NORWOOD
SECONDARY COLLEGE

Senior School Handbook
Years 10, 11 and 12
2024

The full document of the Senior School Handbook is located on the College Website.

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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 the Careers/Pathways Coordinator, 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 wellbeing 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.

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 a satisfactory 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.

Supporting students with special needs to access courses in VCE.
All students at Norwood have the ability to access the curriculum in the Victorian Certificate of Education (VCE) or the Vocational Major (VM) of the Victorian Certificate of Education. In some cases, the Victorian Pathways Certificate (VPC) may be offered to some students. Course counselling will consider the results a student has achieved in the previous year, 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 Careers/Pathways 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 and stored online for the student to access at any time. 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 Careers/Pathways Coordinator, 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. Parents/carers 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/carers 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 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. The Careers room is well resourced with up-to-date information and is available for student use. The Careers/Pathways Coordinator 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 be 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 2024 - *Subjects with an asterisk at Years 9 and 10 only run for a Semester.

Key Learning Area	Year 9	Year 10	Year 11	Year 12
The Arts	Visual Communication Design*	Visual Communication Design*	Visual Communication Design	Visual Communication Design
	Art Practices*			
	Drawing*	Art Creative Practice *	Art Creative Practice	Art Creative Practice
	Ceramics*			
	Drama*	Drama*	Drama	Drama
	Contemporary Music*	Music Performance*	Music	Music
	Music Technology*			
	Media*	Media*	Media	Media
English	English	English	English	English
	Journalism*	English Language*	English Language	English Language
		English Literature*	English Literature	English Literature
Health/PE	PE	PE*	PE	PE
	Outdoor Education*			
	Healthy Decision Making*	Health Matters*	HHD	HHD
Humanities	OOYO*	Finance & Enterprise*	Accounting	Accounting
			Business Management	Business Management
		Courts, Parliaments & Markets*	Legal Studies	Legal Studies
			Economics	Economics
	Geography*	Geography*	Geography	Geography
	History*	History*	Modern History	History: Revolutions
Languages	French	French	French	French
Mathematics	Maths	Foundation	Foundation	Foundation
		General	General	General
		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
			Physics	Physics
	Biotechnology*	Foundation Science	Psychology	Psychology
Technologies	Game Making & Programming*	Applied Computing*	Applied Computing: Software Development	Applied Computing: Software Development
	Marvellous Meals*	Food Studies*	Food Studies	Food Studies
	Café Bakery*			
	Step into Fashion and Craft*	Product Design & Technology (Fabrics)*	Product Design & Technology (Wood) OR Product Design & Technology (Fabrics)	Product Design & Technology (Wood) OR Product Design & Technology (Fabrics)
	Metal & Silver*	Product Design & Technology (Wood)*		
	Woodwork*			

NORWOOD
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YEAR 10 COURSE SELECTION 2024

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 (2 units). English, Mathematics and History (one semester) are compulsory subjects.

For more information regarding Year 10 subjects, see the Year 10 Subjects section.

Year 10 Subject Contributions

***Please note that the costs listed below are the 2023 contributions. These contributions are currently under review and still to be ratified for 2024 by College Council.**

YEAR 10 2022 Subject Contributions	
THE ARTS	
Drama	Nil
Media	$50
Art Creative Practice	$50
Music	$20
Visual Communication Design	$50
ENGLISH	
Core English	$30
Literature	$30
English Language	$30
HEALTH & PE	
Sport & Physical Performance	$20
Health Matters	$20
LOTE	
French	$40
MATHEMATICS	
Mathematical Methods	$30
Mathematics General	$30
Mathematics Foundation	$30
SCIENCE	
Biochemical Science Physical Science Biological Psychology Earth & Space Science	$30 $30 $30 $30
Foundation Science	$40
HUMANITIES	
Business: Courts, Parliaments & Markets	$25
Business: Finance & Enterprise	$25
Geography	$25
History: Australia & the World	$25
TECHNOLOGY	
Applied Computing	$10
Food Studies	$100
Textiles: Fabrics & Fashion	$30
Product Design and Technology	$60

Subject Selection Timeline and Curriculum Contributions for Year 10 2024

Current Year 9 students are requested to choose their preferred subjects for 2024 by **Thursday, 10 August 2023**.

During Term 4 2023, families will be notified via Compass of the 2024 contributions, payment dates, instalment options and the date the Compass "Billing Module" will open for families to be able to make a payment. The Compass Billing Module has for many families become their preferred means of payment. The College will still, however, accept payments at the General Office.

You would be aware that the State Government provides a substantial amount of the College's funding. This funding allows government schools to offer the standard curriculum requirements, but it is not sufficient to meet all costs incurred to allow us to provide the diverse curriculum offered at NSC. Our vibrant curriculum offers students significant subject and elective choices, hands-on experiences across a broad range of key learning areas, subject-specific equipment and full access to a wide range of materials. Therefore, we rely on your contributions to maintain these quality programs for your child/children. Without your support, some of our programs would need to be significantly altered or reduced.

VCE in Year 10

The College encourages students in Year 10 to study a VCE Unit 1 & 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 9 students interested in undertaking a VCE unit at year 10 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 to a broad range of studies. The only exception to this is when Year 10 students undertake Units 1 & 2 General Mathematics. In this case, these students will also undertake Year 10 Mathematical Methods.

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
- A selection panel will be formed to consider each application according to the criteria above
- 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 & 2 are offered to Year 10 students in 2024.

Accounting 1-2	Legal Studies 1-2
Art Creative Practice 1-2	Media 1-2
Biology 1-2	Modern History 1-2
Business Management 1-2	Music: Performance 1-2
Applied Computing 1-2	Physical Education 1-2
Drama 1-2	Psychology 1-2
Economics 1-2	Product Design and Technology (Wood) 1-2
Environmental Science 1-2	Product Design and Technology (Fabrics) 1-2
Food Studies 1-2	Visual Communication Design 1-2
General Mathematics 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 16 of this handbook.	

NOTE:

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

Sample Year 10 Courses

Compulsory subjects

Year 10 Course Example 1

Semester 1	English	Mathematical Methods	Biochemical Science	**LOTE** French	**VCE Unit 1** Mathematics General	**Humanities** Australia & the World
Semester 2	English	Mathematical Methods	Physical Science	**LOTE** French	**VCE Unit 2** Mathematics General	**Product Design & Technology (Wood)**

Year 10 Course Example 2

Semester 1	English	Mathematical Methods	Biological Psychology	**Humanities** Australia & the World	**Technology** Food Studies	**VCE Unit 1** Art Creative Practice
Semester 2	English	Mathematical Methods	Earth & Space Science	**Humanities** Business Courts, Parlt. and Markets	**Health & PE** Sport & Physical Performance	**VCE Unit 2** Art Creative Practice

Year 10 Course Example 3

Semester 1	English	General Mathematics	Biochemical Science	**Humanities** Australia & the World	**Health & PE** Health Matters	**Technology** Food Studies
Semester 2	English	General Mathematics	Biological Psychology	**Humanities** Legal Studies	**The Arts** Visual Communication	**The Arts** Art Creative Practice

Year 10 Course Example 4

Semester 1	English	General Mathematics	Foundation Science	**Humanities** Geography	**Health & PE** Health Matters	**VET Animal Studies**
Semester 2	English	General Mathematics	**Humanities** Australia & the World	**Product Design & Technology (Fabrics)**	**The Arts** Visual Communication	**VET Animal Studies**

Timeline for Year 9 into 10 Subject Selection

Year 9 students and parents should attend the Virtual Senior School Information Evening (Year 9 into 10) on **Monday, 31 July 2023 at 6pm via Microsoft Teams.**

Students will be instructed how to select subjects online. This will happen after course confirmation on **Thursday, 10 August 2023.**

- 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 **Wednesday, 9 August 2023**. 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 VCE Vocational Major (VM) 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 Careers/Pathways Coordinator) and the Norwood Careers website
- Ask questions; seek advice from your family, Careers/Pathways Coordinator, 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
- Virtual attendance at the Senior School Information evening is an important part of this process. This will take place on **Monday, 31 July 2023 at 6.45pm via Microsoft Teams**
- **Year 10 into 11 confirmation interviews will be held on Wednesday, 9 August 2023. Students submit their courses online at this time**
- Subject selection sheets **MUST** be signed by a parent/guardian
- Any changes after Wednesday, 9 August 2023 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.

2024 VCE 1 & 2 Units

Accounting 1-2	Foundation Mathematics 1-2
Art Creative Practice 1-2	General Mathematics 1-2
Biology 1-2	Mathematical Methods 1-2
Business Management 1-2	Specialist Mathematics 1-2
Chemistry 1-2	Media 1-2
Applied Computing: Software Development 1-2	Music 1-2
Drama 1-2	Physical Education 1-2
Economics 1-2	Physics 1-2
English and English as an Additional Language (EAL) 1-2	Product Design and Technology (Wood)** 1-2
English Language 1-2	Product Design and Technology (Fabrics) ** 1-2
Environmental Science 1-2	Psychology 1-2
Food Studies 1-2	Visual Communication Design 1-2
French 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 **Friday, 4 August 2023**
- Have a Year 12 Program approved and signed by **Wednesday, 9 August 2023.**

VCE 1-4 Units and Contributions

***Please note that the costs listed below are the 2023 contributions. These contributions are currently under review for 2024 and are still to be ratified by College Council.**

THE ARTS	
Art Creative Practice 1-2	$110
Art Creative Practice 3-4	$110
Drama 1-4	$30
Visual Communication Design 1-2	$100
Visual Communication Design 3-4	$100
Media 1-2	$90
Media 3-4	$90
Music 1-4	$60
ENGLISH	
English 1-2	$30
English 3-4	$30
English as an Additional Language (EAL) 1-2	$30
English as an Additional Language (EAL) 3-4	$30
Literature 1-4	$30
English Language 1-4	$30
HEALTH & PE	
Health & Human Development 1-2	$40
Health & Human Development 3-4	$40
Physical Education 1-2	$40
Physical Education 3-4	$40
LOTE	
French 1-2	$40
French 3-4	$40
MATHEMATICS	
Foundation Mathematics 1-2	$30
Foundation Mathematics 3-4	$30
General Mathematics 1-2	$30
General Mathematics 3-4	$30
Mathematical Methods 1-2	$30
Mathematical Methods 3-4	$30
Specialist Mathematics 1-2	$35
Specialist Mathematics 3-4	$30
SCIENCE	
Biology 1-2	$60
Biology 3-4	$60
Chemistry 1-2	$60
Chemistry 3-4	$60
Environmental Science 1-2	$60
Environmental Science 3-4	$60
Physics 1-4	$60
Psychology 1-4	$60
HUMANITIES	
Accounting 1-4	$40
Business Management 1-4	$40
Economics 1-4	$40
Legal Studies 1-4	$40
Geography 1- 4	$40
Modern History 1-2	$40
History Revolutions 3-4	$40
TECHNOLOGY	
Applied Computing: Software Development 1-2	$40
Applied Computing: Software Development 3-4	$40
Food Studies 1-2	$180
Food Studies 3-4	$180
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

Curriculum Contributions for Year 11 and 12, 2024

During Term 4 2023, families will be notified via Compass of the 2024 contributions, payment dates, instalment options and the date the Compass "Billing Module" will open for families to be able to make a payment. The Compass Billing Module has for many families become their preferred means of payment. The College will still, however, accept payments at the General Office.

You would be aware that the State Government provides a substantial amount of the College's funding. This funding allows government schools to offer the standard curriculum requirements, but it is not sufficient to meet all costs incurred to allow us to provide the diverse curriculum offered at NSC. Our vibrant curriculum offers students significant subject and elective choices, hands-on experiences across a broad range of key learning areas, subject-specific equipment and full access to a wide range of materials. Therefore, we rely on your contributions to maintain these quality programs for your child/children. Without your support, some of our programs would need to be significantly altered or reduced.

2024 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 Careers/Pathways Coordinator 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 Pathways

Year 10	Year 11 VCE Units 1 & 2	Year 12 VCE Units 3 & 4
Foundation Mathematics	Foundation Mathematics	Foundation Mathematics**
General Mathematics	General Mathematics	General Mathematics
Mathematical Methods	Mathematical Methods	Mathematical Methods
	Specialist Mathematics and Mathematical Methods *	Specialist Mathematics and Mathematical Methods*

Note: *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.

Accelerated Pathway

Students capable of Year 10 Mathematical Methods have the option of also completing Units 1 & 2 General Mathematics. The pathway is shown below:

Year 10	Year 11 VCE Units 1 & 2	Year 12 VCE Units 3 & 4
Mathematical Methods (YR 10) + General Mathematics Units 1 & 2	Mathematical Methods Units 1 & 2 + General 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 VM 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

VET costs

Most of the costs associated with VET courses are covered by the school and by the Department of Education. As with other subjects in VCE, parents will still need to pay for some costs such as for uniform requirements or personal protective equipment, that are used and retained by the student.

Where and when VET subjects are studied

All VET subjects, other than Sport & Recreation, are studied away from Norwood, usually on Wednesday afternoons. The following table displays current offerings.

Subject	Provider and location	Scored VET	Time
The following courses are available to students commencing Year 10 or Year 11 in 2023			
Acting	Australian College of Dramatic Arts (ACDA) (Boronia)	No	4.30 – 7.30
Allied Health Assistance	Swinburne TAFE (Wantirna)	Yes	1.00-4.00
Animal Studies	Box Hill TAFE (Lilydale or Box Hill)	No	1.30-5.00
Animal Studies (Cert III)	Box Hill TAFE (Lilydale or Box Hill)	No	1.30-7:30
Applied Fashion	Box Hill TAFE (Box Hill)	No	1.30-5.30
Beauty Services (Cert III)	Box Hill TAFE (Box Hill)	No	1:30-6.00
Automotive Technology	Ringwood SC (Ringwood)	No	1.00-5.30
Carpentry **	Swinburne TAFE (Croydon)	No	1.00-6.00
CISCO Networking	Ringwood Training (Ringwood)	No	1.30-5.30
Civil Construction	Swinburne TAFE (Wantirna)	No	1.00-5.00
Community Services	CIRE (Lilydale)	Yes	1.00-4.30
Design Fundamentals	Box Hill TAFE	No	1.30-5.00
Early Childhood Education	Box Hill TAFE (Lilydale or Box Hill)	No	1.30-4.30
Electrotechnology **	Swinburne TAFE (Wantirna)	No	1.00-6.00
Engineering Technology	Ringwood SC (Ringwood)	Yes	1.00-5.30
Equine Studies	Box Hill TAFE (Lilydale or Box Hill)	Yes	1.30-5.00
Hospitality	Aquinas College (Ringwood)	Yes	1.30-5.00
Interior Decoration	Box Hill TAFE (Box Hill)	No	1.30-5.00
IT, Digital Media & Tech.	Ringwood SC (Ringwood)	Yes	1.30-5.30
IT (VR & Game Design	Ringwood SC (Ringwood)	No	12.00 – 3.00
Cookery	Aquinas College	Yes	1.00-5.00
Laboratory Skills	Swinburne TAFE (Wantirna)	No	1.00-5.00
Live Production & Services	Box Hill TAFE (Box Hill)	No	1:30-6.30
Music (Sound Prod.)	Box Hill TAFE (Box Hill)	Yes	1.30-5.30
Plumbing **	Swinburne TAFE (Croydon)	No	12.30 – 5.30

Retail Cosmetics	ITS Academy (Bayswater)	No	1.30-4.30
Salon Assistant	ITS Academy (Bayswater)	No	1.30-4.30
Screen and Media	Box Hill Institute	Yes	1.30-500
Sport & Recreation	Norwood SC***	Yes	1.30-5.00
The following courses are only available to students commencing Year 11 in 2024			
Bricklaying	Swinburne TAFE	No	8.00-4.00
Cabinet Making	Holmesglen TAFE (Chadstone)	No	9.00-3.30
Horticulture	Swinburne TAFE (Wantirna)	No	8.00-4.00
Landscaping	Swinburne TAFE (Wantirna)	No	8.00-4.00

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 courses.

**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.

*** The Sport and Recreation VET certificate requires camps and excursions that will result classes in other subjects being missed and require a commitment to catch up with any work missed.

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
- Students completing a scored VET course (see table above) will be required to sit a VCAA exam during the Year 12 exam period. (Not required for VCE VM students)
- Attending any VET program, apart from the Norwood VET course, will involve missing out on 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 potentially miss out attending Periods 3, 4 and 5 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
- Salon Assistant (Hairdressing) and Retail Cosmetic courses only take one year to complete
- The Norwood VET application form is available online and needs to be completed and returned to the Careers Office, by Wednesday, 9 August 2023
- For current Year 9 students the same application process as applying for a VCE subject will follow as a VET course is considered an advance placement for a Year 9 student. When an application is approved, a Norwood VET application form will need to be completed online. 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.

The VCE Vocational Major

The Victorian Certification of Applied Learning (VCAL) program has been replaced with a new Certificate – The VCE Vocational Major. The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over two years. The VCE VM will give students greater choice and

flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Students who do the VCE VM 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.

Subjects studied in VCE VM

The VCE VM specific subjects are:

- Literacy Skills (or VCE English)
- Numeracy Skills (or VCE Maths)
- Personal Development Skills
- Work-related skills
- One other VCE subject of interest
- Industry Specific Skills (VET Subject – completed on a Wednesday afternoon, usually off-site)
- Structured Workplace Learning (likely to be one day a week at a workplace).

VCE VM structure

All VCE-VM students will spend Monday, Tuesday and Fridays at the college completing the VCE VM specific subjects mentioned above, and one other VCE subject of their choice. On a Wednesday, the students complete their VET subject, usually off-site. Thursdays are spent on the students' Structured Workplace Learning placement.

Subjects studied in VM

Structured Workplace Learning

Year 11

Structured Workplace Learning comprising 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.

Year 12

Structured Workplace Learning comprising minimum of 200 hours, including a minimum of 180 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 the VCE VM

- Complete all learning outcomes to a satisfactory standard
- Contribute meaningfully to all group work tasks to a satisfactory standard
- Attend all school-based classes, including your VCE subject, to a minimum of 90%
- Attend all VET classes to a minimum of 90%
- Participate and contribute satisfactorily in the VCE VM major projects.

How will an "N" affect my results?
An N result may mean you have not gained enough units to achieve your VCE VM Certificate.

How are you assessed in VCE VM?
Although there are no exams, you will need to complete each of your studies to a satisfactory standard.

Assessment in VM 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.

Application Process
Expressions of Interest forms for the VCE VM are available from the Head of Year 10.

There will then be an interview process during Term 3 to ensure that the VCE VM is the appropriate pathway for the student. An expression of interest does not guarantee a student a place in the program.

The qualities and attributes taken into account include:

- Why you would like to study VCE VM
- 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 VCE VM meaning that poor performance in Year 10 does not automatically mean you can then access VCE VM 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 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 VCE VM 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' result will apply for that class.

Missing any VET classes may make it difficult to complete certain modules and would result in an unsatisfactory assessment for that unit.

VCE Vocational Major Subjects

VCE VM Literacy

Unit Purpose

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

Units 1 & 2

Areas of study

- Literacy for personal use
- Understanding and creating digital texts
- Understanding issues and voices
- Responding to opinions.

Assessments (suitable tasks may include):

- Reflective journals
- Narrative, expository, or informative pieces
- Performance or visual presentations
- Research task or report
- Digital presentations or videos
- Graphic organisers or concept maps.

Units 3 & 4

Areas of study

- Accessing and understanding informational, organisational, and procedural texts
- Creating and responding to informational, organisational, and procedural texts
- Understanding and engaging with literacy for advocacy
- Speaking to advice or advocate.

Assessments (suitable tasks may include):

- Research tasks
- Blogs or vlogs
- Multimodal presentation created for promotion
- Case studies
- Brochures or pamphlets
- Annotated photographs
- Response to structured questions.

VCE VM Numeracy

Unit Purpose

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Units 1 & 2

Areas of study

- Number
- Shape
- Quantity and measures
- Relationships
- Dimension and direction
- Data
- Uncertainty
- Systematics

Assessments (suitable tasks may include):

- Investigations and projects
- Multimedia presentation, a poster or report
- Portfolio

Units 3 & 4

Areas of study

- Number
- Shape
- Quantity and measures
- Relationships
- Dimension and direction
- Data
- Uncertainty
- Systematics

Assessments (suitable tasks may include):

- Investigations and projects
- Multimedia presentation, a poster or report
- Portfolio

VCE VM Personal Development Skills

Unit Purpose

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

Units 1 & 2

Areas of study

- Healthy Individuals
- Connecting with community.

Assessments (suitable tasks may include):

- Reflective journals
- Response to structured questions
- Record of survey responses
- Annotated paragraphs
- Websites
- Research tasks
- Record of discussions or debates.

Units 3 & 4

Areas of study

- Leadership and teamwork
- Community project.

Assessments (suitable tasks may include):

- Research or investigation report
- Project plan
- Digital presentation
- Record of interviews with members of the community
- Presentation regarding individual or team effectiveness in executing planned project
- Video, podcast or oral presentation
- Case study.

VCE VM Work Related Skills

Unit Purpose

This unit emphasises the significance of obtaining dependable information about education and employment prospects to make informed decisions. Students will explore details regarding entry-level and promising industries and evaluate their choices considering their abilities, goals, and education. They will also develop communication strategies to convey their findings.

Units 1 & 2

Unit 1 Areas of study

- Future careers
- Presentation of career and education goals.

Unit 2 Areas of study

- Skills and capabilities for employment and further education
- Transferable skills and capabilities

Assessments (suitable tasks may include):

- Records of data analysis
- Research tasks
- Career and education reports
- Creation of smart goals
- Skills audits
- Participation in mock interview
- Resumes
- Cover letters.

Units 3 & 4

Unit 3 Areas of study

- Workplace wellbeing and personal accountability
- Workplace responsibilities and rights
- Communication and collaboration.

Unit 4 Areas of study

- Portfolio development
- Portfolio presentation

Assessments (suitable tasks may include):

- Case studies
- Participation in discussions and questions during excursions
- Research tasks
- Digital presentations
- Role plays or performances
- Portfolios
- Presentation and evaluation of portfolio.

Industry Related Skills
Units 1 & 2

This requires students to either:

- Study and complete two Units of VET subjects of their choice. Please refer to the list of VET subjects in this handbook

OR

- Undertake School Based Apprenticeship**

** Please note: School Based Apprenticeship/Traineeships (SBATs) can be arranged when students find an employer who agrees to employ them as an apprentice or trainee covering both their Work Placement and VET studies. A training contract registered with the Office of Training and Tertiary Education is required. For details, contact Mr Duncan, our Careers/Pathways Coordinator.

VCE Subject

Students can study one or more VCE subjects as part of their VCE VM course. This is done on an individual basis to ensure that the student's program is appropriate and meets the needs of their future pathway.

Year 10 Subjects

In 2024 the following subjects are COMPULSORY: English (for two semesters), Mathematics (for two 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	**Drama Units 1 & 2**	**Drama Units 3 & 4**
Media	**Media Units 1 & 2**	**Media Units 3 & 4**
Art Creative Practice	**Art Creative Practice Units 1 & 2**	**Art Creative Practice Units 3 & 4**
Music Performance	**Music Units 1 & 2**	**Music Units 3 & 4**
Visual Communication Design	**Visual Communication Design Units 1 & 2**	**Visual Communication Design Units 3 & 4**

Art Creative Practice

Overview: Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society. This study is designed to introduce the structural, personal and cultural lenses studied in VCE Art Creative Practice to the students. The Structural Lens helps the analysis and interpretation of an artwork, and its relationship with the artist and viewer, through the investigation of the art elements and art principles, materials, techniques and processes. The Personal Lens investigates the personal feelings, beliefs and life experiences of the artist, viewer or audience. The Cultural Lens investigates the social, historical and cultural influences on art. Students will make, interpret and respond to artworks of their own and others.

Areas of study:

- Students will explore a range of medium and methods to then create trials or finished art works
- Students will complete tasks which give them learning experiences to question, investigate and reflect on their art making and the work of other artists
- Students will experiment and take part in collaborative, personal, project based and inquiry tasks.

Assessment:

- Inquiry tasks, visual diary entries, annotations and final artworks
- Research, exploration of methods and medium, analysis and project-based/collaborative tasks
- End of Semester Examination.

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.

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.

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 learn to use a visual language and the role this plays in communicating ideas, solving problems and influencing behaviours. They explore and develop skills and an understanding of the methods used to create effective and aesthetically pleasing designs. Students consider various factors that impact design decisions, including what is a good design, aesthetic impact, and economic, technological, environmental, cultural and social influences. Students use the design process to produce a range 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 regularly record ideas, convergent and divergent thinking, annotations, visualisations and observational drawings. They explore the use of some CAD programs from the Adobe Suite. The study of VCE Visual Communication Design, therefore, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. This year 10 unit is an exciting and valuable introduction to the VCE Visual Communication Design Units 1 to 4 and is highly recommended as an introduction to the VCD study design.

Areas of study:

- Folio of practical work
- Design influences (economic, social, cultural, environmental and technological)
- Visual Diary (understanding and applying the design process)
- 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 or expository. 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 build on the skills and knowledge formed in Semester 1. They will create expositions that analytically and creatively explore texts of varying forms, and express opinions. Students will consider audience and purpose when developing persuasive texts and analysing how arguments are formed by others. This will be demonstrated through oral presentations and written analysis responses.

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 Only)

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	**Physical Education Units 1 & 2**	**Physical Education Units 3 & 4**
Health Matters	**Health and Human Development Units 1 & 2**	**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 dietary requirements during adolescence. 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 VCE Vocational Major Numeracy Units 1 & 2.**

Areas of study:

- Number skills (operations, fractions, decimals, percentages)
- Financial and consumer mathematics (banks, loans, wages, tax)
- Geometry and measurement (angles, shapes, transformations, trigonometry)
- Reasoning and Strategies (application strategies for mathematics to real life situations).

Assessment:

- Tests
- Investigations
- End of semester exams.

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 the CAS calculator 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 (Probabilities of chance events, Univariate data, Bivariate data and Networks)
- Measurement and Geometry (Shape, Area, Volume, Pythagoras' Theorem, Trigonometry, Bearings)
- Reasoning and Strategies (Application strategies for mathematics to real life situations).

Assessment:

- Tests
- Application tasks
- End of semester exams.

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.

Students capable of Year 10 Mathematical Methods have the option of completing Units 1 & 2 of General Mathematics provided they obtain written acceptance from the Head of Mathematics and an endorsement from their Year 9 Mathematics teacher.

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:

- Tests
- Problem solving tasks
- End of semester exams.

Science

<table>
<tr><th>Year 10</th><th>Year 11</th><th>Year 12</th></tr>
<tr><td rowspan="5">Select 2 units from:
* Biochemical Science
* Physical Science
* Biological Psychology
* Earth & Space Science</td><td>Chemistry Units 1 & 2</td><td>Chemistry Units 3 & 4</td></tr>
<tr><td>Environmental Science Units 1 & 2</td><td>Environmental Science Units 3 & 4</td></tr>
<tr><td>Physics Units 1 & 2</td><td>Physics Units 3 & 4</td></tr>
<tr><td>Biology Units 1 & 2</td><td>Biology Units 3 & 4</td></tr>
<tr><td>Psychology Units 1 & 2</td><td>Psychology Units 3 & 4</td></tr>
<tr><td>Foundation Science</td><td>No access to VCE Science</td><td></td></tr>
</table>

Year 10 Science Electives

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 perquisites for VCE Science subjects and also VCE Physical Education.

Biochemical Science

Areas of Study:

Biology: Structure and manufacture of biomolecules such as carbohydrates, nucleic acids, proteins and lipids. The processes of photosynthesis and cellular respiration as either endothermic and exothermic reactions and its importance to life. The synthesis of proteins and the function of enzymes in the hydrolysis of biomolecules is investigated.

Chemistry: The atomic structure and properties of elements used to organise them in the periodic table. To explore the ionic bonding model and write formulas and balance chemical equations. Introduction to stoichiometry and mole calculations in neutralisation reactions and introduction to organic chemistry including the naming and drawing of saturated and unsaturated hydrocarbons.

Physical Science

Areas of Study:

Chemistry: Atomic structure and electronic configurations of elements, the combination of elements into ionic compounds. 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 role of combustion and electromagnetism in the generation of electricity and its operation; the interaction of electric and magnet interactions explained by a field model. The explanation and prediction of objects in motion resulting from the interaction of external forces using Newton's laws of motion; the conservation, transformation and transfer of energy between closed systems.

Biological Psychology

Areas of Study:

Biology: To explore aspects of human health through genetic, lifestyle and environmental diseases and the function of the brain and effects of sleep. The study of genetic inheritance and hereditability is observed across generations and the theory of evolution by natural selection explains the diversity of living things.

Psychology: The study of the structure and function of the nervous system and brain is outlined and the physiological aspects of sleep and sleep disorders is explored. To develop an understanding of the social, developmental, perceptual, cognitive and physiological aspects of human behaviour and day to day functioning.

Earth and Space Science

Areas of Study:

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

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.

Assessments: (suitable tasks include)

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

Prerequisites: Students looking at completing VCE Chemistry are encouraged 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 are encouraged 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	**History Units 1 & 2**	**History Units 3 & 4**
Geography	**Geography Units 1 & 2**	**Geography Units 3 & 4**
Business: Courts, Parliaments & Markets	**Legal Studies Units 1 & 2**	**Legal Studies Units 3 & 4**
Business: Courts, Parliaments & Markets	**Economics Units 1 & 2**	**Economics Units 3 & 4**
Business: Finance & Enterprise	**Accounting Units 1 & 2**	**Accounting Units 3 & 4**
Business: Finance & Enterprise	**Business Management Units 1 & 2**	**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. Project work 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 Business Management and VCE Accounting.

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/Inquiry task
- 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
Product Design and Technology (Wood)	**Product Design and Technology Wood Units 1 & 2**	**Product Design and Technology Wood Units 3 & 4**
Product Design and Technology (Fabrics)	**Product Design and Technology Fabrics Units 1 & 2**	**Product Design and Technology Fabrics Units 3 & 4**
Food Studies	**Food Studies Units 1 & 2**	**Food Studies Units 3 & 4**
Applied Computing	**Applied Computing Units 1 & 2**	**Applied Computing: Software Development Units 3 & 4**

Applied Computing

Overview:

Students will use tkinter (Tk interface) the standard python programming platform for creating Graphical User Interfaces (GUI) in python. Students will be encouraged to learn to code in python to create these GUI applications. Students will also be able to program either a bit:bot with micro:bit or a Sphero ball a spherical robot as an external electronic device equipped with a gyroscope, accelerometer, and colourful LED lights that can be paired with a tablet or smartphone. Students will use both analogue and digital components to solve simple real-world problems.

Areas of study (course projects may include):

- Introduction to coding a Graphical User Interface (GUI)
- Creation of an application as a project
- Arranging widgets, labels, textboxes and window frames within GUI
- Using accelerometer and gyroscope to create geometric shapes and complete mazes
- Game creation through hardware
- Using a light dependent resistor as a sensor with analogue inputs to a controller
- Using a transistor to drive a motor
- Using the accelerometer in the micro:bit to control motor speed
- Remote controlled bit:bot to follow parameters and functions
- Students investigate, design, produce, analyse and evaluate their projects.

Assessment:

- A folio of written practical activities with Sphero or bit:bot
- Team project: game created with Sphero or bit:bot
- GUI application programmed in python
- End of semester exam.

Food Studies

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.

Product Design and Technology (Wood)

Overview:

This unit is designed to introduce students to the principles of design thinking and the design process. Students will learn how to use Computer-Aided Design (CAD) software and create digital folios to document their design process. They will also learn about different materials and manufacturing processes as they work on their projects. The course is structured around a series of projects that build on each other, allowing students to develop their skills and knowledge over time.

Areas of study:

- Develop design thinking skills and gain an understanding of the design process.
- Learn how to use Computer-Aided Design (CAD) software to create digital designs
- Create digital folios to document the design process and showcase your work
- Explore a range of materials and manufacturing processes to create unique products.

Assessment:

- Design folio: Students will create a digital folio that documents their design process
- Product design: Students will design and create a product using CAD software
- Practical work: Students will apply their hand-on skills to create a product using different materials and manufacturing processes.

Product Design and Technology (Fabrics)

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.

YEAR 11 & 12 COURSE SELECTION 2024

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 & 4 is also assessed by an end-of-year examination, contributing 50% of the final assessment.

Art Creative Practice (replacing Studio Arts)

Unit 1: Interpreting artworks and exploring the Creative Practice

In this unit students will create art pieces while being introduced to the Structural and the Personal Lenses by researching and analysing three artists, their practices and their artworks. These selected artists must be from different periods of time and cultures and include at least one contemporary artist and at least one Australian artist. Students learn how to use evidence from artworks and a range of sources to support their personal interpretation and point of view in their own art practice.

Areas of Study:

- Artists, artworks and audiences
- The Creative Practice
- Documenting and reflecting on Creative Practice.

Unit 2: Interpreting artworks and developing the Creative Practice

In this unit students will produce some visual responses (art work) and show an understanding of the Creative Practice. They will collaborate to make and present artworks as part of a group of artists. Their work will show they understand the Cultural Lens. Students will complete inquiry learning and explore collaborative practice in historical and contemporary contexts.

Areas of Study:

- The artist, society and culture
- The collaborative Creative Practice
- Documentation of collaboration using the Creative Practice.

Unit 1 Assessments:

- Outcome 1: Suitable tasks may include: an extended written response, short answer responses supported by visual references, oral presentation, annotated visual response, presentation using digital technologies such as an online presentation or interactive website
- Outcome 2: Students produce a range of personal visual responses to a selection of set tasks, showing the exploration of ideas, materials and techniques in at least three art forms.
- Outcome 3: Students document their use of the Creative Practice, including annotated personal visual responses to a selection of set tasks.

Unit 2 Assessments:

- Outcome 1: Students will complete set tasks that show evidence of their knowledge of how to use the Cultural Lens, and the other Interpretive Lenses, to analyse and compare the practices of artists and artworks from different cultures and times
- Outcome 2: Students will complete visual responses that demonstrate the use of the Creative Practice and collaboration and at least one artwork

- Outcome 3: Students will complete set tasks that show they are able to critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses.

Unit 3: Investigation, ideas, artworks and the Creative Practice
In this unit students will explore project-based learning and directed research to develop a body of art work. Unit 3 starts with students researching the practice of a selected, artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 & 4. They will use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

Areas of Study:
- Investigation and presentation
- Personal investigation using the creative practice.

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice
In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Areas of Study 1 & 2 are taught concurrently. The critique in Area of Study 1 takes place before the resolution and presentation of the Body of Work. Documentation of the Creative Practice is carried throughout Areas of Study 1 & 2 in the refinement, resolution and presentation of the student's Body of Work.

Areas of Study:
- Documentation and critique of the Creative Practice
- Resolution and presentation of a Body of Work
- Comparison of artists, their practice and their artworks.

Unit 3 & 4 SAC Assessments……. 10%
Unit 3 & 4 SAT Assessments …... 60%
External assessment……. **30%**
The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination.

Biology

Unit 1: How do organisms regulate their functions?
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 & 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.

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.

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
- Internal business environment and planning
- External business environment and planning.

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
- Human resource management
- 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 appreciate that the development and use of materials for specific purposes is an important human endeavour. Students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the

reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

A student-directed research investigation into the sustainable production or use of a selected material is undertaken in Area of Study 3.

Areas of Study:

- How to the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?

Unit 2: How do chemical reactions shape the natural world?

In this unit students explore society's dependence on the work of chemists to analyse the materials and products in everyday use. Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

Areas of Study:

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative scientific investigations develop our understanding of chemical reactions?

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

- Report of a laboratory or fieldwork activity, including the generation of primary data
- Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two student practical activities
- Reflective annotations of one or more practical activities from a logbook
- Summary report of selected practical investigations
- Critique of an experimental design, chemical process or apparatus
- Analysis and evaluation of generated primary and/or collated secondary data
- Modelling or simulation activity
- Media analysis/response
- Problem-solving involving chemical concepts, skills and/or issues
- Report of an application of chemical concepts to a real-world context
- Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, secondary data or a media communication, with reference to sustainability
- An infographic
- A scientific poster.

Unit 3: How can design and innovation help to optimise chemical processes?

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when

evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Areas of Study:

- What are the current and future options for supplying energy?
- How can the rate and yield of a chemical reactions be optimised?

Unit 4: How are carbon-based compounds designed for purpose?

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations. A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 & 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format.

Areas of Study:

- How are organic compounds categorised and synthesised?
- How are organic compounds analysed and used?
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

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

- Analysis and evaluation of primary and/or secondary data
- Comparison and evaluation of chemical concepts, methodologies and methods, and findings from at least two practical activities
- Problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts
- Analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication
- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries. The poser should not exceed 600 words.

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.

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.

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 & 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: Economic decision-making

Students investigate the key economic questions of what and how much to produce, how to produce and who gets to enjoy the benefits of what is produced. Students consider the roles of three key economic agents in the Australian economy: consumers, businesses and the government. They consider the reasons why people might respond differently to incentives and how this can affect living standards

Areas of Study:

- Thinking like an Economist
- Decision making in markets
- Behavioural economics.

Unit 2: Economic issues and living standards

Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

Areas of Study:

- Economic activity
- Applied economic analysis of local, national and international 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
- Presentation.

Unit 3: Australia's living standards

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. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards.

Areas of Study:

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

English and English as an Additional Language

Unit 1

In this Unit, students engage in reading and viewing texts with a focus on personal connections with the story. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

Areas of Study:

- Reading and Exploring Texts
- Crafting Texts.

Unit 2

In this Unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students also consider the way arguments are developed and delivered in many forms of media. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience.

Areas of Study:

- Reading and Exploring Texts
- Exploring Argument.

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

- A personal response to a set text
- Two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs. A commentary reflecting on writing processes
- An analytical response to a set text
- An analysis of the use of argument and persuasive language and techniques in text(s)
- An oral presentation of a point of view text.

Unit 3

In this unit students read and respond to texts analytically, considering their dynamics and complexities. They then build on those skills by reading and engaging imaginatively and critically with mentor texts of a set context to inspire their writing.

Areas of Study:

- Reading and Responding to Texts
- Creating Texts.

Unit 4

In this unit students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. They will analyse the use of argument, language and visuals in texts that debate a contemporary issue. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Areas of Study:

- Reading and Responding to Texts
- Analysing Argument.

Unit 3 & 4 Assessments:

- Two analytical responses to a text in written form
- Two written texts constructed in consideration of audience, purpose and context
- A commentary reflecting on writing processes
- An analytical response to argument in written form
- A point of view oral presentation.

Unit 3 & 4 Assessments (EAL):

- Comprehension of an audio/audio visual text focussed on historical, cultural and/or social values in the set text, through:
- Short-answer responses
- Note form summaries
- Two written texts constructed in consideration of audience, purpose and context
- A set of annotations reflecting on writing processes
- An analytical response to text in written form
- An analytical response to argument in written form
- A point of view oral presentation

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 and conventions. 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, lexicology, syntax, discourse, and pragmatics 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 investigative report
- An analysis of spoken and/or written texts
- An analytical commentary
- A case study
- Short-answer questions
- An analysis of data
- An oral or multimodal presentation.

Unit 3

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

Areas of Study:

- Informality
- Formality

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, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are imposed, negotiated and conveyed.

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 investigative report
- 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 & 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
In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Areas of Study:

- Food around the world
- Food in Australia.

Unit 2: Food makers
In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight

into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Areas of Study:

- Australia's food systems
- 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

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: 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.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through 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 Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

Areas of Study:

- Navigating Food Information.
- Environment and Ethics.

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 & 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 & 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 & 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 & 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 & 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
- 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:

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

Areas of Study:

- Legal Foundations
- Proving guilt
- Sanctions.

Unit 2: Wrongs and Rights
Civil Law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of Civil Law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Areas of Study:

- Civil Liability
- Remedies
- Human 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
The Victorian justice system, which includes the Criminal and Civil Justice Systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the Criminal and Civil Justice System and consider their appropriateness in

determining Criminal cases and resolving Civil disputes. Students explore topics such as the rights available to an accused and to victims in the Criminal Justice System, the roles of the Judge, Jury, Legal Practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the Justice System. Students synthesise and apply legal principles and information relevant to the Criminal Justice and Civil Justice System to actual and/or hypothetical scenarios.

Areas of Study:

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

Unit 4: The People and the Law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and State parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Areas of Study:

- The People and the Australian Constitution
- The People and reform

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 & 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. They also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

Areas of Study:

- Reading practices
- Exploration of literary movements and genres.

Unit 2

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through

the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students also focus on text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Areas of Study:

- Voices of Country
- The text in its context.

Unit 1 & 2 Assessments:

- a close analysis of one of more selected passages
- a creative response to texts and genres studied
- an oral reflection.

Unit 3

In this unit, students consider how the form of a text affects meaning, and how writers construct their texts. Students also explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Areas of Study:

- Adaptations and transformations
- Developing interpretations.

Unit 4

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students also focus on a detailed scrutiny of the language, style, concerns and construction of texts.

Areas of Study:

- Creative responses to texts
- Close analysis of texts.

Outcomes & Assessments

Unit 3

- Analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form.
- Develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4

- Respond creatively to a text and comment critically on both the original text and the creative response
- 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.

Mathematics:
Foundation Mathematics

Units 1 & 2
These units provide 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
- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer mathematics
- Space and measurement.

Assessments
- Mathematical investigations
- Summary notes
- Tests
- End of semester exams.

Units 3 & 4
Foundation Mathematics enables students to develop mathematical knowledge and problem solving skills to prepare them for a range of workplace, personal, further learning, and community settings.

Areas of Study
- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer mathematics
- Space and measurement.

Assessments
School-assessed Coursework contributing 60% toward the final assessment.
- Three mathematical investigations.

Units 1 – 4 Outcomes
For each unit students are required to demonstrate achievement in three outcomes:
- Demonstrating the key knowledge and skills in all the areas of study;
- Using known mathematical procedures in a variety of non-routine contexts; and
- Using appropriate technology to produce and analyse results.

External Assessment
The level of achievement for Units 3 & 4 is assessed by an end-of-year examination that contributes 40% toward the final assessment.

General Mathematics
Units 1 & 2
General Mathematics provides for different combinations of student interests and preparation for study of VCE General Mathematics at Units 3 & 4.

These units 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, and 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

- Data analysis and statistics
- Recurrence relations and financial mathematics
- Linear graphs and equations
- Matrices
- Graphs and networks
- Measurement and trigonometry.

Assessments

- Tests
- Modelling and Problem solving tasks
- Mathematical investigations
- Summary notes
- End of semester exams.

Units 3 & 4

General Mathematics consists of four areas of study. These units enable students to develop mathematical knowledge and skills through the study of relationship and analysis between two variables, financial arithmetic, number patterns and recursion, networks 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.

Areas of Study

- Data analysis and statistics
- Recursion and financial modelling
- Matrices
- Networks

Assessments

School-assessed Coursework contributing 40% toward the final assessment.

- Application tasks
- Modelling tasks
- Problem solving tasks.

Units 1 – 4 Outcomes

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

- Demonstrating the key knowledge and skills in all the areas of study;
- Using known mathematical procedures in a variety of non-routine contexts; and
- Using appropriate technology to produce and analyse results.

External Assessment

The level of achievement for Units 3 & 4 is assessed by two end-of-year examinations, one multiple choice exam and one short answer exam, each contributing 30% toward the final assessment.

Mathematical Methods

Units 1 & 2

Mathematical Methods provides for different combinations of student interests and preparation for study of VCE Mathematical Methods at Units 3 & 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, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability, and statistics.

Assessments

- Assignments and Tests
- Modelling and Problem solving tasks
- Mathematical investigations
- Summary notes
- End of semester exams.

Units 3 & 4

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

Areas of Study

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability, and statistics.

Assessments

School-assessed Coursework contributing 40% toward the final assessment.

- Application tasks
- Modelling tasks
- Problem solving tasks.

Units 1 – 4 Outcomes

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

- Demonstrating the key knowledge and skills in all the areas of study; and
- Using known mathematical procedures in a variety of non-routine contexts
- Using technology to produce and analyse results.

External Assessment
The level of achievement for Units 3 & 4 is assessed by two end-of-year examinations, one technology free exam contributing 20% towards the final assessment, and one technology active exam contributing 40% toward the final assessment.

Specialist Mathematics

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

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

Units 3 & 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 & 2. Therefore it can only be undertaken by students who are also enrolled in Mathematical Methods Units 3 & 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.

Areas of Study
- Functions and Graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and Statistics.

Assessments
School-assessed Coursework contributing 40% toward the final assessment.

- Application tasks
- Modelling tasks
- Problem solving tasks.

Units 1 – 4 Outcomes
For each unit students are required to demonstrate achievement in three outcomes:

- Demonstrating the key knowledge and skills in all the areas of study;
- Using known mathematical procedures in a variety of non-routine contexts; and
- Using technology to produce and analyse results

External Assessment
The level of achievement for Units 3 & 4 is assessed by two end-of-year examinations, one contributing 20% towards the final assessment and the other contributing 40% toward the final assessment.

Media

Unit 1: Media forms, representations and Australian Stories

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

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

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

Areas of Study:

- Media representations
- Media forms in production
- Australian stories

Unit 2: Narrative across media forms

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Areas of Study:

- Narrative, style and genre
- Narratives in production
- Media and change

Unit 1 & 2 Assessments:

- Audio-visual or video sequences
- Radio or audio sequences
- Photographs
- Print layouts
- Sequences or presentations using digital technologies
- Posters
- Written responses
- Oral reports.

Unit 3: Media Narratives, contexts 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 their contexts
- Research, development and experimentation.

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 agency and control of 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 production

- Social values
- Media influence.

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

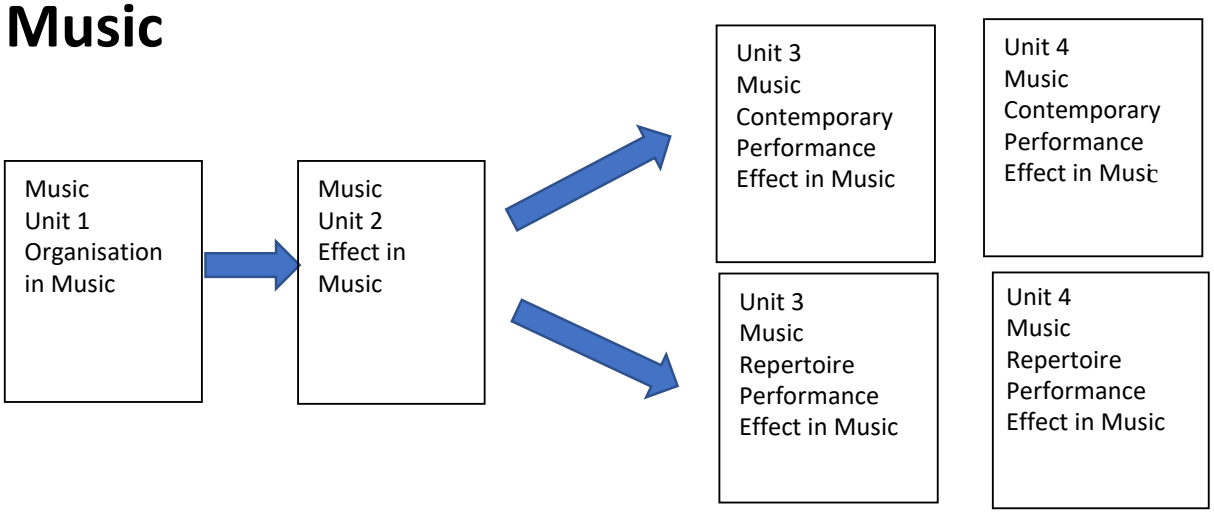
- A written report or an essay, short responses or structured questions
- An annotated visual report
- A presentation using digital technologies.

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



Unit 1: Organisation in Music

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

Areas of Study

- Performing
- Creating
- Analysing and responding.

Unit 2: Effect in Music

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

Areas of Study:

- Performing
- Creating
- Analysing and Responding.

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

- Written responses from Listening tasks using the different elements of music
- Preparing and performing Solo and Group works
- Technical Work assessment
- Composition/Arrangement/Improvisation tasks
- Digital technology tasks including recording and documenting performance
- Theory and Aural tests.

Unit 3: Music Contemporary Performance

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

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

Areas of Study:

- Performing
- Analysing for Performance
- Responding.

Unit 4: Music Contemporary Performance

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Areas of Study:

- Performing
- Analysing for Performance
- Responding
- **Unit 3 Assessments (suitable tasks may include): 20%**
- Performance of solo and group works
- Technical Work Assessments
- Analysis of Selected works
- Theory/Aural Tests
- Listening responses.

Unit 4 Assessment (suitable tasks may include): 10%

- Technical Work Assessments.

External Assessment

- Unit 4 Performance Examination will contribute 50%
- End-of-year aural and written examination will contribute 20%.

Unit 3: Music Repertoire Performance

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

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

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Areas of Study:

- Performing
- Analysing for Performance
- Responding

Unit 4: Music Repertoire Performance

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

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

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

Areas of Study:

- Performing
- Analysing for Performance
- Responding.

Unit 3 Assessments (suitable tasks may include): 20%

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

Unit 4 Assessment (suitable tasks may include): 10%

- Technical Work Assessments.

External Assessment

- Unit 4 Performance Examination will contribute 50%
- End-of-year 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: How is energy useful to society?

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

Areas of Study:

- How are light and heat explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

Unit 2: How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options provided, these options enable students to pursue an area of interest through an investigation and use physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

In Area of Study 3, a student-designed investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Areas of Study:

- How is motion understood?
- Options: How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions?

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

- A report of a laboratory or fieldwork activity including the generation of primary data
- Reflective annotations related to one or more practical activities from a logbook
- Analysis and evaluation of generated primary and/or collated secondary data
- Critique of an experimental design, process or apparatus
- Modelling or simulation activity
- Report of the design, building, testing and evaluation of a device
- An explanation of a selected physics device, design or innovation
- A physics-referenced response to an issue
- Report of a selected physics phenomenon
- Media analysis/response
- An infographic
- Problem-solving involving physics concepts and/or skills
- Report of an application of physics concepts to a real-world context
- An analysis, including calculations, of physics concepts applied to real-world contexts
- Comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- A scientific poster.

Unit 3: How do fields explain motion and electricity?

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

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 & 4, and is assessed in Unit 4, Outcome 2. The design, analysis and findings of the investigation are presented in a scientific poster.

Areas of Study:

- How do physicists explain motion in two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?

Unit 4: How have creative ideas and investigations revolutionised thinking in physics?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model

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

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 & 4, and is assessed in Unit 4, Outcome 2. The design, analysis and findings of the investigation are presented in a scientific poster.

Areas of Study:

- How has understanding about the physical world changed?
- How is scientific inquiry used to investigate fields, motion or light?

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

- Application of physics concepts to explain a model, theory, device, design or innovation
- Analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions
- Problem-solving, applying physics concepts and skills to real-world contexts
- Comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries.

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.

Production Design and Technology: Fabric or Wood

Unit 1: Design practices

Overview

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

Areas of Study:

- Developing and conceptualising designs
- Generating, designing and producing.

Unit 2: Positive impacts for end users

Overview

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Areas of Study:

- Opportunities for positive impacts for end users
- Designing for positive impacts for end users
- Cultural influences on design.

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

- multimodal record of evidence of research, development and conceptualisation of products addressing a need or opportunity related to positive impacts for the end user(s)
- practical work: demonstration of graphical and physical product concepts including prototyping and making final proof of concept along with the finished product addressing a need or opportunity related to positive impacts for the end user(s)
- case study analysis or research inquiry of a designer and end user(s) that explores the influence of culture in product design.

Unit 3: Ethical product design and development

Overview

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking. Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

Areas of Study:

- Influences on design, development and production of products
- Investigating opportunities for ethical design and production
- Developing a final proof of concept for ethical production.

Unit 4: Production and evaluation of ethical designs

Overview

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

Areas of Study:

- Managing production for ethical designs
- Evaluation and speculative design

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

- Any one or a combination of: data analysis, product analysis or research inquiry
- multimodal record of evidence that records:
    - formulation of a design brief and gathering evidence of research that explores market needs or opportunities
    - generation, design and evaluation of product concepts
    - justification of final proof of concept
    - scheduled production plan, including progress during the production process and decisions and modifications made to the scheduled production plan.
- practical work that demonstrates**:**
    - use of technologies to develop physical product concepts including prototypes and finished product management of time and other resources.

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

Areas of Study:

- What influences psychological development?
- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences

and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Areas of Study:

- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop understanding of influences on perception and behaviour?

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

- Analysis and evaluation of an experiment or case study
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of contemporary media texts
- A literature review
- Response to a psychological issue or ethical dilemma
- A modelling or simulation activity
- Problem-solving involving psychological concepts, skills and/or issues
- A report of a scientific investigation, including the generation, analysis and evaluation of primary data.

Unit 3: How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Areas of Study:

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

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Areas of Study:

- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?

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

- Analysis and evaluation of a case study, experiment, model or simulation
- An analysis and evaluation of generated primary and/or collated secondary data
- Comparison and evaluation of psychological concepts, methodologies and methods, and findings from practical activities
- Media analysis of contemporary media texts
- Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries.

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.

Sport and Recreation
(VET subject: run at Norwood Secondary College)

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 & 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:

- Provide equipment for activities
- Maintain equipment for activities.

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 practical activities, 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.

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 coaching activities/case studies/instructional sessions.

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.

NB: Camps and outdoor adventure activities, that complement this course incur an additional cost.

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

Visual Communication Design (VCD)

Unit 1: Finding, reframing and resolving design problems
In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. Students use the design process (convergent and divergent thinking) and explore brand identity and product development, while promoting sustainable design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for good design to start change, generating ideation sketches. They produce evidence of their skills and knowledge by documenting their ideas in a visual diary, completing research and creating final design solutions.

Areas of Study:
- Reframing design problems
- Solving communication design problems
- Design's influence and influences on design.

Assessments for Unit 1:
A variety of learning activities and assessment tasks will be completed so students can demonstrate the key knowledge and key skills in the outcomes.
- A number of tasks will be completed including research and a drawing folio
- Evidence of working independently and collaboratively
- A written brief
- A folio of work demonstrating the Develop and Deliver stages of the VCD design process to create visual language for a business or brand.

- Presentation of design concepts for a critique
- A folio of work demonstrating the Develop and Deliver stages of the VCD design process, and using circular design practices to develop a sustainable object.

Unit 2: Design contexts and connections

This unit focus on the design of environments and interactive experiences. Students implement the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs. Students explore historical movements and cultural design traditions as sources of inspiration, and consider how design from other times and places might influence designing for the future. Students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus design traditions and practices. Issues of ownership and intellectual property across contexts and specialist fields are also investigated.

Areas of Study:

- **Design, place and time**
  (How does design reflect and respond to the time and place in which it is made?)
- **Cultural ownership and design**
  (How do designers evolve culturally appropriate design practices?)
- **Designing interactive spaces**
  (What is the role of visual communication in shaping positive and inclusive interactive experiences?)

Assessments for Unit 2:

A variety of learning activities and assessment tasks will be completed so students can demonstrate the key knowledge and key skills in the outcomes. The tasks will be determined by the teacher.

Outcome 1: Environmental design

- A folio of work demonstrating the stages of the VCD design process to present an environmental design solution, drawing inspiration from its context and a chosen design style.

Outcome 2: Investigation of culturally appropriate design practices including representations of Aboriginal and Torres Strait Islander knowledge.

Presented in one of the following formats:

- Short-answer responses supported by visual references
- An annotated visual report
- A presentation using digital technologies such as an online presentation or interactive website; and
- Creation of personal iconography in a range of design exercises.

Outcome 3: Digital interface

- A folio demonstrating the stages of the VCD design process to propose an interface for an interactive digital product, environment or service.

Unit 3: Visual communication in design practice

In Unit 3, students become the designers. They explore the ways in which designers work, while also analysing the work that they design. Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used. They prepare a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

Areas of Study:

- **Professional design practice**
  What are the visual communication practices used by designers?
- **Design analysis**
  How do designers use visual language to communicate ideas and information to audiences or users?
- **Design process: defining problems and developing ideas.**
  How do designers apply a design process to reframe problems and develop ideas?

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

- Students will complete a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in outcomes 1 & 2.
- Outcome 3: Students will Identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

Unit 4: Delivering design solutions

Students, as designers, continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. They present two final design solutions.

Areas of study:

- **Design process: refining and resolving design concepts**
  How do designers resolve design problems?
- **Presenting design solutions**
  How do designers propose solutions to communication needs?

Assessments Unit 4 (School assessed task: SAT):

Outcome 1

Refine and resolve distinct design concepts for each communication need, and devise and deliver a pitch to communicate concepts to an audience or users, evaluating the extent to which these meet the requirements of the brief.

Outcome 2

Produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.

The School-assessed Task [SAT] contributes 50 % to the study score.

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