
Music: Performance 1-4	\$60
ENGLISH	
English 1-2	NIL
English 3-4	\$25
English as an Additional Language (EAL) 1-4	NIL
English as an Additional Language (EAL) 3-4	NIL
Literature 1-4	\$20
English Language 1-4	\$20
HEALTH & PE	
Health & Human Development 1-2	\$55
Health & Human Development 3-4	\$70
Physical Education 1-2	\$55
Physical Education 3-4	\$70
LOTE	
French 1-2	\$20
French 3-4	\$30
MATHEMATICS	
Foundation Mathematics 1-2	\$25
General Mathematics 1-2	\$50
Further Mathematics 3-4	\$60
Mathematical Methods 1-2	\$50
Mathematical Methods 3-4	\$60
Specialist Mathematics 1-2	\$25
Specialist Mathematics 3-4	\$60
SCIENCE	
Biology 1-2	\$80
Biology 3-4	\$80
Chemistry 1-2	\$80
Chemistry 3-4	\$80
Environmental Science 1-2	\$55
Environmental Science 3-4	New subject in 2022
Physics 1-4	\$70
Psychology 1-4	\$80
HUMANITIES	
Accounting 1-4	\$65
Business Management 1-4	\$65
Economics 1-4	\$40
Legal Studies 1-4	\$65
Geography 1- 4	\$40
Modern History 1-2	\$40
History Revolutions 3-4	\$65
TECHNOLOGY	
Applied Computing 1-2	\$40
Applied Computing: Data Analytics 3-4	\$40
Applied Computing: Software Development 3-4	\$40
Food Studies 1-2	\$180
Food Studies 3-4	\$205
Product Design and Technology (Wood) Units 1-2	\$160
Product Design and Technology (Wood) Units 3-4	\$200
Product Design and Technology (Fibres) Units 1-4	\$50

Payment Process for Year 11 and 12, 2022

Unit 1-4 subject charges must be paid to confirm the student's place in the class by **Saturday, 13 November 2021**.

- **Payment must be made in full by 13/11/2021**
- OR
- **A Compass payment plan must be in place by 13/11/2021.**

Upon confirmation of subjects/electives families will be notified via Compass that payment options are open. If payment has not been received by the College, or a Compass payment plan is not in place by the due date, the student will be re-allocated to another subject, in consultation with both the student and parent/guardian.

2022 VCE English Pathways

Students now have a broader choice in fulfilling the requirements of VCE English. The VCAA requires all students to achieve a satisfactory result in at least Unit 1 or Unit 2 English, English Language or Literature, followed by a satisfactory Unit 3 & 4 English, English Language or Literature sequence. Students considering combinations other than English Units 1-4 should consult their English teacher and/or the English Coordinator prior to completing their subject selection form. Students may study more than one English subject; however, the study of all three English subjects is not advisable.

Year 10	Year 11	Year 12
English	VCE English Units 1 & 2	VCE English Units 3 & 4
	VCE English Language Units 1 & 2	VCE English Language Units 3 & 4
	VCE Literature Units 1 & 2	VCE Literature Units 3 & 4
English Language	VCE English Language Units 1 & 2	VCE English Language Unit 3 & 4
Literature	VCE Literature Units 1 & 2	VCE Literature Units 1 & 2

Note: In Year 12 students are able to select Unit 3 & 4 English if they choose not to continue with VCE English Language 3 & 4 or Literature 3 & 4.

VCE Mathematics pathways from Year 10 to Year 12

Students at Norwood have a choice of four different Mathematics subjects to choose from over the course of their VCE.

Course counselling begins for Year 9 students at the end of Term 1, during this time students discuss their mathematics pathways with their teacher and career counsellor to ensure they choose the correct Mathematics subject for their future careers and aspirations.

Changing a Mathematics stream after Year 11 is not advised as the prerequisite knowledge needed for Units 3 & 4 is accumulated throughout Years 10 and 11.

Common Pathway

Year 10	Year 11 VCE Units 1 & 2	Year 12 VCE Units 3 & 4
Foundation Mathematics	Foundation Mathematics	Foundation Mathematics**
General Mathematics	General Mathematics	Further Mathematics
Mathematical Methods	Mathematical Methods	Mathematical Methods
	Specialist Mathematics <u>and</u> Mathematical Methods *	Specialist Mathematics <u>and</u> Mathematical Methods*

*Students who are looking to progress to Specialist Mathematics must note that Mathematical Methods is a co-requisite and must achieve a minimum of a C average across their results in Year 10 Mathematical Methods.

** Note: New study design implemented 2023.

Accelerated Pathway

Year 10	Year 11 VCE Units 1 & 2	Year 12 VCE Units 3 & 4
Mathematical Methods + General Maths Units 1 & 2	Mathematical Methods Units 1 & 2 + Further Mathematics Units 3 & 4	Mathematical Methods Units 3 & 4

Note: Students who are looking to accelerate their Mathematical study in either Years 10 or 11 must have a written acceptance from the Head of Mathematics and an endorsement letter from their Mathematics teacher.

Vocational Education and Training (VET) in schools

VET subjects are part of the VCE but are based on more practical/"hands on" studies. Theory is put into practice, providing students with the opportunity to develop work skills and knowledge that relate to real jobs in industry. What is learnt directly, applies to work situations.

By undertaking a VET subject, students gain:

- VCE credits towards their VCE or VCAL program
- Credit towards the calculation of their ATAR score (when a recognised 2 year program is studied)
- A nationally recognised VET qualification
- Confidence, communication and employment skills
- Industry skills that can enhance their career opportunities

Where and when VET subjects are studied

All VET subjects other than Sport & Recreation are studied away from Norwood, usually on Wednesday afternoons. Programs that operate for the whole of Wednesday and some Box Hill TAFE courses can only be offered to 2022 Year 11 students. The following table displays current offerings and is correct at the time of publication.

VET charges

In the recent 2021 state budget, the Victorian Government announced that from 2022, new funding will be available to schools to pay for the cost of materials used for VET courses for senior school students undertaking VCE or VCAL. This acknowledges the important contribution that VET makes to our students' learning, senior certificates, and future careers.

Schools will continue to provide for the cost of tuition, and this new funding will assist to also pay for the items used in training and assessment. This means that for VET subjects, you will no longer have to pay for essential learning materials. It should be noted, however, that parents will still pay for some costs such as uniform requirements or personal protective equipment, that are used and retained by the student. These costs are unable to be determined at this stage. We will keep you updated as more detail is provided to us.

We are pleased to be able to reduce costs for families and help our students to participate in VET programs. If you have further questions, please contact our Careers and Pathway Advisor.

The above information is provided on behalf of the Department of Education and Training and has been newly released to schools.

Subject	Provider and location	Time
Allied Health Assistance	Swinburne TAFE (Wantirna)	1pm-4pm
Animal Studies	Box Hill TAFE (Lilydale or Box Hill)	1.30pm-5pm
Applied Fashion	Box Hill TAFE (Box Hill)	1.30pm-5.30pm
Beauty Services (Cert III)	Box Hill TAFE (Box Hill)	1pm-5.30pm
Automotive Technology	Ringwood SC (Ringwood)	1.30pm-6pm
Carpentry **	Swinburne TAFE (Croydon)	1.00pm-6pm
CISCO Networking	Ringwood Training (Ringwood)	1.30pm-5.30pm
Civil Construction	Swinburne TAFE (Wantirna)	1pm-5pm
Community Services	Swinburne TAFE (Croydon)	1pm-4.30pm
Design Fundamentals	Box Hill TAFE	1.30pm-5pm

Early Childhood Education	Box Hill TAFE (Lilydale or Box Hill)	1.30pm-4.30pm
Electrotechnology **	Swinburne TAFE (Wantirna)	1pm-6pm
Engineering Technology	Ringwood SC (Ringwood)	1pm-5.30pm
Equine Studies	Box Hill TAFE (Lilydale or Box Hill)	1.30pm-5pm
Hospitality	Aquinas College (Ringwood)	1.30pm-5pm
Interior Decoration	Box Hill TAFE (Box Hill)	1.30pm-5pm
IT, Digital Media & Tech.	Ringwood SC (Ringwood)	1.30pm-5.30pm
Laboratory Skills	Swinburne TAFE (Wantirna)	1pm-5.00pm
Live Production & Services	Box Hill TAFE (Box Hill)	1:30pm-6.30pm
Make-up (Cert 111)	ITS Academy	1.30pm-4.30pm
Music (Sound Prod.)	Box Hill TAFE (Box Hill)	1.30pm-5.30pm
Plumbing **	Swinburne TAFE (Croydon)	12.30pm-5.30pm
Retail Cosmetics	ITS Academy (Bayswater)	1.30pm-4.30pm
Salon Assistant	ITS Academy (Bayswater)	1.30pm-4.30pm
Screen and Media	Box Hill Institute	1.30pm-5pm
Sport & Recreation (TBC)	Norwood SC	1.30pm-5pm
The following courses are only available to students commencing Year 11 in 2022		
Bricklaying	Swinburne TAFE	8pm-4pm
Cabinet Making	Holmesglen TAFE (Chadstone)	9pm-3.30pm
Horticulture	Swinburne TAFE (Wantirna)	8pm-4pm
Landscaping	Swinburne TAFE (Wantirna)	8pm-4pm

NOTE:

- Specific details about each VET course will be available from the VET handbook. It is anticipated that the handbook will be available on the College website early in Term 3 when TAFE providers update their course details
- **Additional VET programs will be added to the VET handbook as details become available**
- **Swinburne VET programs covering Electro Technology, Carpentry and Plumbing may require students to attend a full week of study in the first week of the Term 3 Holidays.

What else should a student be aware of?

You need to think carefully about how important it is for you to do a VET study. You need to be aware that:

- It is the student's responsibility to organise their own transport to and from the VET course location
- Attending any VET program apart from the Norwood VET course will involve missing out on class lessons in other subjects. Depending on the time it commences, an afternoon VET program will involve leaving Norwood at the beginning of either Period 3 or Period 4. This means that students will miss out attending Period 4 or both Periods 3 and 4 every Wednesday. It is the responsibility of students to regularly discuss with their class teacher catching up on work missed
- VET subjects such as Cabinet Making, Horticulture and Bricklaying operate for the whole of Wednesday. To help minimize the effect of missing so many lessons, Year 11 VCE students can study five instead of six subjects. They will, however, still miss a lesson in each of two or three subjects every Wednesday
- VET students will have two spare lessons during the week, which they can use to catch up on missed lessons by studying in the Library
- The second Year of a VET course can only be studied if the first year has been completed
- Salon Assistant (Hairdressing), Retail Cosmetic courses and Construction Pathway courses only take one year to complete
- The Norwood VET application form is available from the Careers and Pathways Advisor and needs to be completed and returned to the Careers Office, by Wednesday, 11 August 2021

- For current Year 9 students the same application process as applying for a VCE subject will follow. When an application is approved, a Norwood VET application form highlighting charges to be paid will be available from the Junior School Office or the Careers Office. Year 10 students have priority placing over Year 9 students
- Additional VET application forms will need to be completed, depending on the VET course being applied for. Places in a VET course can only be confirmed when the VET provider contacts Norwood. In the past students have missed out on a place in a VET course when they did not complete applications on time
- Some VET subjects may require you to do work placement. It is preferred that this placement occurs during the Term 1, 2 or 3 holidays
- All VET charges need to be paid before commencing the course.

The Victorian Certificate of Applied Learning (VCAL)

Like the Victorian Certificate of Education (VCE), the VCAL is a recognised senior secondary qualification. It focuses on 'hands-on learning' or "applied learning" meaning that you put into practice what you learn. It aims to give you practical work-related experience, as well as literacy and numeracy skills with the opportunity to build personal skills that are important for life and work.

Students who do the VCAL are more likely to be interested in:

- Going on to training at TAFE
- Doing an apprenticeship or traineeship
- Getting a job after completing Year 12.

Levels of VCAL offered at Norwood

At Norwood, VCAL is accredited and issued at two award levels:

- Victorian Certificate of Applied Learning (Intermediate) studied in Year 11
- Victorian Certificate of Applied Learning (Senior) studied in Year 12.

Changes from 2022

Next year students will still be able to enrol in either the Victorian Certificate of Applied Learning (VCAL) or the Victorian Certificate of Education (VCE). The following year, in 2023, VCAL students will be enrolled in the new VCE Vocational Specialisation.

The VCE Vocational Specialisation will be recognised internationally, be valued by employers and will build on the strengths of VCAL including providing:

- *flexible timetables that allow students to study at school, TAFE and work*
- *opportunities to experience real-life workplaces*
- *subjects that will build students skills and prepare them for life after school*
- *greater access to high quality VET learning, either in school, a neighboring school or a local TAFE.*

Course selection in 2022

We are supporting all students in their course selections for 2022 and are providing the following advice and information to students considering a VCAL pathway:

- If students are studying VCAL in 2022 they will transfer into the VCE Vocational Specialisation with credit for completed VCAL subjects in 2023. In 2023, students will continue to study Senior VCAL subjects in the new certificate as part of the implementation process. At the end of 2023, these students will be awarded the VCE Vocational Specialisation if they meet the requirements
- This approach provides assurance and clarity to current Year 10 students some of whom will be among the first cohort to receive a VCE Vocational Specialisation certificate in 2023
- The following diagram sets out the senior secondary pathways for students commencing the VCE or VCAL in 2022.



Subjects studied in VCAL

The program is studied five days a week with specific days allocated for different subjects:

Intermediate VCAL

Monday, Tuesday and Thursday

- Literacy Skills
- Numeracy Skills
- Personal Development Skills
- Certificate II in Business
- One VCE subject

Wednesday

- Industry Specific Skills (VET Subject)

Friday

- Structured Workplace Learning

Senior VCAL

Monday and Tuesday

- Literacy Skills
- Numeracy Skills
- Personal Development Skills.
- Work Related Skills

Wednesday

- Industry Specific Skills (VET Subject)

Thursday and Friday

- Structured Workplace Learning

Structured Workplace Learning

The requirements of this component of Norwood VCAL

- In Year 11 - minimum of 100 hours, including a minimum of 80 hours of Work Placement, and up to a maximum of 20 hours in Part-time/casual employment
- In Year 12 - minimum of 200 hours, including a minimum of 80 hours of Work Placement, and up to a maximum of 20 hours in Part-time/casual employment
- Ideally the Work Placement should link in with the VET program being studied. Evidence of work placement will be recorded in a logbook that is signed by the student and employer.

What must I do to satisfactorily pass each year of VCAL

- Show competence for all learning outcomes
- Show competence for all group work tasks
- Attend all school based classes, including your VCE subject, to a minimum of 90%
- Attend all VET classes to a minimum of 90%
- Attend work placement/work experience for a minimum of 100 hours in Year 11 and 200 hours in Year 12
- Participate and contribute satisfactorily in the VCAL major projects.

How will an “N” or “Not Yet Competent” affect my results?

An N or Not Competent result may mean you have not gained enough units to achieve your Intermediate VCAL or be able to progress to the Year 12 Senior VCAL Certificate.

How are you assessed in VCAL?

Although there are no exams, you will need to complete each of your studies to a “Competent” standard.

What is Competency Based assessment?

VCAL subjects are not graded ‘A, B, C etc. You will be assessed as either ‘COMPETENT’ or ‘NOT YET COMPETENT’ for a given task or outcome. Assessing to be ‘COMPETENT’ in a subject will take into account:

- A satisfactory level of understanding of the set tasks
- Personal organizational skills
- Timely submission of work
- Bringing all required materials to class
- Taking responsibility for your own learning

Showing that you have a satisfactory level of understanding of the set tasks may include:

- Videos
- Photos
- Role plays
- Power Point presentations
- Social Media page
- Written text
- Work log books
- Projects
- Assignments
- Teacher observations
- Oral Presentations

Application Process

When you hand in an application form, you will be interviewed early in Term 3. The interview gives you the opportunity to discuss how well suited you are to studying a VCAL program at Norwood.

The qualities and attributes taken into account include:

- Why you would like to study VCAL
- Your progress in subjects studied
- Your attendance rate, work attitude and behaviour
- How you intend to find work experience – whether you have any contacts
- Whether you can select a suitable VET subject to study.

There are limited places in VCAL meaning that poor performance in Year 10 does not automatically mean you can then access VCAL at Norwood.

What are my Attendance Requirements?

If your attendance falls below 90% in any of your Norwood classes you will be required to attend extra classes on a Wednesday or Friday morning to make up missed classes. These classes can only be attended **progressively** throughout each term and semester. It is neither acceptable nor possible as part of the college VCAL policy to catch up in bulk at the end of the term. If attendance falls below 70% it will be deemed that it is not possible to redeem that level of absence and an ‘N’ or ‘Not Competent’ result will apply for that class.

Missing any VET classes may make it difficult to complete certain modules and would result in a 'Not Yet Competent' assessment for that unit.

Intermediate Literacy Skills – Reading and Writing

Units 1 and 2

Unit Purpose

In this unit students will develop the skills and knowledge to read and write a variety of texts. These will focus on everyday subject matter, but will also include some unfamiliar aspects or materials. At this level students, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text taking into account its effectiveness.

At the end of the unit students will demonstrate that they can read, comprehend and write a range of texts within a variety of contexts.

Summary of Learning Outcomes

Students must show competence in all eight learning outcomes.

1. Writing for Self Expression
 - Write a recount, narrative or expressive text
2. Writing for Practical Purposes
 - Write an instructional or transactional text
3. Writing for Knowledge
 - Write a report, explanatory or expository text
4. Writing for Public Debate
 - Write a persuasive, argumentative or discursive text
5. Reading for Self Expression
 - Demonstrate that meaning has been gained from reading a narrative, recount or expressive text
6. Reading for Practical Purposes
 - Demonstrate that meaning has been gained from reading an instructional or transactional text
7. Reading for Knowledge
 - Demonstrate that meaning has been gained from reading an explanatory, expository or informative text
8. Reading for Public Debate
 - Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text.

Intermediate Literacy Skills – Oral Communication

Units 1 and 2

Unit Purpose

In this unit students will focus on the purposes of communication; developing an understanding of how language will vary with audience and purpose. Students will consider non-verbal communication and its importance and further develop their listening skills.

At the end of the unit, students will be able to use and respond to spoken language including some unfamiliar materials within a variety of contexts.

Summary of Learning Outcomes

Students must show competence in all four learning outcomes.

1. Oracy for Self Expression
 - Use and respond to spoken language to communicate to others story and life experience.

2. Oracy for Knowledge
 - Use and respond to spoken language in informative talks.
3. Oracy for Practical Purposes
 - Use and respond to spoken language in instructions and transactions.
4. Oracy for Exploring Issues and Problem Solving
 - Use and respond to spoken language in discussions to explore issues or solve problems.

Numeracy Skills

Unit 1

The purpose of this unit is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. The mathematics involved includes numbers and data, financial literacy, time and location, and measurement and design. It also includes the use of software tools and devices applied to tasks that are part of the students' normal routine but extends to applications outside their immediate personal environment such as in the workplace and the community.

Summary of Learning Outcomes

Students must show competence in all four learning outcomes.

1. Numerical Skills and Processes
 - Perform routine multi-step computations with and without software tools and devices.
2. Financial Literacy
 - Make decisions and perform routine monetary calculations involving money, manage personal finances and understand risk in familiar situations.
3. Planning and Organising
 - Identify, use and interpret routine numbers and units of measurement to make decisions about time, location, data, resources and solve routine multi-step problems.
4. Measurement, Representation and Design
 - Use units of measurement to measure, represent and interpret objects, plans and diagrams.

Unit 2

The purpose of this unit is to enable students to develop, refine, extend and apply numeracy knowledge and skills through an investigation in a familiar industry area linked to the VET units in their VCAL program or employment. The numeracy involved focuses on Number, Measurement, Financial Numeracy, and Probability and Statistics.

Summary of Learning Outcomes

Students must show competence in all four learning outcomes:

1. Design a Numeracy-based Project Plan in a Familiar Industry Area
2. Apply Numerical Skills in an Industry Context
3. Use Appropriate Software Tools and Devices to Represent Data
4. Communicate the Results of the Project

Personal Development Skills

The purpose of the VCAL Personal Development Skills Strand is to develop student knowledge, skills and attributes that lead to self-development and community engagement through:

- Family, social, community and environmental responsibilities
- Resilience, self-esteem and efficacy
- Health and wellbeing
- Valuing participation in a democratic society.

Personal Development Skills units are designed to develop and improve:

- Self-awareness and self-worth
- Health and wellbeing

- Social connectedness
- Community and environmental awareness
- Critical and creative thinking.

Unit 1:

In Unit 1 we plan, organise and carry out a series of projects that link to improving our health and well-being, we connect to our immediate local community and work to build our resilience and connectedness within our class and the College. Possible projects include helping to improve our environments at home, within our family, and at school whilst working to build self-management skills. We examine learning styles, personality styles and leadership styles whilst working on increasing our social connectedness. Main areas covered during Unit 1 are Respectful Relationships, Communication and Leadership.

Unit 2:

In Unit 2 we continue to have a focus on the community with links to environmental, cultural or social issues. We will work on projects that enrich our understanding and awareness of issues within our community, we will develop and evaluate strategies to support our community whilst at the same time continue to develop our problem solving and interpersonal skills. Possible areas we will examine include Adolescent issues, Homelessness and Cultural diversity.

Certificate II in Business – BSB20115

This is a nationally recognised course which aims for students to gain a variety of skills and knowledge needed to undertake administrative roles in a business environment. Students will:

- Cover business specific content such as invoicing, GST, time management, setting up a business and career planning. Student learning will have a focus on communication, business techniques, customer service, developing employability skills and preparing for employment.

The course comprises a number of modules:

- Organise and complete daily work activities
- Process and maintain workplace information
- Communicate in the workplace
- Work effectively with others
- Deliver a service to customers
- Work effectively in a business environment
- Contribute to health and safety of self and others
- Participate in environmentally sustainable work practices
- Handle mail
- Produce digital text documents
- Use digital technologies to communicate remotely
- Use business technology.

All modules need to be completed in order to pass this course. Many of the tasks for this course are undertaken online. A fully functioning laptop is required.

Industry Related Skills**Units 1 and 2****This requires students to either:**

- Study and complete two Units of a VET subjects of their choice. Please refer to the list of VET subjects available on Page 15.

OR

- Undertake a School Based Apprenticeship**.

Please note: A School Based Apprenticeship/Traineeship (SBAT) is arranged when students find an employer who agrees to employ them as a “part time” apprentice/trainee covering both Work Placement and VET studies. A Training contract registered with the Office of Training and Tertiary Education is required. For details contact our Careers and Pathways Coordinator.

VCE Subject

Students study one VCE subject for Year 11 only. Subject choices are restricted to those that operate on days VCAL students attend Norwood. Often the choice is between Product Design and Technology (Wood), Health and Human Development, and General Maths, but in the past has also included Studio Arts or Visual Communication.

Year 10 Subjects

In 2022 the following subjects are COMPULSORY: English (for 2 semesters), Mathematics (for 2 semesters), History (for one semester), and one of the two Science options – Option 1: Two electives (two semesters) or Option 2: Foundation Science (for one semester).

Students need to choose a range of subjects across the key learning areas (The Arts, Health and Physical Education, French, Humanities and Technology).

The Arts

Year 10	Year 11	Year 12
Drama	VCE Drama Units 1 & 2	VCE Drama Units 3 & 4
Media	VCE Media Units 1 & 2	VCE Media Units 3 & 4
Studio Arts	VCE Studio Arts Units 1 & 2	VCE Studio Arts Units 3 & 4
Music Performance	VCE Music Performance Units 1 & 2	VCE Music Performance Units 3 & 4
Visual Communication Design	VCE Visual Communication Design Units 1 & 2	VCE Visual Communication Design Units 3 & 4

Drama

Introduction to Performance Styles:

This unit of work focuses on characterisation through the study of two or more scripted works from a range of social, historical or cultural contexts.

- Building a character from a script
- Presenting a character in a scripted performance
- Analysing scripted characters.

Devised ensemble performance:

Students draw on the work of drama practitioners and contemporary practice as they devise an ensemble performance work. They work collaboratively to devise, develop and present an ensemble performance adaptation of a short story. They analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist.

- Documenting, devising and presenting ensemble performance
- Analysing and evaluating a professional drama performance.

Devised Mini Solo Performance:

Students draw on the previous units of study to devise and present a 2-3 minute solo performance, based from selected stimulus material.

- Researching, documenting, devising and presenting solo performance

Assessment Tasks (suitable tasks may include):

- A folio of annotated images and texts that document the development of a character and/or ensemble work
- Performance of a scripted solo or ensemble drama work
- Performance of a devised ensemble drama work
- An oral presentation, multimedia presentation, **or** written response to structured questions that guide analysis of a scripted character
- An oral presentation, multimedia presentation, **or** written response to structured questions that guide analysis of a professional theatre performance.

Media

Overview:

This study is designed to enable students to begin to investigate and analyse their own and others' experiences of media. Students begin to develop an understanding of production processes involved in the construction of media forms. They also begin to examine the relationship between the media, media products and society.

Areas of study:

- Production of images both still and moving
- Production design
- Media processes, social values and media influence.

Assessment:

- Research/design projects
- Theory and practical photography
- Collaborative film project
- End of Semester Examination.

Studio Arts

Overview:

This unit was designed to enable students to explore the processes used for solving artistic problems and designing studio works. Students explore social, cultural, historic and contemporary influences before producing studio works based on work briefs in relation to the topics being explored. Students investigate a range of methods, media, materials and art movements.

Areas of study:

- Art Elements and Art Principles
- Balance: radial, symmetrical and asymmetrical balance
- Unity: collage, photomontage
- Scale & Repetition: painting, drawing
- Appropriation: digital images, photography
- Proportion: 3D art/sculpture
- Perspective: drawing, painting
- Art movements: Pop art, Dada, Post-modernism, Surrealism, Expressionism.

Assessment:

- Practical tasks, trials and artwork
- Research, analysis, annotations and visual diary
- End of Semester Examination.

Music Performance

Overview:

In this unit students will work as a soloist and in small groups to develop their performance skills. Students must be able to sing or play an instrument to be in this unit. As it is a practical subject where a wide range of styles will be performed. Students will explore music technology, composition, aural/theory/listening skills to prepare them for VCE music studies.

Areas of study:

- Performance: Solo and Group works
- Composition, Improvisation and Arrangement
- Music Language: Theory, Aural and Listening Analysis.

Assessment:

- Performance: Solo and Group Assessments
- Composition: Song Writing
- Music Language: Tests and classwork

Visual Communication Design

Overview:

In this VCD unit, students explore and develop skills and understanding of the methods used to create visual communications from the Industrial, Environmental and Communication design fields. Students produce a number of presentations which may include: illustrations, 2D and 3D technical drawings, floor plans, elevations, logos, branding, packaging nets, posters and surface graphics. Students maintain a visual diary to record creative, critical and reflective thinking, annotations, visualisation, observational and presentation drawings. They explore the use of some CAD programmes from the Adobe Suite. Year 10 Visual communication design is a valuable introduction to the VCE Visual Communication Design Units 1 to 4 and is highly recommended as an introduction to VCD study design.

Areas of study:

- Folio of practical work
- Visual Diary
- Research tasks
- Computer-aided design tasks.

Assessment:

- Environmental design folio related to garden/house design
- Communication design folio
- Industrial design folio
- End of Semester Examination.

English (Core English - a whole year study)

Overview:

Year 10 English focuses on the ability to speak, listen, read, view and write with confidence, purpose and enjoyment. Students will build on work from Year 9 and develop skills, which they can transfer to the workplace or to the study of VCE English.

Areas of Study:

Semester 1

Students will read and respond to texts analytically and creatively. They will present two responses to texts, one analytical and one creative. Students also analyse arguments and the use of persuasive language in issues texts and create their own texts. They will write a response, which identifies how argument and persuasive language are used and create a text, which presents a point of view.

Semester 2

Students will compare the presentation of ideas, issues and themes in texts. They will complete two responses to texts, one analytical and one creative. Students will also analyse arguments presented and the use of persuasive language in issues texts and create their own texts intended to position audiences. They will write a response, which analyses how argument and persuasive language are used in texts and create a text which presents a point of view.

Assessment:

- Writing folio
- Text Response
- Oral Presentations
- Issues tasks
- End of Semester Examination.

English Language (One Semester Only)

In this unit, students will be exposed to language from a variety of contexts including contemporary examples and historical language, and in a variety of modes (spoken, written, multimodal) in order to develop their analytical skills and understanding of the linguistic underpinnings of the English Language. In addition, students will gain a familiarity with the expected structure and text types of VCE English Language outcomes – in particular, the analytical commentary.

Areas of Study:

The Nature and Function of Language

- Major functions that language serves when used in a given context
- The influence of context on language choice
- Features that characterise speech and writing
- The structure of language, from morphemes to lexemes, to phrases and clauses, to sentence Structures and types
- The ways in which language encodes social and cultural understandings
- Metalanguage to discuss aspects of the nature and functions of human language.

Assessment:

- Structured short answer questions
- Guided Analytical commentary
- Visual Display – digital or hardcopy
- Essay
- End of Semester Examination.

Note: Students complete English Language / Literature as well as Core English

Literature (one semester study)

Overview:

In this unit students will study a variety of literature types including prose, plays, and poetry. Students will engage with Classic literary texts, and focus on developing the skills and knowledge that are necessary for the study of VCE Literature. Students intending to study VCE Literature are advised to select this elective.

Areas of study:

- An understanding of literary concepts and terms
- Ways in which a text reflects or comments upon a society
- How a text relates to the authors' views of the world.

Assessment:

- Creative Adaptation
- Literary Perspective Response
- Close Analysis
- End of Semester Exam.

Note: Students complete English Language / Literature as well as Core English

Health and Physical Education

Year 10	Year 11	Year 12
Sport and physical Performance	VCE Physical Education Units 1 & 2	VCE Physical Education Units 3 & 4
Health Matters	VCE Health and Human Development Units 1 & 2	VCE Health and Human Development Units 3 & 4

Sport and Physical Performance

Overview:

This unit aims to prepare students for VCE Physical Education. It comprises both theoretical and practical components. Students will develop a basic understanding of anatomy and physiology of the human body, including the skeletal, muscular, cardiovascular and respiratory systems. They study the components of these systems and their functions, particularly as they relate to physical performance. Students investigate the contribution, characteristics and interplay of the three energy systems and how they impact on performance in physical activity and sport. Students participate in a semester long sporting competition in pre-allocated teams, where the focus is on skill development, teamwork and sportsmanship. Students will compete in a variety of sports, which vary weekly.

Areas of Study:

- Skeletal System
- Muscular System
- Cardiovascular System
- Respiratory System
- Energy Systems.

Assessment:

- Topic tests/structured questions
- Laboratory reports on practical activities
- Practical performance
- End of Semester Exam.

Health Matters

Overview:

In this unit, students examine mental health issues relevant to young people and research these issues and organisations that provide support for mental health problems. They investigate the nutritional requirements during adolescence and understand the nutrient content in food and beverages, with a focus on the impact of sugars. Students consider the rights and responsibilities involved in sexual health and maintaining safe and positive relationships. They also develop an understanding of the process of getting a licence in Victoria and the issues surrounding road safety.

Areas of study:

- Mental Health
- Nutrition
- Sexual Health
- Safe Driving.

Assessment:

- Poster presentation
- Assignments/projects
- End of Semester Examination.

French

Overview:

This subject will continue the development of the four skills of language acquisition, (reading, speaking, writing and listening), with revision of material from Year 9 French. Comprehension exercises, written, recorded and other authentic resources will continue to provide information as a framework for developing competence in composition, oral work and comprehension. Students will continue to prepare for success in VCE French.

Areas of Study (will cover the four macro skills; reading, writing, listening and speaking):

- Grammar structure and vocabulary
- Oral communication skills
- Written communication skills.

Assessments (will cover the four macro skills for each unit):

- oral tasks, such as role plays, interviews, presentations
- comprehension tasks, such as listening/reading and responding
- written responses to a range of text types, such as personal, articles, journals, imaginative
- end of unit examination.

NB: It is expected that a student will study French for a whole year. Students will not be able to change out of French at the end of Semester 1.

Mathematics

Foundation Mathematics

Overview:

This subject will be offered to those students who have had a lot of difficulty achieving either understanding or success in Mathematics in Years 7 to 9. It is only offered by recommendation from the Year 9 teacher.

There is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. Foundation Mathematics therefore covers more practical mathematics with an emphasis on building skills and developing confidence.

NOTE: This course only leads to VCE Foundation Mathematics Units 1 & 2, or to VCAL Numeracy (if accepted into VCAL) in Year 11.

Areas of study:

- Number and Algebra (Consumer Arithmetic, Application of common formulas and equations)
- Statistics and Probability (Chance events, Statistical analysis)
- Measurement and Geometry (Shape, Similarity, Area, Volume, Triangle geometry)
- Reasoning and Strategies (Application strategies for mathematics to real life situations).

Assessment:

- Topic tests
- Investigations
- End of Semester Examination.

General Mathematics

Overview:

The General Mathematics course has an emphasis on developing skills to solve practical applications and is focused more on statistics, consumer arithmetic and measurement, and less on algebraic functions and modelling. This course leans heavily on computer algebraic software (CAS) to assist students in solving equations.

NOTE: This course only leads to VCE General Mathematics Units 1 & 2.

Areas of study:

- Number and Algebra (Index laws, Consumer Arithmetic, Basic Algebraic manipulation with CAS)
- Statistics and Probability (determining probabilities of chance events, statistical measures of centre and spread, univariate and bivariate data, application of networks and graph theory)
- Measurement and Geometry (Shape, Area, Volume, Pythagoras' Theorem, Trigonometry, Bearings)
- Reasoning and Strategies (Application strategies for mathematics to real life situations).

Assessment:

- Topic tests
- School assessed course work (application tasks)
- End of Semester Examination.

Mathematical Methods

Overview:

Mathematical Methods is designed for students who enjoy the analytical and abstract nature of mathematics. Through the study of Mathematical Methods, students will gain skills and knowledge to begin solving complex algebraic equations and to graph higher order functions.

The course contains a significant algebra component and therefore it is **vital** that students who select this subject have a solid understanding of Year 9 algebra.

Note: This subject gives students the requisite knowledge to undertake both Mathematical Methods Units 1&2 and Specialist Mathematics Units 1&2.

Students who are looking to progress to Specialist Mathematics must achieve a minimum of a C average across their results in Year 10 Mathematical Methods.

Areas of study:

- Number and Algebra (Surds, Indices, Scientific Notation, Linear/Quadratic Equations and Modelling)
- Statistics and Probability (Probabilities of chance events, Probability distributions, Univariate data)
- Measurement and Geometry (Area, Volume, 2D and 3D Trigonometry, Pythagoras' Theorem)
- Reasoning and Strategies (Problem Solving and Applications).

Assessment:

- Topic tests
- School assessed course work (problem solving tasks)
- End of Semester Examination.

Science

Year 10	Year 11	Year 12
Select 2 units from: * Biochemical Science * Physical Science * Biological Psychology * Earth & Space Science	VCE Chemistry Units 1 & 2	VCE Chemistry Units 3 & 4
	VCE Environmental Science Units 1 & 2 (new in 2021)	VCE Environmental Science Units 3 & 4 (new in 2022)
	VCE Physics Units 1 & 2	VCE Physics Units 3 & 4
	VCE Biology Units 1 & 2	VCE Biology Units 3 & 4
	VCE Psychology Units 1 & 2	VCE Psychology Units 3 & 4
Foundation Science	No access to VCE Science	

Year 10 Science Electives (new in 2022)

The subjects on offer in Year 10 Science provide students with an opportunity to undertake a rewarding and specialised study. The electives will cover specific scientific content and processes in depth. Skills and concepts provide students with an excellent and informed platform for those looking to pursue a VCE science, (Biology, Chemistry, Psychology, Physics, and Environmental Science) and Physical Education. These electives also provide a solid foundation for tertiary pathways.

Students will choose two (2) semester electives from the following four (4) options, to complete a full year of science based study.

Several of the electives are prerequisites for VCE Science subjects and also VCE Physical Education.

Biochemical Science

Areas of Study:

Biology: Reliance of multicellular organisms on coordinated and interdependent internal systems to respond to changes to their environment. Investigation and manufacture of carbohydrates, nucleic acids, proteins and lipids that make up cells and the function and structure of enzymes.

Chemistry: The atomic structure and properties of elements used to organise them in the periodic table. To explore chemical bonding models such as ionic, covalent and metallic and introduction to organic chemistry including the naming and drawing of hydrocarbons and compounds containing functional groups.

Physical Science

Areas of Study:

Chemistry: Atomic structure and electronic configurations of elements, the calculation of moles and molar masses. To investigate different types of chemical reactions used to produce a range of products and the factors affecting the different reaction rates. To write chemical formulae and balance chemical equations.

Physics: The description and explanation of the motion of objects involving the interaction of forces and the exchange of energy which can be described and predicted using the laws of physics. The interaction of magnets can be explained by a field model; how magnets are used in the generation of electricity and its operation.

Biological Psychology

Areas of Study:

Psychology: The study of thoughts, feelings and behaviours. An understanding of the physiological aspects of human behaviour involving the brain, nervous system, sleep, emotions and body language. To develop an understanding of the social, developmental, perceptual, cognitive and physiological aspects of human behaviour.

Biology: To explore aspects of human health through genetic, lifestyle and environmental diseases and mental health disorders. The study of genetic inheritance and heritability observed across generations and the theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

Earth and Space Science

Areas of Study:

Environmental Science: Energy flow in Earth's atmosphere, renewable and non-renewable energy sources, the process and impacts of the greenhouse effect and enhanced greenhouse effect. The theory of plate tectonics explains global patterns of geological activity and continental movement.

Physics: The Universe contains features including galaxies, stars and solar systems; the Big Bang theory can be used to explain the origin. Current models and theories behind the expansion of the universe is explored using evidence based data.

Assessments (suitable tasks include):

- Topic tests
- Practical reports and field work
- Extended Practical Investigations
- Assignments
- Scientific posters
- End of semester examination.

Pre-requisites:

- Students looking at completing VCE Chemistry would be required to complete either Biochemical Science or Physical Science. They also have the option of choosing both Biochemical Science and Physical Science
- Students looking at competing VCE Physics would be required to complete Physical Science. An option of Earth and Space Science would be an advantage but not essential
- Students can still accelerate into VCE Psychology, Biology and Environmental Science as a Year 10 student. As such there are no prerequisites within the Year 10 Science program for these VCE subjects. These students would still choose two electives at Year 10.

Foundation Science

This course is offered for one semester only and provides students the opportunity to build on basic scientific literacy and application of science to real life situations. The course builds on the knowledge of the scientific method, processes, concepts and skills acquired through Years 7-9 Science. Students will develop an understanding of the way science and scientists work in the community and will assist them in building a rudimentary scientific literacy. The course will allow students to interpret and communicate scientific ideas effectively and to appreciate the role of science in a highly developing technological world. Entry into this course is by teacher recommendation. It is expected that students undertaking this course do not intend to pursue Science and Physical Education at VCE and as such students will not have access to any VCE Science and Physical Education courses.

Assessments (suitable tasks include):

- Topic tests
- Practical reports and field work
- Extended Practical Investigations
- Assignments
- End of semester examination.

Areas of Study:

Biological Science:

- Behavioural psychology and horticulture

Chemical Science:

- Consumer chemistry and creation of consumable products

Earth and Space Science:

- Climate science and our place in space

Physical Science:

- The physics of toys, powering cars and vehicle safety.

Humanities

Year 10	Year 11	Year 12
History	VCE History Units 1 & 2	VCE History Units 3 & 4
Geography	VCE Geography Units 1 & 2	VCE Geography Units 3 & 4
Business: Courts, Parliaments & Markets	VCE Legal Studies Units 1 & 2	VCE Legal Studies Units 3 & 4
	VCE Economics Units 1 & 2	VCE Economics Units 3 & 4
Business: Finance & Enterprise	VCE Accounting Units 1 & 2	VCE Accounting Units 3 & 4
	VCE Business Management Units 1 & 2	VCE Business Management Units 3 & 4

Business: Courts, Parliaments and Markets

Overview:

The unit will enable students to understand fundamental economic concepts. They explore the allocation of resources to meet the wants and needs of consumers and investigate strategies Government's use to improve people's living standards. Students also investigate the purpose and impact of the legal system, evaluating the effectiveness of the court system and the role of policing. This unit leads into VCE Legal Studies and VCE Economics.

Areas of Study:

- Economics: the study of choice and how to make people better off in terms of their living standards
- Legal Studies: Develop an understanding of the impact of the legal system on the lives of citizens and the implications of legal decisions and outcomes on Australian society.

Assessments (suitable tasks may include):

- Research tasks
- Practical tasks
- Structured questions
- Tests
- Folio of class work
- Unit examination.

Business: Finance and Enterprise

Overview:

This unit will enable students to understand aspects of personal and business financial management. Students will record and report financial information, they will explore various business structures and learn a range of marketing and advertising techniques. The “Shark Tank Project” will allow students to experience the process of setting up a business to make decisions on pricing and to develop a range of promotional materials. This unit leads into VCE Accounting and VCE Economics.

Areas of Study:

- Accounting: the recording, reporting and understanding of accounting information
- Business: the application of business concepts to a range of businesses.

Assessments (suitable tasks may include):

- Research tasks
- Practical tasks
- Structured questions
- Tests
- Folio of class work
- Unit examination.

Geography

Overview:

In this unit, the focus is on the challenges of managing environmental change together with how people live in their environments. These concepts are explored at the local, regional and global scale. The first unit explores the challenges to the environment. Questions investigated include “What is happening to natural environments such as the Great Barrier Reef?” “How do we manage the waste produced by countries?” “How can environmental change be managed in the future?” Human wellbeing varies considerably across the world and the second unit explores the geographies of human wellbeing. Questions investigated include “Why are some countries poor and other wealthy?” “In what ways can we measure how ‘developed’ a country is?” “What is the difference in wellbeing within a country and between countries?” “What are solutions to inequality?” The unit will expand and develop student’s practical skills together with developing research skills on locating and processing information. Their fieldwork skills are enhanced through the fieldwork component of this unit. The unit provides a link to VCE Geography, VCE Health and Human Development and VCE Environmental Science.

Areas of Study:

- Unit 1: Environmental Change and Management
- Unit 2: Geographies of Human Wellbeing.

Assessments (suitable tasks may include):

- Practical tasks
- Research tasks
- Structured questions
- Fieldwork report
- Unit examination.

History: Australia & the World (one semester compulsory)

Overview:

This semester-length unit provides a study of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th Century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing. By the end of this unit students will have successfully demonstrated their historical knowledge and understanding by examining societies and individuals, analysing Australia's impact on world events, and evaluating the significance of social and political changes. Students will also develop and strengthen their historical skills including effective research methodology, recognising multiple perspectives, evaluating evidence, constructing points of using and presenting information in a variety of ways, and using accurate historical language and conventions. This unit leads into VCE History.

Areas of Study:

- The Interwar Years
- World War II and Australia's Involvement
- Rights and Freedoms in a Globalised World.

Assessments (suitable tasks may include):

- Extended response
- Written and visual source analysis
- Historical inquiry
- Essays
- Unit examination.

TECHNOLOGY

Year 10	Year 11	Year 12
Woodwork Metal & Glass	VCE Product Design and Technology Wood Units 1 & 2	VCE Product Design and Technology Wood Units 3 & 4
Textiles: Fabric & Fashion	VCE Product Design and Technology Fabrics Units 1 & 2	VCE Product Design and Technology Fabrics Units 3 & 4
Food Technology	VCE Food Studies Units 1 & 2	VCE Food Studies Units 1 & 2
Digital Web Design Engineering, Programming and Electronics	VCE Applied Computing Units 1 & 2	VCE Applied Computing: Data Analytics Units 3 & 4 VCE Applied Computing: Software Development Units 3 & 4

Digital Web Design

Overview:

Digital Web Design aims to provide students with the necessary skills to develop a website. Students will develop skills using a variety of software tools, including Dreamweaver, Photoshop, MediaWiki and WordPress. Creating a website is a team effort and as such all students will be expected to work collaboratively to produce a website. The modern workplace values personal communication and teamwork very highly, and these are central to this course.

Areas of study:

- What makes an effective website?
- Advanced website design and construction, including the use of HTML and Cascading Style Sheets, for those interested in coding
- Image creation and manipulation (Photoshop)
- How Wikipedia works - people doing website collaboration on a global basis
- Knowing your audience - Design principles and planning
- Copyright and Licensing - What should link where?
- Testing and Publishing
- Useability - what is it and how can deaf or blind people get the most out of your site.

Assessment:

- Evaluation of website (HTML and CSS)
- Major site planning
- Evaluation of advance website (WordPress)
- End of Semester Examination.

Engineering, Programming & Electronics

Overview:

Programming & Electronics introduces students to electronics and engineering concepts through designing and creating circuits. These circuits expand on the micro-bit work done in Year 9, but Year 9 is NOT a prerequisite for this course. Students will use both analogue and digital components to solve simple real-world problems. Students will need to carry over their micro-bit from Year 9, or purchase one (the school will order it) at \$30.

Areas of Study (Course projects may include):

- Showing a text string when a button is pushed
- Using a light dependent resistor as a sensor with analogue inputs to a controller
- Dimming a LED using a potentiometer
- Using a transistor to drive a motor
- Using the accelerometer in the micro:bit to control motor speed
- A possible music synthesiser experiment
- Remote controlled bit:bot
- Line Following bit:bot
- Generating voltage by blowing on a fan blade to spin a motor
- Making a game using the on-board compass of the micro:bit
- Charging capacitors and measuring the charge with analogue inputs and displaying the charge percentage on the LED
- Students investigate, design, produce, analyse and evaluate their projects.

Assessment:

- Design portfolios/written tasks
- Evaluation and assessment of the design and production of a product
- Theory tests
- End of semester exam.

Food Technology

Overview:

This unit aims to prepare students for VCE Food Studies. Students will investigate the properties of key foods and their natural components through practical cooking activities. Students will develop creative design plans and practical skills while learning about current food trends, environmental issues, cultural eating habits and food presentation styles. Food tastings and product research will develop sensory analysis skills and allow for reflection and evaluation.

Areas of Study:

- Food chemical, functional and sensory properties and preparation, including key foods and natural food components
- Techniques for cooking food
- Current food trends, eating habits and environmental food issues
- Developing food design plans, producing and evaluating a range of food items.

Assessment:

- Production
- Design and research tasks
- End of Semester Examination.

Metal and Glass

Overview:

This unit is designed to build on skills and knowledge gained in Junior School and Year 9 (although Year 9 Metal is not a prerequisite for this course). Students will expand their understanding of the Metal component and be introduced to new materials, glass. Students will complete projects using all these materials with elements of design, creativity and production.

Students will research and investigate one of these materials in a written design folio. As an incentive, on completion of all set projects, students may pursue the optional technique of Warm Glass Slumping, using the kiln to melt and form glass products, (for example, a glass serving platter), or a mild steel fabrication task.

Areas of study:

- Students will study various materials
- Students will develop a production logbook
- Students will produce a set project
- Students will design and build their own project.

Assessment:

- Design Folio/written tasks
- Metalwork projects
- Glass projects
- End of Semester Examination.

Textiles: Fabric & Fashion

Overview:

In this unit students will develop and present design ideas for a fashion item to suit a particular occasion. Construction of the garment/s will develop skills in a range of processes and techniques, whilst giving students a greater understanding of following commercial patterns. Students will investigate Elements and Principles of Design, fibre and fabric properties, current fashion trends and environmental issues in the textiles industry. Students will design and produce their own fashion item/s.

Areas of Study:

- Development of a Fashion design folio
- Fashion production skills and techniques
- Design elements and principles
- Fibre and fabric classification and properties
- Current fashion trends and environmental issues.

Assessment:

- Design folio
- Practical work
- Research tasks
- End of Semester Examination.

Additional costs: The materials for their choice garment are an additional cost as this varies from student to student.

Woodwork

Overview:

To build on the skills and knowledge gained in Year 9 and increase the understanding of a range of woodworking skills and materials. The students will design and build projects using tools and construction techniques.

Areas of study:

- Students will study various materials
- Students will develop a production logbook
- Students will produce a set project
- Students will design and build their own project.

Assessment:

- Design folios/written task
- Practical work
- Research assignment
- End of Semester Examination.

YEAR 11 & 12 COURSE SELECTION 2022

VCE SUBJECTS

Accounting

Unit 1: Role of Accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Areas of Study:

- The Role of Accounting
- Recording financial data and reporting accounting information for a service business.

Unit 2: Accounting and decision-making for a trading business

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Areas of Study:

- Accounting for Inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets.

Unit 1 & 2 Assessments (suitable tasks may include):

- A folio of exercises utilising manual methods and ICT
- Structured questions utilising manual methods and ICT
- An assignment including use of ICT
- A case study including use of ICT
- A classroom presentation, role-play or debate
- A report utilising ICT.

Unit 3: Financial accounting for a trading business

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

Areas of Study:

- Recording and analysing financial data
- Preparing and interpreting accounting reports.

Unit 4: Recording, reporting, budgeting and decision-making

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Areas of Study:

- Extension of recording and reporting
- Budgeting and decision-making.

Unit 3 & 4 Assessments (suitable tasks may include):

- A folio of exercises utilising manual methods and ICT
- Structured questions utilising manual methods and ICT
- An assignment including use of ICT
- A case study including use of ICT
- A report utilising ICT.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, contributing 50% of the final assessment.

Biology

Unit 1: How do living things stay alive?

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

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems.

Areas of Study:

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

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

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

Areas of Study:

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

Unit 1 & 2 Assessments (suitable tasks include):

- a case study analysis
- a bioinformatics exercise
- a data analysis of generated primary and/or collated secondary data

- media analysis of two or more media sources
- a modelling or simulation activity
- a response to an issue
- a report of a laboratory or fieldwork activity including the generation of primary data
- a scientific poster.

Students undertaking this study must maintain a logbook of practical activities in each of Units 1 and 2 for recording, authentication and assessment purposes. All items in the logbook must be dated and clearly documented.

Unit 3: How do cells maintain life?

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

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

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

Areas of Study:

- What is the role of nucleic acids and protein in maintaining life?
- How are biochemical pathways regulated?

Unit 4: How does life change and respond to challenges?

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

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

Areas of Study:

- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

Unit 3 & 4 Assessments:

- Analysis and evaluation of a selected biological case study
- Analysis and evaluation of generated primary and/or collated secondary data comparison and evaluation of biological concepts, methodologies and methods, and findings from three student practical activities
- Analysis and evaluation of a contemporary bioethical issue
- Student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries. The poster should not exceed 600 words.

Assessment:

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 50 per cent

Business Management

Unit 1: Planning a Business

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. Students learn how businesses are formed and how they contribute to the economic and social wellbeing of a nation.

Areas of Study:

- The business idea
- The external environment
- The internal environment.

Unit 2: Establishing a Business

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.

Areas of Study:

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business.

Unit 1 & 2 Assessments (suitable tasks may include):

- Case study analysis
- Business research report
- Development of a business plan and/or feasibility study
- Interview and a report on contact with business
- School-based, short-term business activity
- Business simulation exercise
- Essay
- Business survey and analysis
- Media analysis.

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. Different types of businesses and their respective objectives are examined and students 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. An understanding of the complexity and challenge of managing businesses is developed and through the use of contemporary business case studies from the past four years, students have the opportunity to compare theoretical perspectives with current practice.

Areas of Study:

- Business foundations
- Managing Employees
- Operations Management.

Unit 4: Transforming a Business

In this unit, students explore how businesses are under constant pressure to adapt and change to meet their objectives. The students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Areas of Study:

- Reviewing Performance: the need for change
- Implementing Change.

Unit 3 & 4 Assessments (suitable tasks may include):

- A folio of exercises
- Case studies
- Essays
- Multimedia presentations
- Structured questions
- A report in written format.

External Assessment

The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, contributing 50% of the final assessment.

Chemistry

Unit 1: How can the diversity of materials be explained?

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students explore and explain the relationships between properties, structure and bonding forces within and between particles. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. A research investigation is undertaken in Area of Study 3.

Areas of Study:

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation.

Unit 2: What makes water such a unique chemical?

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. They explore the relationship between these bonding forces and the physical and chemical properties of water. Students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology and explain

observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

A practical investigation into an aspect of water quality is undertaken in Area of Study 3.

Areas of Study:

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation.

Unit 1 & 2 Assessments (suitable tasks may include):

- Annotations of a practical work folio of activities or investigations
- A report of a practical activity or investigation
- Media response
- Data analysis
- A test comprising multiple choice and/or short answer and/or extended response.

Unit 3: How can chemical processes be designed to optimise efficiency?

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students investigate the operating principles of galvanic cells, fuel cells and electrolytic cells. They use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Areas of Study:

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

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

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Students study ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students predict the products of reaction pathways and design pathways to produce particular compounds from given starting materials.

Students investigate the chemical structures of key food molecules, hydrolytic and condensation reactions. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

A student practical investigation related to energy and/or food is undertaken in Unit 4 and assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster.

Areas of Study:

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical investigation.

Unit 3 & 4 Assessments (suitable tasks may include):

- Analysis and evaluation of stimulus material
- A report on a laboratory investigation
- A comparison of two electricity-generating cells
- Annotations of at least two practical activities from a practical logbook
- Analysis of data including generalisations and conclusions
- Media analysis/response
- A graphic organiser illustrating a chemical process
- A response to a set of structured questions.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, contributing 60% of the final assessment.

Computing (Applied Computing)

Unit 1

In this unit students are introduced to the stages of the problem solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Areas of Study:

- Data analysis
- Programming.

Unit 2

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Areas of Study:

- Innovative solutions
- Network security.

Unit 1 & 2 Assessments (suitable tasks may include):

- Using ICT tools and techniques, produce a solution in response to an identified need
- Visual presentations such as multimedia presentations
- Oral presentations supported by a visual presentation
- An electronic learning journal, such as a blog, to record learning progress
- A written report / test

Applied Computing

Unit 3: Data Analytics

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

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software. In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Areas of Study:

- Data Analytics
- Data Analytics: Analysis and Design.

Unit 4: Data Analytics

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

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Areas of Study:

- Data Analytics: Development and Evaluation
- Cybersecurity: Data and Information Security.

Unit 3: Software Development

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

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or

opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Areas of Study:

- Software Development: Programming
- Software Development: Analysis and Design.

Unit 4: Software Development

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

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

Areas of Study:

- Software Development: Development and Evaluation
- Cybersecurity: Software Security.

Unit 3 & 4 Assessments (suitable tasks may include):

- A project plan
- A written report
- A folio
- A software solution.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, contributing 50% of the final assessment.

Drama

Unit 1: Introducing performance styles

This unit focuses on the study of three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

Areas of study:

- Creating a Devised Performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing a professional drama performance.

Unit 2: Australian Identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Areas of Study:

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing an Australian drama performance.

Unit 1 & 2 Assessments (suitable tasks may include):

- A paper-based journal, an e-journal and a journal that combines hard and soft copy components
- Perform devised solo and/or ensemble drama work that features stories and characters.
- One of: an oral presentation, a multimedia presentation or responses to structured questions.
- Write an analysis in response to structured questions.

Unit 3: Devised ensemble performance

Students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions. They work collaboratively to devise, develop and present an ensemble performance. They analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist.

Areas of Study:

- Devising and presenting ensemble performance
- Analysing a devised ensemble performance
- Analysing and evaluating a professional drama performance.

Unit 4: Devised solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They are encouraged to attend performances with different performance styles.

Areas of Study:

- Demonstrating techniques of solo performance
- Devising a solo performance
- Analysing and evaluating a devised solo performance.

Unit 3 & 4 (School Assessed Coursework) Assessments:

- Development and presentation of characters within a devised ensemble performance. Each student should have approximately 5 to 8 minutes of primary focus performance time in the work
- Analyse the use of processes, techniques and skills to create and present a devised ensemble performance
- Analysis of the development and performance of characters from the ensemble work developed for Outcome 1
- The analysis and evaluation may be presented in one or both of the following formats: an oral presentation or written responses to structured questions
- Analyse and evaluate a professional drama performance
- An analysis and evaluation of a play selected from the Unit 3 Playlist. This analysis and evaluation will be presented as written responses to structured questions.

Unit 4 SAC (School Assessed Coursework):

- A one- to two-minute presentation of a solo demonstration devised from given stimulus material AND A short oral or written statement, which describes techniques used in the demonstration

- Analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure
- Analysis and evaluation of the solo performance devised in Outcome 2
- The analysis and evaluation may be presented in one or both of the following formats: either an oral presentation or written responses to structured questions.

External Assessment

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

Contribution to final assessment the performance examination will contribute 35 per cent to the study score. The written examination will contribute 25 per cent to the study score.

Economics

Unit 1: The behaviour of consumers and businesses

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. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Areas of Study:

- Thinking like an Economist
- Decision making in markets.

Unit 2: Contemporary economic issues

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. Students consider the influence on the world's living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved.

Areas of Study:

- Economic growth, long-term economic prosperity and environmental sustainability
- Economic efficiency and equity
- Global economic issues.

Assessments for Unit 1 & 2 (suitable tasks may include):

- An essay/a structured report
- Structured questions
- Case studies
- A folio of applied economic exercises.

Unit 3: Australia's economic prosperity

Students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. 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. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards.

Areas of Study:

- An introduction to microeconomics: the market system, resource allocation and government intervention
- Domestic macroeconomic goals
- Australia and the world economy.

Unit 4: Managing the economy

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. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students investigate the role of both market-based and interventionist approaches to managing the supply side economy.

Areas of Study:

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies.

Assessments for Unit 3 & 4 (suitable task may include):

- An essay/a structured report
- Structured questions
- Case studies.

External Assessment

The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, contributing 50% of the final assessment.

English and English as an Additional Language

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.

Areas of Study:

- Reading and Creating Texts
- Analysing and Presenting Argument.

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.

Areas of Study:

- Reading and Comparing Texts
- Analysing and Presenting Argument.

Unit 1 & 2 Assessments (suitable tasks may include):

- An analytical response to a set text
- A creative response to a set text
- An analysis of the use of argument and persuasive language in text/s
- A comparative analytical response to set texts
- A persuasive text that presents an argument or viewpoint.

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:

- Reading and Creating Texts
- Analysing Argument
- Listening to Texts (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:

- Reading and Comparing Texts
- Presenting Texts.

Unit 3 & 4 Assessments:

- An analytical interpretation of a selected text in written form.
- A creative response to a selected text in written or oral form with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text.
- An analysis and comparison, in written form, of argument and the use of persuasive language in two to three texts that present a point of view on an issue.
- Comprehension of a spoken text through short-answer responses and/or note-form summaries (EAL only)
- A detailed comparison in written form of how two selected texts present ideas, issues and themes.
- A written outline of a point of view statement of intention to accompany the student's own oral presentation, articulating the intention of decisions made in the planning process, that can and how these demonstrate an understanding of argument and persuasive language. A point of view presented in oral form using sound argument and persuasive language.

External Assessment

The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, contributing 50% of the final assessment.

English Language

Unit 1: Language and Communication

In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Areas of Study:

- The Nature and Functions of Language
- Language Acquisition.

Unit 2: Language Change

In this unit, students focus on language change. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students consider the cultural repercussions of the spread of English.

Areas of Study:

- English Across Time
- Englishes in Contact.

Unit 1 & 2 Assessments (suitable tasks may include):

- A folio of annotated texts
- An essay
- An analysis of spoken and/or written texts
- An analytical commentary
- Short-answer questions.

Unit 3

In this unit, students investigate language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language, the grammatical and discourse structure of language and the choice and meanings of words within texts. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning.

Areas of Study:

- Informal Language
- Formal Language.

Unit 4

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed.

Areas of Study:

- Language Variation in Australian Society
- Individual and Group Identities.

Unit 3 & 4 Assessments (suitable tasks may include):

- A folio of annotated texts
- An essay
- An analysis of spoken and/or written texts
- An analytical commentary
- Short-answer questions.

External Assessment

The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, contributing 50% of the final assessment.

Environmental Science

Unit 1: How are Earth's dynamic systems interconnected to support life?

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

Areas of Study:

- How are earth's systems organised and connected?
- How do Earth's systems change over time?
- How do Scientific Investigations develop understanding of how Earth's systems support life?

Unit 2: What affects Earth's capacity to sustain life?

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

Areas of Study:

- How can we manage pollution to sustain Earth's systems
- How can we manage food and water security to sustain Earth's systems?
- How do scientific endeavours contribute to minimising human impacts on Earth's systems?

Unit 1 & 2 Assessments (suitable tasks may include):

- Reports based on fieldwork exercises and practical reports
- Media analysis/response
- Structured questions
- Data analysis based on secondary data
- A report of a case study involving the management of a selected pollutant of local interest
- Annotations of a practical logbook of activities or investigations.

Unit 3: How can biodiversity and development be sustained?

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

Areas of Study:

- Why is maintaining biodiversity worth a sustained effort?
- When is development sustainable?

Unit 4: How can climate change and the impacts of human energy use be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Areas of Study:

- How can we respond to climate change?
- What might be a more sustainable mix of energy sources?
- How is scientific inquiry used to investigate contemporary environmental challenges?

Unit 3 & 4 Assessments (suitable tasks may include):

- Reports based on fieldwork exercises and practical reports
- Media analysis/response
- Structured questions
- Data analysis based on secondary data
- An evaluation of the management strategies to maintain biodiversity in the context of one selected threatened endemic species.
- Annotations of a practical logbook of activities or investigations.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

Food Studies

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Areas of Study:

- Food around the world
- Food in Australia.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using

practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.

Areas of Study:

- Food Industries
- Food in the home.

Unit 1 & 2 Assessments (suitable tasks may include):

- A range of practical cooking activities and records of two practical cooking activities per unit
- Short written report such as media analysis, research inquiry, historical timeline, comparative food-testing analysis or product evaluation
- Oral presentation / practical demonstration
- Structured questions.

Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food. Students explore the science of food – the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements. Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Areas of Study:

- The Science of Food
- Food Choice, Health and Wellbeing.

Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Areas of Study:

- Environment and Ethics
- Navigating Food Information.

Unit 3 & 4 Assessments (suitable tasks may include):

- A range of practical cooking activities and records of two practical cooking activities per area of study
- Short written report
- Case study analysis
- Media and statistical data analysis
- Research inquiry
- Structured questions.

External Assessment

The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, contributing 40% of the final assessment.

French

Unit 1

In this unit, students develop an understanding of the language and culture/s of French-speaking communities through the study of three or more topics. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices presented in a diverse range of texts, activities and creations. Students apply acquired knowledge of French culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Areas of study:

- Interpersonal communication
- Interpretive communication
- Presentational communication.

Unit 2

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

Areas of study:

- Interpersonal communication
- Interpretive communication
- Presentational communication.

Unit 1 & 2 Assessments (suitable tasks may include):

- Interview or role-play
- A talk to the class
- A descriptive summary of a film
- Listen to a conversation
- Read an article and listen to an announcement
- Create a written presentation
- Write a children's story
- A personal answer to an email
- An informative blog
- A written letter
- A reflective article
- Evaluation of opposing arguments
- Write a life story and / or a reflective story
- Present and explain an aspect of culture.

Unit 3

In this unit, students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities.

Areas of study:

- Interpersonal communication
- Interpretive communication
- Presentational communication.

Unit 4

In this unit, students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of French-speaking communities and consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities.

Areas of study:

- Interpersonal communication
- Interpretive communication
- Presentational communication.

Unit 3 & 4 Assessments:

- A role-play
- Responses to specific questions or instructions
- A personal, informative or imaginative piece of writing.
- An interview
- A written response
- An evaluative or persuasive piece of writing

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination with 12.5% oral component and 37.5% written component.

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. Students learn about geological, hydro-meteorological, biological and technological hazards. These hazards may include coastal hazards, oil spills, invasive species and bushfires. Case studies at different scales investigate the nature of hazards, their impact on people and the environment and how the risk of hazards may be managed and reduced. Fieldwork is part of this unit.

Areas of Study:

- Characteristics of hazards
- Response to hazards and disasters

Unit 2: Tourism: Issues and Challenges

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. They explore the impacts of different types of tourism and evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Fieldwork is part of this unit.

For Units 1 and 2 students use geospatial technologies such as Geographic Information Systems (GIS) and remote sensing to investigate hazards and tourism.

Areas of Study:

- Characteristics of tourism
- Impact of tourism: issues and challenges.

Unit 1 & 2 Assessments (suitable tasks may include):

- a fieldwork report
- structured questions
- a case study
- a report
- a folio of exercises.

Unit 3: Changing the Land

This unit focusses on two investigations of geographical change: change to land cover and change to land use. The investigation of land use change is at a variety of scales. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. A study of global land cover change involves an investigation of melting glaciers and ice sheets and deforestation. Student study one location for each process. Fieldwork is part of this unit.

Areas of Study:

- Land cover change
- Land use change.

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 the responses to those changes in different parts of the world. Investigations include a study of two significant population trends: a growing population of one country and an ageing population of another country.

For Units 3 and 4 students use geospatial technologies such as Geographic Information Systems (GIS), remote sensing, images, systems to investigate land and population changes.

Areas of Study:

- Population dynamics
- Population issues and challenges.

Unit 3 & 4 Assessments (suitable tasks may include):

- a fieldwork report for Unit 3
- analysis of geographic data
- a research report
- a case study
- a multimedia presentation
- structured questions.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, contributing 50% of the final assessment.

Health and Human Development

Unit 1: Understanding health and wellbeing

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

Areas of Study:

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from both lifespan and general perspectives.

Students study the promotion and application of health literacy skills and examine both changes and expectations that are part of the progression from youth to adulthood. Students will examine all lifespan stages in reference to physical, intellectual, emotional and social development, from prenatal stages to late adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Areas of Study:

- Developmental transitions
- Health care in Australia.

Unit 1 & 2 Assessments (suitable tasks may include):

- Short written reports
- Oral presentations
- Visual presentations
- Structured questions, including data analysis.

Unit 3: Australia's health in a globalised world

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

Areas of Study:

- Understanding health and wellbeing
- Promoting health and wellbeing.

Unit 4: Health and human development in a global context

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

Areas of Study:

- Health and wellbeing in a global context
- Health and the Sustainable Development Goals.

Unit 3 & 4 Assessments (suitable tasks may include):

- Short written reports
- Oral presentations
- Visual presentations
- Structured questions, including data analysis.

External Assessment

The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, contributing 50% of the final assessment.

History

Unit 1 & 2: Modern History**Unit 1: Change and Conflict**

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

Areas of Study:

- Ideology and conflict
- Social and cultural change.

Unit 2: The Changing World Order In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political, and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Areas of Study:

- Cause, course and consequences of the Cold War
- Challenge and change.

Unit 1 & 2 Assessments (suitable tasks may include):

- A multimedia presentation
- A historical research inquiry
- Short-answer questions
- Extended responses
- An evaluation of historical sources
- An essay

Unit 3 & 4: Revolutions

Unit 3: The Russian Revolution:

This unit studies the Russian Revolution of 1917. In Outcome 1, the course explores the events and other conditions that contributed to the outbreak of revolution, the ideas that played a significant role in challenging the existing order, the role of individuals and the contributions of popular movements in mobilising society. In Outcome 2, the course examines the challenges that the new regime faced in attempting to consolidate its power, the changes and continuities in political, social, cultural and economic conditions that influenced the leaders to compromise their revolutionary ideals, and the contribution of significant individuals that changed society.

Areas of Study:

- Causes of revolution
- Consequences of revolution.

Unit 4: The Chinese Revolution:

This unit studies the Chinese Revolution of 1949. In Outcome 1, the course explores the events and other conditions that contributed to the outbreak of revolution, the ideas that played a significant role in challenging the existing order, the role of individuals and the contributions of popular movements in mobilising society. In Outcome 2, the course examines the challenges that the new regime faced in attempting to consolidate its power, the changes and continuities in political, social, cultural and economic conditions that influenced the leaders to compromise their revolutionary ideals, and the contribution of significant individuals that changed society.

Areas of Study:

- Causes of revolution
- Consequences of revolution.

Unit 3 & 4 Assessments:

- A historical inquiry
- An evaluation of historical sources
- Extended responses
- An essay.

External Assessment

The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, contributing 50% of the final assessment.

Legal Studies

Unit 1: Guilt and liability

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

Areas of Study:

- Legal Foundations
- Presumption of Innocence
- Civil Liability.

Unit 2: Sanctions, remedies and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Areas of Study:

- Sanctions
- Remedies
- Rights

Unit 1 & 2 Assessments (suitable tasks may include):

- folio of exercises
- structured questions
- classroom presentation
- role-play
- debate
- report
- question and answer session.

Unit 3: Rights and Justice

In this unit, students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the courts within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

Areas of Study:

- The Victorian Criminal Justice System
- The Victorian Civil Justice System.

Unit 4: The People and the Law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.

Areas of Study:

- The People and the Australian Constitution
- The People, the Parliaments and the Courts.

Unit 3 & 4 Assessments (suitable tasks may include):

- folio of exercises
- case studies
- essays
- multimedia presentations
- structured questions
- a report in written format.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, contributing 50% of the final assessment.

Literature

Unit 1

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students analyse the features and conventions of texts and respond critically, creatively and reflectively to the ideas and concerns of texts.

Areas of Study:

- Reading practices
- Ideas and concerns in texts.

Unit 2

In this unit students explore the ways literary texts connect with each other and the world. Drawing on a range of texts, students consider the relationships between authors, audiences and contexts and explore ideas, language and structures of texts from different eras.

Areas of Study:

- The text, the reader and their contexts
- Exploring connections between texts.

Outcomes & Assessments

Unit 1

- Respond to a range of texts and reflect on influences shaping these responses
- 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

- Analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflects or comments on ideas and concerns
- Compare two texts, considering the dialogic nature of the texts and the ways they relate to and influence each other.

Unit 3

In this unit, students consider how the form of a text affects meaning, and how writers construct their texts.

Areas of Study:

- Adaptations and transformations
- Creative responses to texts.

Unit 4

In this unit students develop critical and analytic responses to texts.

Areas of Study:

- Literary perspectives
- Close analysis.

Outcomes & Assessments

Unit 3

- Compare an original text with an adaptation and comment on how its meaning has changed
- Create an original piece of writing in the style and context of the original text OR a re-creation of an aspect of the text in another form (with a reflective commentary).

Unit 4

- Develop a written interpretation of a text using two different literacy perspectives.
- Analyse selected passages to present a close textual analysis of a text.

Assessment tasks for Units 3 & 4:

- Contribute 25% each to the final assessment.
- The examination contributes 50% to the final assessment.

Foundation Mathematics Units 1 & 2

Units 1 & 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

These units provides students with basic mathematical skills and has an emphasis on computation, with and without technology as students become proficient in mental arithmetic approaches to estimation. A strong emphasis is placed on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

Areas of Study:

- Space, shape and design
- Patterns and number
- Data
- Measurement

Outcomes & Assessments

For each unit students are required to demonstrate achievement in three outcomes:

- Demonstrating competent skills in all the areas of study;
- Using known mathematical procedures in a variety of non-routine contexts; and
- Using appropriate technology in practical contexts.

Unit 1 & 2 Assessments (suitable tasks may include):

- Investigations and projects
- Assignments and summary of review notes
- Personal budgeting and estimation tasks
- Tests of mathematical skills across a range of applications

Note: Foundation Mathematics Units 1 & 2 is currently a terminal subject, Units 3 & 4 will be introduced into the curriculum by 2023

General Mathematics Units 1 & 2 / Further Mathematics Units 3 & 4

Units 1 & 2:

General Mathematics provides for different combinations of student interests and preparation for study of VCE Further Mathematics at Units 3 and 4.

These units are designed to enable students to develop mathematical knowledge and skills through the study of linear relations, financial arithmetic, graphs and networks, number patterns and recursion, measurement and trigonometry, the relationship and analysis between two variables. Students are required to apply their knowledge and skills to analyse, investigate and solve problems, and to communicate mathematical ideas and to make effective use of technology as required.

Areas of Study:

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics
- Networks and decision mathematics.

Unit 1 & 2 Assessments (suitable tasks may include):

- Assignments and Tests
- Summary or review notes
- Modelling and Problem solving tasks
- End of semester exams.

Units 3 and 4

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4.

These units are designed to enable students to develop mathematical knowledge and skills through the study of relationship and analysis between two variables, financial arithmetic, number patterns and recursion, measurement and trigonometry and matrices. Students are required to apply their knowledge and skills to analyse, investigate and solve problems, and to communicate mathematical ideas and to make effective use of technology as required.

Unit 3 Areas of Study:

- Data Analysis (*Core*)
- Recursion and Financial Modelling (*Core*)

Unit 4 Areas of Study:

- Matrices
- Geometry and Measurement

Unit 3 & 4 Assessments (suitable tasks may include):

- Application tasks
- Modelling tasks
- Problem solving tasks

Units 1 – 4 Outcomes & Assessments

For each unit students are required to demonstrate achievement in three outcomes:

- Demonstrating competent skills in all the areas of study;
- Using known mathematical procedures in a variety of non-routine contexts; and
- Using appropriate technology in practical contexts.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations, each contributing 33% toward the final assessment.

Mathematical Methods Units 1 & 2 / Mathematical Methods Units 3 & 4

Units 1 & 2

Mathematical Methods provides for different combinations of student interests and preparation for study of VCE Mathematical Methods at Units 3 and 4.

These units are designed to enable students to develop mathematical knowledge and skills through the study of rational and real numbers, polynomial functions, karnaugh maps, tree diagrams, rates of change, introduction to calculus, combinations, permutations, circular and exponential functions. Students are required to apply their knowledge and skills to analyse, investigate and solve problems, and to communicate mathematical ideas and to make effective use of technology as required.

Areas of Study:

- Functions and graphs I
- Algebra I
- Calculus I
- Probability I
- Functions and graphs II
- Algebra II
- Calculus II
- Probability II

Unit 1 & 2 Assessments (suitable tasks may include):

- Assignments and Tests
- Summary or review notes
- Modelling and Problem solving tasks
- End of semester exams

Units 3 and 4

Mathematical Methods consists of four areas of study, which develop and extend students skills in many of the areas covered in Units 1 and 2.

These units are designed to enable students to develop mathematical knowledge and skills through the study of rational and real numbers, polynomial functions, exponential functions, trigonometric functions, differentiation, anti-differentiation, integration and statistical inference. Students are required to apply their knowledge and skills to analyse, investigate and solve problems, and to communicate mathematical ideas and to make effective use of technology as required.

Unit 3 Areas of Study:

- Functions and Graphs
- Algebra

Unit 4 Areas of Study:

- Calculus
- Statistics and Probability

Unit 3 & 4 Assessments (suitable tasks may include):

- Application tasks
- Modelling tasks
- Problem solving tasks

Units 1 – 4 Outcomes & Assessments

For each unit students are required to demonstrate achievement in three outcomes.

- Demonstrating competent skills in all the areas of study
- Using known mathematical procedures in a variety of non-routine contexts
- Using appropriate technology in practical contexts.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations, one contributing 22% towards the final assessment and the other contributing 44% toward the final assessment.

Specialist Mathematics Units 1 & 2 / Specialist Mathematics Units 3 & 4

Units 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.

Specialist Mathematics Units 1 and 2 can only be taken in conjunction with Mathematical Methods Units 1 and 2.

Areas of Study:

- Arithmetic and Number
- Algebra and Structure
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Sequences and Series
- Discrete Mathematics
- Vectors and Proof

Unit 1 & 2 Assessments (suitable tasks may include):

- Assignments and Tests
- Summary or review notes
- Modelling and Problem solving tasks
- End of semester exams

Units 3 and 4

Specialist Mathematics consists of four areas of study, which develop and extend students skills in many of the areas covered in Mathematical Methods and Specialist Mathematics Units 1 and 2. Therefore it can only be undertaken by students who are also enrolled in Mathematical Methods Units 3 and 4.

These units are designed to enable students to develop mathematical knowledge and skills through the study of rational, real and complex arithmetic, polynomial functions, exponential functions, extended trigonometric functions, differentiation, anti-differentiation, integration and statistical inference. Students are required to apply their knowledge and skills to analyse, investigate and solve problems, and to communicate mathematical ideas and to make effective use of technology as required.

Unit 3 Areas of Study:

- Functions and Graphs
- Algebra
- Calculus I

Unit 4 Areas of Study:

- Vectors
- Mechanics
- Probability and Statistics

Unit 3 & 4 Assessments (suitable tasks may include):

- Application tasks
- Modelling tasks
- Problem solving tasks

Units 1 – 4 Outcomes & Assessments

For each unit students are required to demonstrate achievement in three outcomes:

- Demonstrating competent skills in all the areas of study;
- Using known mathematical procedures in a variety of non-routine contexts; and
- Using appropriate technology in practical contexts.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations, one contributing 22% towards the final assessment and the other contributing 44% toward the final assessment.

Media

Unit 1: Media forms, representations and Australian Stories

This unit explores how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences. Students work in two or more media forms to design and create media exercises or productions that represent concepts covered in Area of Study 1. Students evaluate how the characteristics of their selected media forms, which they design and produce, influence the representations and construction of the productions. Students study a range of narratives in two or more media forms, exploring the context and features of their construction and how they are consumed and read by audiences. Narratives selected for study must be by Australia media creators and producers with primarily Australian content.

Areas of Study:

- Representation in the media
- Technologies of representation
- The Australian media landscape.

Unit 2: Narrative across media forms

This unit analyses the intentions of media creators and producers and the influences of narratives on the audience in different media forms. Students apply the media production process to create, develop and construct narratives. Students investigate the relationship between emerging and pre-existing media forms, products and institutions. They evaluate the impact of developments on individuals, society and culture.

Areas of Study:

- Media production
- New media technologies
- Media influence on society.

Unit 1 & 2 Assessments (tasks may include and but must be completed mainly in class, within a set period):

- Radio or audio sequences and/or audio visual or video sequences,
- Photographs, print layouts, multimedia sequence(s)

- Presentations (including website and data show presentations)
- Posters, tests, short written reports, oral reports.

Note: At least one of the assessments for each unit must be in written form.

Unit 3: Media Narratives and pre-production

Students analyse how narratives are constructed, distributed, and how they engage, are consumed, are read by the intended audience and the present-day audiences. Students investigate and research a selected media form connected to their proposed production. They research, annotate production activities, experiments, exercises and reflections. A production design is then developed for one of the following media forms:

- A video or film production of 3–10 minutes in length, including title and credit sequences
- An animated production of no more than 10 minutes in length, including title and credit sequences
- A radio or an audio production of a minimum of 8 minutes in length, including title and credit sequences
- A digital or an analogue photographic presentation, sequence or series of a minimum of 10 original sourced images shot, processed and edited by the student
- A digital or traditional print production of a minimum of 8 pages produced and edited by the student
- A digital and/or an online production that demonstrates comparable complexity consistent with the other media forms
- A convergent or hybridised media production that incorporates aspects of a range of media forms and is consistent with product durations and the descriptors listed.

Areas of Study:

- Narrative and Ideology
- Media production design.

Unit 3 Assessment: SAC (tasks may include one or more of the following):

- A written report or an essay, short responses or structured questions
- An annotated visual report
- A presentation using digital technologies.

Unit 4: Media production and issues in the media

Students explore the production and post-production stages of the media production process. They refine their media production in response to feedback and personal reflection. The relationship and communication between the media and audiences and the capacity of the media to be used by governments, institutions and audiences is investigated.

Areas of Study:

- Media process
- Social values
- Media influence.

Unit 4 Assessment: SAC (tasks may include one or more of the following):

- A written report or an essay, short responses or structured questions
- An annotated visual report
- A presentation using digital technologies.

Unit 3 & 4 Assessments: SAT

- A research portfolio and accompanying documentation examining aspects of a selected media form
- Production exercises that demonstrate a range of skills in the use of media technologies and production processes

- A media production design plan based on the selected media form identified in Unit 3, Outcome 2
- Produce, refine and resolve a media product designed in Unit 3
- A media product developed from the media production design produced in Unit.

External Assessment Exam contributes 40%.

Music Performance

Unit 1 Music Performance

This unit focuses on building students' performance and musicianship skills to 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. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study

- Performance
- Preparing for performance
- Music language.

Unit 2 Music Performance

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 refine selected strategies to optimise their own approach to performance. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances

Areas of Study:

- Performance
- Preparing for performance
- Music language
- Organisation of sound.

Unit 1 & 2 Assessments (suitable tasks may include):

- Written responses from listening tasks
- Theory and Aural tests
- Performance of Solo and Group works
- Technical Work assessment
- Composition/Arrangement/Improvisation task.

Unit 3: Music Performance

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study:

- Performance
- Preparing for performance
- Music language.

Unit 4: Music Performance

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

Areas of Study:

- Performance
- Preparing for performance
- Music language.

Units 3 & 4 Assessments (suitable tasks may include):

- Performance of solo and group works
- Technical Work Assessments
- Analysis of Selected works
- Theory/Aural Tests
- Listening responses.

External Assessment

The performance examination will contribute 50% and the aural and written examination will contribute 20%.

Physical Education

Unit 1: The human body in motion

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Students consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

Areas of Study:

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

Unit 2: Physical activity, sport and society

Students develop an understanding of physical activity, sport and society from a participatory perspective. They examine the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in different population groups. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts.

Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. Students study and apply the social-ecological model to critique a range of individual and settings-based strategies that are effective in promoting participation in physical activity

Areas of Study:

- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

Unit 1 & 2 Assessments (suitable tasks may include):

- Short written reports
- Laboratory reports on practical activities
- Oral presentations
- Structured questions, including data analysis.

Unit 3: Movement skills and energy for physical activity

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

Areas of Study:

- How are movement skills improved?
- How does the body produce energy?

Unit 4: Training to improve performance

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

Areas of Study:

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Unit 3 & 4 Assessments (suitable tasks may include):

- Written reports
- Laboratory report
- Reflective folio
- Data analysis or case study
- Structured questions.

External Assessment

The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, contributing 50% of the final assessment.

Physics

Unit 1: What ideas explain the physical world?

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Students undertake quantitative investigations involving at least one independent, continuous variable.

Areas of Study:

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

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. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. 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 related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option 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:

- How can motion be described and explained?
- Investigation into selected option
- Practical investigation.

Unit 1 & 2 Assessments (suitable tasks may include):

- A structured questions test
- An annotated folio of practical activities
- A summary report of selected practical investigations
- A report of a selected physics phenomenon
- A media response
- A report of a practical investigation as a 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.

Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Areas of Study:

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

Unit 4: How can two contradictory models explain both light and matter?

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.

Areas of Study:

- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation.

Unit 3 & 4 Assessments (suitable tasks may include):

- A structured questions test
- An annotated folio of practical activities
- A summary report of selected practical investigations
- A report of a selected physics phenomenon
- A media response
- A report of a practical investigation as a scientific poster.

External Assessment

The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, contributing 60% of the final assessment.

Production Design and Technology: Fabric or Wood

Unit 1: Sustainable product redevelopment**Overview**

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Students consider the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer. Working drawings are used to present the preferred design option. Students produce a redeveloped product using tools, equipment, machines and materials, taking into account safety considerations. They compare their

product with the original design and evaluate it against the needs and requirements outlined in their design brief.

Areas of Study:

- Sustainable redevelopment of a product
- Producing and evaluating a redesigned product.

Unit 2: Collaborative design

Overview

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 end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Students use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics. Student teams design and construct a product within a range, based on a theme, or a component of a group product.

Areas of Study:

- Designing within a team
- Producing and evaluation within a team.

Unit 1 & 2 Assessments (suitable tasks may include):

- Design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, scheduled production plan, and evaluation report
- A finished product and records of production and modifications
- Short written report that includes materials testing or trialling activities, industry visits, technical reports
- Case study analysis.

Unit 3: Applying the product design process

Overview

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem, or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Students examine how a design brief addresses particular product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. They develop an understanding of techniques in using the design brief as a springboard to direct research and design activities. Students examine how a range of factors, including new and emerging digital technologies, influence the design and development of products within industrial manufacturing settings. Students also consider issues associated with obsolescence and sustainability models.

Areas of Study:

- Designing for end users
- Product development in industry
- Designing for others.

Unit 4: Product development and evaluation

Overview

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate 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. Students continue to develop and safely manufacture the product designed in Unit 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product. Students evaluate the quality of their product with reference to criteria and end-user/s' feedback. They make judgments about possible improvements and produce relevant user instructions or care labels that highlight the product's features for an end-user/s.

Areas of Study:

- Product analysis and comparison
- Product manufacture
- Product evaluation.

Unit 3 & 4 Assessments (suitable tasks may include):

- Design folio
- Functional product that conforms to standards of quality indicated in the design brief
- Written report that includes evaluation of the product
- Relevant end-user/s instructions or care labels
- Extended response
- A short written report
- Structured questions.

External Assessment

The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, contributing 30% of the final assessment.

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. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Areas of Study:

- How does the brain function?
- What influences psychological development?
- Student-directed research investigation.

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. They examine the

contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Areas of Study:

- What influences a person's perception of the world?
- How are people influenced to behave in particular ways?
- Student-directed practical investigation.

Unit 1 & 2 Assessments (suitable tasks may include):

- Logbook of activities
- Annotated poster
- Oral presentation
- Test questions
- Media analysis
- Research Investigation.

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 system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Areas of Study:

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

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 model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Areas of Study:

- How do levels of consciousness affect mental processes and behaviour?
- What influences mental wellbeing?
- Practical investigation.

Unit 3 & 4 Assessments (suitable tasks may include):

- Logbook of activities
- Structured questions, including data analysis
- Test questions
- Media analysis
- Research Investigation.

External Assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, contributing 60% of the final assessment.

Sport and Recreation (TBC)

(VET subject: run at Norwood Secondary College)

NB: At the time of publication, the details included below are correct, however, due to Government funding changes, this program may need to be altered to reflect these changes. More detail will be made available in due course.

The VET/VCE Sport and Recreation program gives students the opportunity to gain both theoretical knowledge and practical skills. It allows them to demonstrate competency in a range of areas and prepares them to work in various settings within the sport and recreation industry. The program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation related industries. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

Units 1 & 2

In Units 1 and 2, students complete the core units of competency listed below and also complete a range of electives chosen to create an engaging and educational program including sport specific activities, conducting events, outdoor recreation and fitness programs.

Areas of Study / Units of Competency (core units):

- Organise personal work priorities and development
- Provide first aid
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Conduct non-instructional sport, fitness or recreation sessions
- Provide quality service
- Respond to emergency situations.

Elective units:

- Demonstrate simple canoeing skills
- Conduct sport, fitness or recreation events.

Assessment:

- Practical skills and application
- Structured questions
- Group projects and oral presentations
- Peer coaching activities.

Units 3 & 4

Similar to units 1 & 2, students complete the core units of competency listed below and also complete a range of electives including sport specific activities, conducting events, outdoor recreation and fitness programs.

Areas of Study / Units of Competency (core units):

- Plan and conduct programs
- Facilitate groups
- Educate user groups
- Participate in WHS hazard identification, risk assessment and risk control
- Conduct sport coaching with foundation level participants.

Electives units:

- Demonstrate surf survival and self-rescue skills
- Demonstrate basic surfing manoeuvres in controlled conditions
- Demonstrate snowboarding skills on beginner terrain (OR)
- Demonstrate alpine skiing skills downhill on beginner terrain.

Assessment:

The VET/VCE Sport and Recreation program offers scored assessment and students receive an ATAR contribution for this study. This consists of three coursework tasks, worth 66% of the overall study score, and an end-of-year examination, which is worth 34% of the overall study score.

- Portfolio (collection of smaller tasks including structured questions)
- Simulated work performance (peer coaching activities)
- Work product – (event management project).

External Assessment

The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, contributing 34% of the final assessment.

Studio Arts

Unit 1: Studio inspiration and techniques

Students develop a personal understanding of the stages of studio practice. They explore sources of inspiration; research artistic influences, develop individual ideas, investigate cultural beliefs, visit galleries and explore a range of materials and techniques.

Areas of Study:

- Researching and recording ideas
- Studio practice
- Interpreting art ideas and use of materials and techniques.

Unit 2: Studio exploration and concepts

This unit establishes and uses a studio practice to produce artworks. Students document sources of inspiration, and experimentation with selected materials and techniques. They study and analyse a range of art movements and styles.

Areas of Study:

- Exploration of studio practice and development of artworks
- Ideas and styles in artwork.

Unit 1 Assessments (suitable tasks may include):

- An outline of a proposed investigation of studio practice using visual language
- Exploratory work and a visual diary, showing sources of ideas, inspiration and a variety of materials and techniques
- A presentation of at least one finished artwork.
- An extended response and/or short-answer responses.

Unit 2 Assessments (suitable tasks may include):

- An exploration proposal
- Evidence of a studio process
- Producing at least one artwork.
- An extended response and/or short-answer responses.

Unit 3: Studio practices and processes

Students complete studio process leading to the production of potential directions. They develop an exploration proposal to establish an area of interest. They use it to explore and develop ideas. Analysis of the explorations and development of the potential directions support the making of possible finished artworks in Unit 4.

Areas of Study:

- Exploration proposal
- Studio process
- Artists and studio practices.

Unit 4: Studio practice and art industry contexts

Students plan, produce, evaluate and then develop, refine and present artworks that link to the ideas resolved in Unit 3. They present visual and written evaluation to explain their potential directions. They investigating aspects of artists' involvement in the art industry, the preparation, presentation and conservation of artworks displayed in exhibitions, focusing on at least two different exhibitions.

Areas of Study:

- Production and presentation of artworks
- Evaluation
- Art industry context.

Unit 3 & 4 SAC Assessments

Assessment tasks for school assessed coursework may include a combination of the following:

- Structured questions, an annotated visual report, an essay, a presentation using digital technologies, a series of short responses or an oral presentation with supporting visual evidence. (One for unit 3 and another for Unit 4).

Unit 3 & 4 SAT Assessments

Assessment for the School Assessed Task [SAT] must include the following:

- An exploration proposal and a visual diary that presents an individual studio process, which explores and develops the concepts and ideas set out in the exploration proposal, and produces a range of visual explorations and potential directions that will form the basis of at least two finished artworks in Unit 4
- The presentation of at least two finished artworks with an evaluation of studio processes.

External assessment: The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, contributing 30%

Visual Communication Design

Unit 1: Introduction to Visual Communication Design

This unit develops an understanding of observational, visualisation and presentation drawing methods, and the range of media and materials used for these. It introduces the application of design elements and principles and a case study approach to influences on visual communication is undertaken.

Areas of Study:

- Drawing as a means of communication
- Design elements and design principles
- Visual Communications in context.

Unit 2: Applications of Visual Communication Design within design fields

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

Areas of Study:

- Technical drawing in context
- Type and imagery in context
- Applying the design process.

Assessments Unit 1 (tasks may include):

- Drawings for different purposes using a range of drawing methods, media and materials
- Application of the design elements and design principles to satisfy a stated purpose
- Demonstrating an understanding of how design are influenced by past and contemporary practices, social and cultural factors.

Assessments Unit 2 (tasks may include):

- Presentation drawings that incorporate drawing conventions as specified in the study design
- Demonstration and understanding about how type and imagery are used to create communications suitable for print and screen presentations, taking copyright into account
- Engage in stages of the design process to develop visual communication appropriate to a set brief.

Unit 3: Visual communication design practices

In this, unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. They explore a range of existing visual communications in the communication, environmental and industrial design fields. Students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas.

Areas of Study:

- Analysis and practice in context
- Design Industry practice
- Developing a brief and generating ideas.

Unit 4: Visual communication design development, evaluation and presentation

This unit is develops the design concepts and two final presentations which meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Students complete a SAT folio.

Assessments Unit 3 (School assessed coursework: SAC and School assessed task: SAT):

- A brief with two communication needs for a client, research and generation of a range of ideas relevant to the brief
- A folio generating ideas relevant to the brief with evidence of: observational drawing and design thinking.

Assessments Unit 4 (School assessed task: SAT):

- Develop distinctly different concepts for each communication need, devise a pitch to present concepts, and evaluate the extent to which these concepts meet the brief.
- Produce a folio and final presentations, which satisfies the requirements of the brief.

External Assessment: The level of achievement for Units 3 and 4, is also assessed by an end-of-year examination, contributing 35% of the final assessment.