INTRODUCTION
This handbook aims to provide information to students and parents about available subjects, course selection and policies and processes for successful course selection, transition into and study in the Senior School. At the time of publishing, the information contained herein was up to date and correct.

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

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

This handbook contains unit descriptions for Year 10 and VCE Units 1 - 4 offered by the College. 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

There is a Year Level Manager and a Coordinator at each year level; a member of the Principal Class also works with the Senior School Team.

Expectations of Students
- That all students in the Senior School relate to each other in a courteous, friendly and co-operative manner.
- That all students be dressed in clean and tidy full College uniform for all lessons throughout the day, with special attention to regulations governing jewellery, the wearing of jackets, hairstyles and footwear. These rules appear in the College diary.
- That all students meet attendance requirements.
- That all students attend, and are on time, for each lesson and relevant activity throughout the day.
- That all students come fully equipped to each lesson.
- That students approach lessons with a positive mental attitude.
- That all students take an active part in the College mentoring program.
- That during lessons, and in the schoolyard, students are responsible and accountable for the management of their own behaviour.
- That students manage a homework and study program to ensure that all extra class commitments are met.
- That all students be at all times responsible for the cleanliness of the school environment.
- That all students are expected to willingly participate in all Senior School activities; that is, assemblies, social service, excursions, inter-house events and whole school sporting activities, Open Night, Presentation Evening and other activities as they arise.
- That all students attend cooperatively and responsibly to the school rules and Code of Conduct as they are documented in the College diary.
- That harassing behaviour, as defined in the Anti-Harassment Policy, is not acceptable.

All Senior School students require:
- a commitment to work in all subjects at a level that aims for the best of which the student is capable.
- a well organised and routinely followed homework and home study program of between 10 – 20 hours per week, depending on the year level and specific subjects chosen.
- an acceptance of responsibility to manage and organise class work and home study and independently meet deadlines for submission of work.
- an acceptance of the rights and learning opportunities of fellow students.
- the adoption of a positive working relationship with all College staff.
Promotions Policy
Students will transition to the next year level provided that they have demonstrated the following:

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

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

Parents with concerns about student progress should contact the appropriate Manager or Coordinator at Senior School.

Assessment and Reporting
Reports are issued every 5 weeks or twice per term. Progress reports are completed twice in Terms 1 and 3 and mid-term 2 and mid-term 4. More comprehensive End of Semester reports are completed at the end of Terms 2 and 4. The Progress Report is a concise one-page report that provides an indication of general progress, behaviour and work habits. It also indicates if students are at risk of failing a particular unit and provides a Grade Point Average (GPA). This GPA is also plotted on a graph and presented on the report. Parent/Student/Teacher interviews are held following Term 1 and Term 3 reports.

The End of Semester Report provides a detailed outline of achievement for each subject.

Year 10 students complete examinations in English and Mathematics and Elective subjects at the end of each semester. Year 11 students complete examinations in each of their subjects at mid-year and end of year. These exams encourage students to revise and gain an overview of their work. Students also benefit from becoming familiar with expectations during exams and developing sound exam and study techniques. Experience and practice gained during the exam period should contribute to students being well prepared for the demands of Year 12.

Enrichment Program (EP) Year 10
The Year 9 EP class will be kept as a group for English only. The current Year 10 and VCE subject offerings provide enough breadth and rigour to cater for the Year 9 EP students as they progress into Year 10 and VCE. Students are counselled through the Managed Individual Pathways (MIPS) process and are consequently guided into choosing subjects that reflect their strengths and interests.

Students in the EP are encouraged to choose some of the following more challenging subjects: English Literature (EL10), General Maths Specialist CAS (MAS10), Maths Method Core (MAM10) or Advanced Science (SA10A & SA10B).

The Year 9 EP students will also have access to up to two VCE Units 1 and 2 in Year 10 and will be encouraged to choose suitable subjects and not choose subjects just to improve their VCE score. Students presently studying a LOTE in Year 9 will be encouraged to continue with this study.

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

Students will receive further support according to individual needs. Support will be based on recommendations from a range of areas, including but not restricted to, professional reports, discussions with the Student Wellbeing and Career Coordinators, Year level Coordinators, mentor teachers and support group meetings.
YEAR 9 INTO 10 TRANSITION PROCESS

Careers Information and MIPS

Students begin investigating their career options during the Year 9 subject ‘Out On Your Own’ and during Mentoring classes. They make use of a variety of resources, particularly the College Career web site norwoodcareers.com. They also commence planning for their Year 10 work experience placement in the last week of Term 2.

During Year 10, students complete a Vocational Testing program that involves answering a series of multiple-choice questions about their interests and abilities. Based on their responses, suggestions of possible career options are investigated. To assist in this investigation, all Year 10 students are shown how to use a variety of internet sites to research potential occupations and particularly the VTAC website (www.vtac.edu.au) which is useful for VCE course selection. Each student is then individually interviewed to develop a Pathways Plan of tasks that could be followed to achieve career goals. This plan is known as a MIPS – Managed Individual Pathways plan. Examples of tasks could include accessing a given web site to obtain detailed information on a particular course of interest, VCE/VCAL/VET subjects to consider studying next year, attending an advertised event, or setting aside a regular time to complete homework.

Pathway Plans are used to organise excursions and information events. For example, students indicating an interest in apprenticeships can participate in a visit to the Swinburne TAFE Apprenticeship Expo and/or various departments of Box Hill TAFE institutes, so as to gain a better understanding of the training required in trade vocations. Students interested in further study after Year 12 are provided with dates of relevant information events at Universities and TAFEs, to consider attending.

Parents are encouraged to assist their student with obtaining a placement for the work experience program, as it can be quite daunting for them to do this completely by themselves. Parents can help in a variety of ways. This includes contacting useful people/businesses they may know of, rehearsing what could be said when contacting a possible employer or driving their student to a possible workplace. The work experience form to be used for the placement is available at norwoodcareers.com. To avoid disappointment of missing out on a desired placement, students can already start seeking suitable work locations.

Various information sessions are held during the year such as the Career Think night which is a presentation for students and parents covering options of University and TAFE tertiary study.

Students are advised throughout the year of events such as Open Days. The College's fortnightly Compass newsletter has a regular Career section. The Careers room is well resourced with up-to-date information and is available for student use. The Careers Adviser is often available during lesson breaks to answer student enquiries. The website norwoodcareers.com is continually updated with extra information including downloads of various activities and booklets including the weekly/fortnightly Norwood Careers newsletter.

Co-curricular Programs

A wide range of co-curricular programs are available and may include the following:

Year 10:
- Work Experience (last week of Term 2).
- Keys Please (TAC and Vic Roads program for learner drivers).
- John Maher: a presentation on decision making and road safety.
- Career Think Information evening.
- Maroondah Career Expo.
- MIPS interviews.
- House and Interschool Sports.
- Study Skills Seminars.
- Health & Wellbeing Programs.
- Snow Camp.

Course Selection and Organisation

It is advised that students in Year 10 choose units from as many KLA areas as possible. English, Mathematics, Science and History are compulsory units and 6 other units must be selected from those offered. For students who choose to study Science for a whole year, 5 other units must be selected.
VCE in Year 10
The College encourages students in Year 10 to study a VCE Unit 1 and 2 as part of their course. This program aims to provide opportunities for these students to:

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

Year 10 students interested in undertaking a VCE unit will apply through the selection process as outlined below. However, it is emphasised that students will be accepted into a VCE unit on the basis of their ability to meet set criteria and the availability of places within the class. (Year 11 students have priority of placement in VCE Units 1 and 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. Factors to be considered may include: attitude, behaviour, academic results, time management skills, maturity, readiness, past experiences, interests, career and future course needs and work habits.

Possible Advantages

- Extend and challenge student learning.
- Enable individual needs and interests to be met.
- Maintain and encourage motivation for 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).
- Develop a greater sense of ownership and control of own learning.
- 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 Work Experience, excursions etc.
- Limiting access to a wider range of KLA areas at Year 10.
- Selecting a VCE class for the wrong reasons (status, kudos, choices of friends etc.).

Selection Criteria

- Recognisable aptitude and satisfactory academic achievement in Year 9 studies.
- Commitment to study, sound work habits and attendance.
- Demonstrated initiative and ability to work independently.
- Satisfactory record of behaviour and participation in school life.
- Evidence of student's ability to manage the workload (student has a history of meeting deadlines and acceptable organisational ability).
- Application Form is complete with signatures as required and submitted on time.

Selection Process

1. Student applies to study a VCE unit on the Application Form. (Forms distributed to students and available from the Senior School Office).
2. A Course Advisory Panel will meet to consider each application.
3. The panel may recommend students who satisfy the selection criteria.
4. Every effort will be made to place recommended students in their first preference VCE unit. If places are unavailable the second or third preference may be offered. Please note that Year 11 students will be given preference in Units 1 & 2.
5. The Year 10 Level Manager will notify all applicants.

Note:

- During Term 1 and again when end of semester reports are prepared, the academic progress and management practices across all subjects will be reviewed by the Year 10 Manager and Coordinator for Year 10 students taking a VCE unit. A recommendation to continue or to restructure the student's program will be made as a result of this review.
- Students undertaking a VCE Unit 1 / 2 are required and expected to attend all scheduled classes in all subjects. (For example, students must attend all Year 10 classes even at times of completion of major course work and tasks associated with their VCE unit).
VCE Units Offered at Year 10
The following VCE Units 1 and 2 are offered to Year 10 students in 2017

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Legal Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Business Management</td>
<td>Modern History</td>
</tr>
<tr>
<td>Drama</td>
<td>Music</td>
</tr>
<tr>
<td>Economics</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Food Technology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Geography</td>
<td>Studio Arts</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>Technology (Materials – Wood, Fibres)</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Visual Communication</td>
</tr>
</tbody>
</table>

VET – all half day programs. Refer to page 12 of this handbook.

NOTE:
- Students in Year 10 (who are not part of the EP Program) may select to study only one VCE subject.
- Students wishing to study a VET course as part of their Year 10 program will also use the VCE application form. These will be forwarded to the Careers Advisor who will attempt to place applicants in their chosen courses.

Timeline for subject selection

- Year 9 students and parents should attend the Senior School Information Evening (Year 9 into 10) in the College Hall on **Tuesday 9th August** at 7pm
- Students will be instructed how to select subjects online. This must be done by **Friday 19th August**.
- Any changes after this date must be at the written request of a parent/guardian and prior to **August 26th**.
- 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), clashes etc.

Sample Year 10 courses

Compulsory subjects

### Year 10 Course Example 1

<table>
<thead>
<tr>
<th>Semester One</th>
<th>English</th>
<th>Mathematics</th>
<th>General Science</th>
<th>LOTE French</th>
<th>VCE Unit 1</th>
<th>PE</th>
<th>The Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Media Studies</td>
</tr>
<tr>
<td>Semester Two</td>
<td>English</td>
<td>Mathematics</td>
<td>History</td>
<td>LOTE French</td>
<td>VCE Unit 2</td>
<td>PE</td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Australia &amp; the World</td>
<td></td>
<td></td>
<td></td>
<td>Woodwork</td>
</tr>
</tbody>
</table>

### Year 10 Course Example 2

<table>
<thead>
<tr>
<th>Semester One</th>
<th>English</th>
<th>Mathematics</th>
<th>Advanced Science A</th>
<th>History Australia &amp; the World</th>
<th>Technology</th>
<th>The Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Foods</td>
<td>Drama</td>
</tr>
<tr>
<td>Semester Two</td>
<td>English</td>
<td>Mathematics</td>
<td>Advanced Science B</td>
<td>SOSE Courts, Parl. and Markets</td>
<td>Health &amp; PE</td>
<td>The Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sport &amp; Physical Performance</td>
<td>Studio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Performance</td>
<td>Arts/Design</td>
</tr>
</tbody>
</table>

### Year 10 Course Example 3

<table>
<thead>
<tr>
<th>Semester One</th>
<th>English</th>
<th>Mathematics</th>
<th>General Science</th>
<th>SOSE Geography</th>
<th>Health &amp; PE</th>
<th>Health Matters</th>
<th>VCE Unit 1</th>
<th>Studio Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Studio Arts</td>
<td></td>
</tr>
<tr>
<td>Semester Two</td>
<td>English</td>
<td>Mathematics</td>
<td>History</td>
<td>Technology</td>
<td>The Arts</td>
<td>VCE Unit 2</td>
<td>Studio Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Australia &amp; the World</td>
<td>Metal, Silver &amp; Glass</td>
<td>Visual Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
YEAR 10 INTO VCE TRANSITION PROCESS

Successful applicants into the VCAL program at Norwood will be notified of their placement prior to Friday 19th August. All other Year 10 students will attend course checking interviews on Friday August 19th. Students will receive their interview times in the week prior to their interview. All students must attend their interview punctually and be prepared by bringing with them their completed subject selection and career/course/ employment intentions.

Year 10 students have undertaken an interests test and researched occupations that may match their interests using the Job Explorer feature at norwoodcareers.com and they should be aware that University and some TAFE courses requires certain VCE subjects known as prerequisite subjects to be studied. The feature known as coursesearch on the website www.vtac.edu.au is very important to make use of. This has been demonstrated to students and a handout has been provided to them. Managed Individual Pathway (MIPS) interviews whereby students have discussed their research with a Careers Practitioner, will be completed beforehand.

A number of events are being held over the next month for students and parents to attend, namely

- Year 10 Career Think Night (7 – 8:15 pm Wednesday July 20th in the College library)
- Senior School Information Night (7 – 9:00 pm Tuesday August 9th in the College library)
- University and TAFE Open days. Each institution operates one Saturday or Sunday in the month of August to give students/parents the opportunity to visit facilities and find out specific details about courses on offer. It is vital to attend 1 - 2 different venues per year in order to make an informed opinion.

The website norwoodcareers.com contains a wide range of resources to assist students in determining their pathways. A very useful section to assist researching appropriate subjects is found by selecting the first horizontal menu bar item Important Info and selecting the dropdown link Course selection including VTAC as displayed in the picture on the right. It provides among other things

- Open day dates and program details so as they make the most of these days
- VTAC publications such as VICTER 2019 indicating prerequisite subjects for courses and CHOICE covering subject selection and myths about scaling and ATAR
- University and TAFE course guides
- Year 10 guides to University study
- VCAL and other pathways to further study

The norwoodcareers.com website is being constantly updated and publishes a Careers newsletter every week/fortnight.

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)
- complete English 3 & 4 or Literature 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; 3 sessions per week).
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. The aim of this is to enhance a student's final performance by allowing them to score 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.

**10 Units in Year 12** (5 per semester; 3 sessions per week).

This makes a total of **22 VCE Units**

### Timeline for subject selection

Year 10 students will need to:
- Select a preliminary two-year program.
- Start thinking about subject choices now, look over your MIPs plan, research material handed out by Mr Chatton and the Norwood Careers website.
- Ask questions; seek advice from your family, Careers teacher, subject teachers, friends who have experience in specialist areas etc. and attend advertised information events such as Open Days.

And be aware that:
- Preliminary choices and research will be completed by the student and family in their own time.
- Attendance at the Senior School Information evening is an important part of this process.
- The Senior School Handbook is available on the College website. Individual counselling from the Senior School Counselling team will occur during Term 3 and will be finalised at the individual course checking interviews on Friday August 19th. Subject selection sheets MUST be signed by a parent/guardian.
- Students will submit these courses online at the course checking day.
- Any changes after this date must be at the written request of a parent/guardian and prior to August 26th.
- Construction of the VCE grid will commence with all timely applications being considered. 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.

### Please note:
Current Year 10 students who have not studied a Unit 1 & 2 VCE subject may have the opportunity to undertake a Unit 3 & 4 subject if:

- they have demonstrated strong progress in their Year 10 studies
- they have consistently displayed excellent behaviour, attendance and attitude
- they have demonstrated a mature approach to their studies
- there is space available in the selected subject
- the Senior School team and current teachers recommend the placement
- the intention is to enhance the final score by completing 6 subjects

If you intend doing a Unit 3 & 4 subject, then please be aware that you will need to do this formally by collecting and completing an application form from Senior School Office.

Students who wish to transfer into a different VCE subject to that which they have completed in Year 10 must also complete this application form.
Possible VCE 1 & 2 units for 2017

Accounting
Biology
Business Management
Chemistry
Design & Technology - Fibres**
Design & Technology - Wood**
Drama
Economics
Food Technology
Geography
Health & Human Development
History – 20th Century
Information Technology
Legal Studies
Literature

LOTE - French
Mathematics - Foundation
Mathematics - General
Mathematics - Methods
Mathematics - Specialist
Media Studies
Music Performance
Physical Education
Physics
Psychology
Studio Arts
VET - see Handbook for a full list of VET options
Visual Communication & Design

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.

Senior School Counselling Team

This team is represented by the Year Level Managers and Coordinators from Years 10 to 12 and the Careers Coordinator, and will be involved in the Year 10 student interview process as well as general counselling of students in the subject selection process. If you have any questions relating to this handbook, subject selection, the VCE or other matters related to the transition to Senior School, please feel free to contact the Year Level Manager or Coordinator of your child’s year level who will be happy to follow up your enquiry.

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 followed by a satisfactory Unit 3 & 4 English sequence. Literature may still be taken in addition to another English sequence.

Norwood Secondary College strongly recommends that if Year 11 students wish to study Literature Units 1 & 2, that they also study English Units 1 & 2.

*Students considering combinations other than English Units 1-4 should consult the English Coordinator prior to completing their subject selection form.
**Possible Mathematics pathways from Year 10 to Year 12**

Note: The most common pathways for the FOUR Maths subjects are shaded in grey. Variations of these common pathways are possible and most are shown below each main pathway.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>VCE Units 1 and 2</th>
<th>VCE Units 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Mathematics</td>
<td>Foundation Mathematics</td>
<td>Further Mathematics</td>
</tr>
<tr>
<td>General Mathematics Note: There is no pathway to Methods from General</td>
<td>General Mathematics</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Mathematical Methods or Specialist Mathematics</td>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Mathematical Methods or Specialist Mathematics</td>
<td>Mathematical Methods</td>
<td>Mathematical Methods and Further Mathematics</td>
</tr>
<tr>
<td>Mathematical Methods or Specialist Mathematics</td>
<td>General Mathematics and/or Mathematical Methods</td>
<td>Mathematical Methods and/or Further Mathematics</td>
</tr>
<tr>
<td>Mathematical Methods or Specialist Mathematics**</td>
<td>Mathematical Methods and Specialist Mathematics</td>
<td>Mathematical Methods and Specialist Mathematics</td>
</tr>
<tr>
<td>Mathematical Methods or Specialist Mathematics**</td>
<td>Mathematical Methods and Specialist Mathematics</td>
<td>Further Mathematics, Mathematical Methods and Specialist Mathematics</td>
</tr>
</tbody>
</table>

** For this combination of units, students wishing to progress to Specialist Mathematics Units 1 and 2 from Year 10 Mathematical Methods must have achieved excellent results in Year 10 Mathematical Methods.
Vocational Education and Training (VET) in schools

What is VET?
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 program
- credit towards the calculation of their ATAR score (when a recognised 2 year program is studied)
- a nationally recognised VET qualification
- confidence, communication and employment skills
- Industry skills that can enhance their career opportunities

Where and when are VET subjects studied?
All VET subjects other than Sport & Recreation are taught away from Norwood. Most programs run on Wednesdays either for a full or half day. Full day programs are only offered to 2017 Year 11 and 12 students. The following table displays current offerings with 2016 costs as 2017 costs are not yet available.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Provider and location</th>
<th>Approx. cost per year</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health Assistance</td>
<td>Box Hill TAFE (Lilydale or Box Hill)</td>
<td>$530</td>
<td>Wednesday</td>
<td>1.30-4.30</td>
</tr>
<tr>
<td>Animal Studies</td>
<td>Box Hill TAFE (Lilydale or Box Hill)</td>
<td>$750</td>
<td>Wednesday</td>
<td>1.30-5.00</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>Ringwood SC (Ringwood)</td>
<td>$850</td>
<td>Wed or Thurs</td>
<td>1.00-5.30</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>Swinburne TAFE</td>
<td>$1200</td>
<td>Wednesday</td>
<td>8.00-4.00</td>
</tr>
<tr>
<td>Cabinet Making</td>
<td>Holmesglen TAFE (Chadstone)</td>
<td>$850</td>
<td>Wednesday</td>
<td>9.00-3.30</td>
</tr>
<tr>
<td>Carpentry</td>
<td>Swinburne TAFE (Croydon)</td>
<td>$1100</td>
<td>Wednesday</td>
<td>8.00-4.00</td>
</tr>
<tr>
<td>CISCO Networking</td>
<td>Ringwood Training (Ringwood)</td>
<td>$1100</td>
<td>Thursday</td>
<td>1.30-5.30</td>
</tr>
<tr>
<td>Community Services</td>
<td>Melba SC (Ringwood)</td>
<td>$150</td>
<td>Thursday</td>
<td>1.30-4.30</td>
</tr>
<tr>
<td>Dance (Contemporary)</td>
<td>Ringwood SC (Ringwood)</td>
<td>$200</td>
<td>Wednesday</td>
<td>1.30-5.30</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Box Hill TAFE (Lilydale or Box Hill)</td>
<td>$960</td>
<td>Wednesday</td>
<td>1.30-4.30</td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>Swinburne TAFE</td>
<td>$1100</td>
<td>Wednesday</td>
<td>8.00-4.00</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>Ringwood SC (Ringwood)</td>
<td>$965</td>
<td>Thursday</td>
<td>1.00-5.30</td>
</tr>
<tr>
<td>Equine Studies</td>
<td>Box Hill TAFE (Lilydale or Box Hill)</td>
<td>$1420</td>
<td>Wednesday</td>
<td>1.30-5.00</td>
</tr>
<tr>
<td>Events</td>
<td>Holmesglen TAFE (Waverley)</td>
<td>$800</td>
<td>Wednesday</td>
<td>1.30-5.00</td>
</tr>
<tr>
<td>Fashion</td>
<td>Holmesglen TAFE (City)</td>
<td>$550</td>
<td>Wednesday</td>
<td>1.30-5.30</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>Box Hill TAFE (Lilydale)</td>
<td>$1100</td>
<td>Wednesday</td>
<td>1.30-5.00</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>ITS Academy (Bayswater)</td>
<td>$600</td>
<td>Wednesday</td>
<td>1.30-4.30</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Holmesglen TAFE (Waverley)</td>
<td>$400</td>
<td>Wednesday</td>
<td>9.30-3.00</td>
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<tr>
<td>Hospitality</td>
<td>Aquinas College (Ringwood)</td>
<td>$600</td>
<td>Wednesday</td>
<td>1.30-5.00</td>
</tr>
<tr>
<td>Interior Decoration</td>
<td>Holmesglen TAFE (Chadstone)</td>
<td>$850</td>
<td>Wednesday</td>
<td>1.30-5.00</td>
</tr>
<tr>
<td>IT, Digital Media &amp; Tech.</td>
<td>Ringwood SC (Ringwood)</td>
<td>$1100</td>
<td>Wed or Tues</td>
<td>1.30-5.30</td>
</tr>
<tr>
<td>Laboratory Skills</td>
<td>Box Hill TAFE (Lilydale)</td>
<td>$730</td>
<td>Wednesday</td>
<td>1.30-5.00</td>
</tr>
<tr>
<td>Live Production &amp; Services</td>
<td>Box Hill TAFE (Box Hill)</td>
<td>$1100</td>
<td>Wednesday</td>
<td>1.30-6.30</td>
</tr>
<tr>
<td>Media</td>
<td>Tintern (Ringwood)</td>
<td>$800</td>
<td>Wednesday</td>
<td>1.30-5.30</td>
</tr>
<tr>
<td>Music Industry</td>
<td>Melba SC</td>
<td>$150</td>
<td>Thursday</td>
<td>1.30-5.30</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Swinburne TAFE (Croydon)</td>
<td>$1100</td>
<td>Wednesday</td>
<td>8.00-4.00</td>
</tr>
<tr>
<td>Retail Make Up/Skin Care</td>
<td>ITS Academy (Bayswater)</td>
<td>$800</td>
<td>Wednesday</td>
<td>1.30-4.30</td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>Norwood SC</td>
<td>$760</td>
<td>Wednesday</td>
<td>1.30-5.00</td>
</tr>
</tbody>
</table>

NOTE:
- For ease of reading VET subject names have been abbreviated to exclude whether they are Certificate II or Certificate III qualifications. Refer to the VET handbook for specific details. This is available on the College website. Additional VET programs will be added to VET handbook as details become available.
What else should I 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.
- To attend half day programs, most students leave Norwood at the start of Period 4 missing out on their Period 4 class. They will need to discuss with their class teacher catching up on work missed.
- Full day VET subjects are typically Carpentry, Plumbing, Electrotechnology, Horticulture and Bricklaying. To minimize the effect of missing lessons in other classes on the Wednesday, Year 11 VCE students can study five instead of six subjects. They will, however, still miss a lesson in each of 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.
- Hairdressing and Make Up Services courses only run for one year not two years.
- Subject costs are subsidised by Department of Education funding and are quoted based on the assumption that this funding will continue at the same level. Funding details have not been confirmed but once detailed any changes in costs will be relayed to students.
- The Norwood VET application form is to be completed and returned to Mr Chatton, the VET coordinator, by August 19. Additional VET application forms may then need to be completed, depending on which VET course is applied for. Places in a VET course can only confirmed after the VET provider contacts Norwood. In the past students have only missed out if they have not completed all applications on time or a course did not have enough students to operate. See Mr Chatton to discuss as soon as possible.
- The second year of both VET Plumbing and Electrotechnology courses are not recognised as Unit 3/4 subjects and do not contribute towards a student’s Year 12 VCE pass or results. The two main alternatives after completing the first year of either VET course is to continue studying the course making sure that the four Unit 3/4 VCE subjects are passed in order to pass Year 12 VCE or postpone the second year VET course and pick up another Year 12 subject. See Mr Chatton to discuss.
- 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 fees for studying a VET course need to be completely paid before attending a 2017 class.
- The second Year of a VET course can only be studied if the first year has been completed

Despite some setbacks, most students undertaking VET studies find it a rewarding and beneficial experience.

Traineeship VET courses in Part time Employment
Some employers offer students a traineeship which involves “on the job training” that credits students with a VET course that may be credited towards their VCE or VCAL studies. It is very important to read the traineeship agreement form carefully to check what is expected, particularly the number of working hours required each week. Students need to take into account how it will affect study preparation and other out of school commitments. Credit towards VCE varies according to a student’s individual program. To check, make sure to discuss with Mr Chatton before signing any agreement.

Victorian Certificate of Applied Learning
VCAL is a full time alternative course to VCE and includes studying a VET subject. Some students prefer to study subjects that are more practical and “hands on”. A VCAL course may be more suitable as it is geared towards applying what has been learnt in class to real life situations. It often focuses on preparing students to work after Year 11 or Year 12. The four “subjects” studied are:

- Literacy and Numeracy (relevant to real life situations)
- Industry Specific skills (A VET subject)
- Work Related skills (working in a job one day a week)
- Personal Development skills (developing skills useful for job seeking and the work environment; i.e. communication, interview techniques, resume building, career guidance etc.)

Places in the Norwood VCAL course are limited to one class and subject to a selection process that involves a suitability interview and review of behaviour and motivation. Information regarding the Norwood VCAL program will be presented during the Senior School Information Night on August 9. Interested students need to attend a VET session followed by a VCAL session. In the past, a number of students have transferred from Norwood to study VCAL at TAFEs such as Box Hill, Swinburne or William Angliss or SEDA. Themed VCAL courses, where the whole class concentrates on a specific Industry area including Carpentry, Hospitality, Hairdressing/Beauty, Business Administration, IT, Plumbing, Childcare or Sports and Recreation are offered. For more information refer to norwoodcareers.com or see Mr Chatton.
## YEAR 10 Units & Elective Charges

### THE ARTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Arts/Design AS10</td>
<td>$50</td>
</tr>
<tr>
<td>Drama: Principles of Performance DR10</td>
<td>Nil</td>
</tr>
<tr>
<td>Media Studies MS10</td>
<td>$50</td>
</tr>
<tr>
<td>Visual Communication VC10</td>
<td>$40</td>
</tr>
<tr>
<td>Music: Create a CD MC10</td>
<td>$20</td>
</tr>
<tr>
<td>Music: Singing Made Easy SI10</td>
<td>$20</td>
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### ENGLISH

<table>
<thead>
<tr>
<th>Subject</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core English EN10</td>
<td>Nil</td>
</tr>
<tr>
<td>Literature EL10</td>
<td>Nil</td>
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### HEALTH & PE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Matters HM10</td>
<td>$30</td>
</tr>
<tr>
<td>Sport &amp; Physical Performance PH10</td>
<td>$10</td>
</tr>
</tbody>
</table>

### LOTE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOTE French LF10A &amp; LF10B</td>
<td>Nil</td>
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### MATHEMATICS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Charge</th>
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<tbody>
<tr>
<td>Mathematics Methods Core MAM10</td>
<td>$25</td>
</tr>
<tr>
<td>Mathematics General Core MAG10</td>
<td>$25</td>
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<tr>
<td>Mathematics Specialist MAS10</td>
<td>$25</td>
</tr>
<tr>
<td>Mathematics Foundation MAF10</td>
<td>$25</td>
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### SCIENCE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Science SG10</td>
<td>$35</td>
</tr>
<tr>
<td>Advanced Science SA10A &amp; SA10B</td>
<td>$25 each unit</td>
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### SOSE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography: Year 10 Geography GE10</td>
<td>$20</td>
</tr>
<tr>
<td>History: Australia &amp; the World HI10</td>
<td>$10</td>
</tr>
<tr>
<td>Business: Courts, Parliaments &amp; Markets BC10</td>
<td>Nil</td>
</tr>
<tr>
<td>Business: Finance &amp; Enterprise BF10</td>
<td>Nil</td>
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</tbody>
</table>

### TECHNOLOGY

<table>
<thead>
<tr>
<th>Subject</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT: Java Application Creation TJ10</td>
<td>$10</td>
</tr>
<tr>
<td>IT: Digital Web Design TW10</td>
<td>$10</td>
</tr>
<tr>
<td>Foods: Year 10 Food Technology FT10</td>
<td>$100</td>
</tr>
<tr>
<td>Design &amp; Technology (Wood ) WW10</td>
<td>$60</td>
</tr>
<tr>
<td>Design &amp; Technology (Metal, Silver &amp; Glass ) MW10</td>
<td>$60</td>
</tr>
<tr>
<td>Design &amp; Technology (Fibres) TD10</td>
<td>$30</td>
</tr>
</tbody>
</table>

*Please note that 2017 charges are still to be ratified by College Council.

**PAYMENT PROCESS FOR 2017**

Students are requested to choose their preferred subjects/electives for 2017 by Friday 19th August; these choices will be confirmed by Friday 4th November. If there is a charge associated with a subject/elective, this must be paid to confirm the student’s place in the class by **Friday 11th November, 2016**.

- Payment must be made in full by 11/11/2016

**OR**

- A Compass payment plan must be in place by 11/11/2016

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

Payments can be made at the General Office or via Compass School Manager from Friday 4/11/2016
# VCE Units & Charges

<table>
<thead>
<tr>
<th>THE ARTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Art Units 1-4</td>
<td>$100</td>
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<tr>
<td>Drama Units 1-4</td>
<td>$30</td>
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<tr>
<td>Visual Communication Units 1-4</td>
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<tr>
<td>Media Units 1-4</td>
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<tr>
<td>Music Units (Solo and Performance) 1-4</td>
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<table>
<thead>
<tr>
<th>ENGLISH</th>
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</tr>
</thead>
<tbody>
<tr>
<td>English Units 1-2</td>
<td>NIL</td>
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<tr>
<td>English Units 3-4</td>
<td>NIL</td>
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<tr>
<td>Literature Units 1-2</td>
<td>$20</td>
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<tr>
<td>Literature Units 3-4</td>
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<table>
<thead>
<tr>
<th>HEALTH &amp; PE</th>
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<tbody>
<tr>
<td>Health &amp; Human Development Units 1-2</td>
<td>$25</td>
</tr>
<tr>
<td>Health &amp; Human Development Units 3-4</td>
<td>$40</td>
</tr>
<tr>
<td>Physical Education Units 1-4</td>
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<th>LOTE</th>
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<tbody>
<tr>
<td>LOTE Units 1-2</td>
<td>$20</td>
</tr>
<tr>
<td>LOTE Units 3-4</td>
<td>$30</td>
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<table>
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<tr>
<th>MATHEMATICS</th>
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<tbody>
<tr>
<td>Mathematics Units 1-2</td>
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<tr>
<td>Mathematics General Specialist Units 1-2</td>
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</tr>
<tr>
<td>Mathematics Units 3-4</td>
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<tr>
<th>SCIENCE</th>
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<tbody>
<tr>
<td>Biology Units 1-4</td>
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<td>Chemistry Units 1-4</td>
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<td>Physics Units 1-2</td>
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<tr>
<td>Physics Units 3-4</td>
<td>$50</td>
</tr>
<tr>
<td>Psychology Units 1-4</td>
<td>$50</td>
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<table>
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<tr>
<th>HUMANITIES</th>
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<tbody>
<tr>
<td>Accounting Units 1-4</td>
<td>$40</td>
</tr>
<tr>
<td>Business Management Units 1-4</td>
<td>$40</td>
</tr>
<tr>
<td>Economics Units 1-4</td>
<td>$40</td>
</tr>
<tr>
<td>Legal Studies Units 1-4</td>
<td>$40</td>
</tr>
<tr>
<td>Geography Units 1-4</td>
<td>$40</td>
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<tr>
<td>History Units 1-4</td>
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<tr>
<th>TECHNOLOGY</th>
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<tbody>
<tr>
<td>Information Technology Units 1-4</td>
<td>$40</td>
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<td>Food &amp; Technology Units 1-2</td>
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<td>Food &amp; Technology Units 3-4</td>
<td>$100</td>
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<tr>
<td>Design &amp; Technology (Wood /Metal) Units 1-4</td>
<td>$140</td>
</tr>
<tr>
<td>Design &amp; Technology (Fibres ) Units 1-4</td>
<td>$50</td>
</tr>
</tbody>
</table>

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Year 10 Units Offered

In 2017, the following subjects are COMPULSORY: English (for 2 semesters), Mathematics (for 2 semesters), History (for one semester), and General Science (for one semester). Students may elect to study Advanced Science for the two semesters in place of General Science.

ARTS

DR10 - Drama: Principles of Performance

Aim:
Students will further explore different acting techniques and experiment with a range of processes used for character development. Students will create, write and direct play-scripts and use stimuli to create a range of performances. Students will further explore how dramatic and stagecraft elements enhance a performance and will use various starting points to create their own performances. Students will experiment with different theatrical styles with an emphasis on non-naturalism.

Areas of study:
- Ensemble performance.
- Ensemble performance analysis.
- Solo performance.
- Professional performance analysis.

MS10 - Media Studies

Aim:
This study is designed to enable students to:
- begin to investigate and analyse their own and others’ experiences of media.
- begin to develop an understanding of production processes involved in the construction of media forms.
- 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.

AS10 - Studio Arts / Design

Aim:
This unit is designed to enable students to explore the processes used for solving artistic problems and designing studio works. The design component involves students producing studio works based on work briefs in relation to the topics being covered.

Areas of study:
- Folio - comprising completed artworks selected from six different media, painting, printmaking, drawing, ceramics, photography textiles, mixed media, sculpture, ICT.
- Visual Diary - a comprehensive record of starting points for artworks and documentation of techniques and processes. Inspiration from various sources will be noted.
MC10 - Music: Create a CD

Aim:
This unit is designed to enable students to:
- develop skills in practical music and performance in solo and in group contexts.
- create and record their compositions / improvisations using music software programs.
- record a selection of their works on CD.

Areas of study:
- Performance: solo and group works.
- Composition / improvisation.
- Analysis of performance work.
- Aural Comprehension.

Prerequisite:
Year 9 Music highly recommended and / or students are to be currently enrolled in instrumental / vocal lessons.

SI10 - Music: Singing Made Easy

Aim:
In this unit students will work in groups to develop their singing skills. This is a practical subject where a wide range of styles will be performed, culminating in a soiree. Other performances include productions, workshops and assemblies. Students will perform in a variety of styles – traditional, theatre, jazz, contemporary rock and pop styles. There will be opportunities for students to explore music technology (microphone, PA, and amplifier). Students will compose, and develop aural skills.

Areas of study:
- Performance tasks
- Composition: improvisation and song writing
- Analysis of vocal work – written task
- Aural Comprehension test

Prerequisite: Nil

VC10 - Visual Communication

Aim:
This unit is designed to allow students to explore and develop skills and understanding of the methods used to create Industrial, Environmental and Communication design works, and is a valuable introduction to the VCE Visual Communication study.

Students will be required to produce a number of presentations, including illustrations, technical drawings, diagrams, symbols, logos and promotional pieces. Students will be required to maintain a visual diary for notes, ideas and developments. They will make use of industry-standard software, including Adobe Photoshop and Illustrator, in the completion of computer-aided design.

Areas of study:
- Folio of practical work.
- Visual Diary.
- Research tasks.
- Computer-aided design tasks.
ENGLISH

EN10 – Core English (a whole year study)

Aim:
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.

Semester 1
Students will read and respond to texts analytically and creatively. They will present two responses to texts, one analytical and one creative.
Students also analyse arguments and the use of persuasive language in issues texts and create their own texts. They will write a response which identifies how argument and persuasive language are used and create a text which presents a point of view.

Semester 2
Students will compare the presentation of ideas, issues and themes in texts. They will complete a response which compares two texts.
Students will also analyse arguments presented and the use of persuasive language in issues texts and create their own texts intended to position audiences.
They will write a response which analyses how argument and persuasive language are used in texts and create a text which presents a point of view.

EL10 - Literature

Aim:
In this unit students will study a variety of literature types including prose, story books, drama and film. The focus will be on engaging students with interesting texts and will have an Australian element. This unit will foster an understanding of literary concepts and terms along with the skills necessary for the study of literature. This unit is ideal preparation for students who wish to take up Literature as a VCE subject. Literature is an alternative to English as a Year 12 subject.

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 readers’ experiences and views of the world.
HEALTH AND PE

PH10 - Sport & Physical Performance

Aim:
In this unit students participate in a semester long sporting competition in pre allocated teams where the focus is on skill development and sportsmanship. The sports in which students compete vary weekly. Students develop a basic understanding of anatomy of the human body, including the Cardiovascular, Respiratory, Muscular and Skeletal systems. Students investigate a range of different coaching styles and the role of the coach in teaching cognitive (beginner) learners and about the importance of nutrition.

Areas of Study:
The study of a range of team sports which may include:
Ball Sports: Basketball, Netball, and Handball
Bat & Racquet Sports: Tennis, Table Tennis, Badminton, Cricket, Hockey, and Baseball/Softball
Football Codes: Football, Soccer, Touch Rugby, Gridiron, and Gaelic

and skill development in:
1. Human Anatomy
2. Coaching Styles
3. Nutrition
4. Team game strategies.
5. Devising skills
6. Improvement of motor skill proficiency.

HM10 – Health Matters

Do you like learning about nutrition, your mind and how your body works? If so, ‘Health Matters’ is for you.

This unit is designed to enable students to:
• Examine mental health issues relevant to young people and consider the importance of family and friends and investigate where young people can access help
• Consider how the different roles and responsibilities in sexual relationships can affect their health and wellbeing
• Examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages in life
• Understand the process of getting your licence and buying a safe car

Throughout this subject students will have the opportunity to participate in the simulated driving awareness program. This involves students using a driving simulator to drive through a number of scenarios including wet weather, speeding and using a mobile phone. This program is run by Safety Sense as a part of their ‘Positive Choices’ road safety program.

Areas of study:
• Mental Health
• Nutrition
• Sexual Health
• Safe Driving/Getting your licence
LOTE

LF10A and LF10B – French (both units must be chosen)

Aim:
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 and recorded and many other resources will continue to provide information as a framework for developing competence in composition, oral work and equipping students with basic survival skills with a view to experiencing a real life situation (such as Noumea) and success in VCE French.

Areas of study:
- listening and understanding skills
- conversations on set topics
- grammar structure and writing skills
- pronunciation and reading skills
- written and oral presentations
- ICT to enhance all of the above

Prerequisite: Year 9 French

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

All students must study Mathematics for a whole year (one of MAS10, MAM10, MAG10 or MAF10). Teachers will advise parents and students which course each student should study.

MAS10 - Specialist Mathematics (Advanced Mathematics stream)

Aim:
Specialist Mathematics aims to provide students with an advanced mathematics course covering a broad range of topics. Students will experience a course designed to challenge the talented mathematics student. The course contains a significant algebra component and it will be most beneficial to those students wishing to do VCE Mathematical Methods and also to prepare students for VCE Specialist Mathematics. This course is offered by teacher recommendation only.

NOTE: This is not a VCE subject.

Areas of Study:
- Number (Surds, Indices, Logarithms)
- Algebra (Algebraic Techniques, Equations, Inequations, Functions and their transformations, Modelling).
- Statistics and Probability (Probabilities of chance events, Probability distributions, Univariate data).
- Measurement and Geometry (Trigonometry, Unit Circle, Pythagoras’ Theorem, Area, Volume).
- Reasoning and Strategies (Problem Solving and Applications, Proofs).

Prerequisite: Outstanding completion of Year 9 Core Mathematics during Terms 1 to 3. Additionally, students may be required to complete a selection examination.

MAM10 - Mathematical Methods Core

Aim:
Through the study of Mathematics, students will gain skills and knowledge so they can deal confidently and competently with daily life. They will also continue the transition from students with a basic mathematical knowledge into students with analytical and abstract problem solving skills.
This is the recommended course for those intending to do either VCE Mathematical Methods or VCE General Mathematics in Year 11 and therefore, students who are unsure about the subject they want to choose in Year 11 are recommended to select this subject. However, it is vital that students have attained a high level of achievement in Year 9 Mathematics. This subject covers the same topics as MAS10 but not to the same depth.

NOTE: This is not a VCE subject

Areas of study:
- Number (Surds, Indices, Scientific Notation).
- Algebra (Linear and Quadratic Functions).
- Probability and Statistics (Probabilities of chance events).
- Measurement and Geometry (Area, Volume, Pythagoras’ Theorem, 2D and 3D trigonometry and bearings, Circle Geometry).
- Reasoning and Strategies (Problem Solving and Applications).
MAG10 - General Mathematics Core
Aim:
This subject is for those students who DEFINITELY want to follow the VCE General Mathematics 1 & 2 to VCE Further Mathematics 3 & 4 pathway. It has an emphasis on developing skills to solve practical applications and is focused more on Statistics and Consumer Arithmetic, and less on algebraic functions and modelling. It will therefore NOT cover the prerequisite knowledge for VCE Mathematical Methods which requires a greater knowledge of algebra and functions.

NOTE: This course is a Year 10 subject which ONLY leads to VCE General Mathematics Units 1 & 2. It does NOT lead to VCE Mathematical Methods Units 1 & 2 in Year 11.

Areas of study:
- Number (Index laws and Consumer Arithmetic).
- Algebra (basic manipulation of algebra as a practical tool in Pythagoras, Trigonometry and Measurement Equations).
- Statistics and Probability (determining probabilities of chance events, statistical measures of centre and spread, univariate and bivariate data, application of networks and graph theory).
- Measurement (Area and Volume, use of Pythagoras’ Theorem, 2D Trigonometry, Trigonometric applications and Bearings).
- Geometry (Shape, Congruence and Similarity, Transformations).
- Reasoning and Strategies (Problem Solving and Applications).

MAF10 – Foundation Mathematics
Aim:
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 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. As a general rule, students undertaking Year 10 Foundation Mathematics will therefore not have the prerequisite knowledge to undertake either VCE General Mathematics or VCE Mathematical Methods.

NOTE: This course is a Year 10 subject and ONLY leads to VCE Foundation Mathematics Units 1 & 2 or to VCAL Numeracy (if selected into VCAL) IN Year 11.

Areas of study:
- Number (Consumer Arithmetic) and extra work in Index Laws for MAG10
- Algebra (basic manipulation of algebra as a practical tool in Pythagoras, Trigonometry and Measurement Equations).
- Statistics and Probability (determining probabilities of chance events, statistical measures of centre and spread, univariate and bivariate data, application of networks and graph theory).
- Measurement (Area and Volume, use of Pythagoras’ theorem, 2D Trigonometry, Trigonometric applications and Bearings).
- Geometry (Shape, Congruence and Similarity, Transformations).
- Reasoning and Strategies (Problem Solving and Applications).
Science is compulsory. Students can choose to study it for one semester (SG10) or for a whole year (SA10A & B)

SG10 - General Science
General Science (one semester) will follow the guidelines and content of the new National Curriculum. This unit is generally taken on its own for students not wishing to pursue VCE Physics, Chemistry or Biology. However, this does not preclude students who choose General Science from studying VCE Science subjects if their results display ability in this area.

Aim:
To enable students to acquire and use scientific skills, processes and concepts; to give students an understanding of the way Science and scientists work in the community and help make decisions about their careers and further study; to develop students’ ability to interpret and communicate scientific ideas effectively and to appreciate the role of Science in social and technological change.

Areas of Study:
- **Biological Science:** Human genetics and evolution
- **Chemical Science:** Atomic structure and the arrangement of the Periodic Table, chemical reactions, rates of reaction and uses of chemical reactions and properties of matter
- **Physical Science:** Energy conservation, transfer and transformations; describing and evaluating the motion of objects with respect to Newton’s laws of motion
- **Earth and Space Sciences:** Origin and Evolution of the universe; space travel and space vehicle construction; how global systems and cycles rely on the interactions of the lithosphere, biosphere, hydrosphere and atmosphere and how the presence of humans has modified these natural interactions

This unit also includes a Professor Bunsen Incursion on Explosive Chemistry.
SA10A – Advanced Science A

It is expected that students undertaking Advanced Science A will also undertake Advanced Science B.

**Aim:**
To provide the opportunity for students to undertake a more rigorous and challenging study of Science. The breadth and depth of scientific processes, skills and concepts will provide an excellent platform for those students wishing to pursue VCE Science (Biology, Chemistry, Physics).

**Areas of Study:**
- **Biological Science:** Genetics, Reproduction and Inheritance; Toad dissection.
- **Chemical Science:** Chemistry, Molecular theory, Chemical Reactions, Radioactivity, Periodic Table.
- **Physical Science:** Nuclear Physics, Forces and Motion, Medical Physics, Rocket Construction.
- **Working Scientifically:** Skills, Processes and Procedures.

This unit also includes a Professor Bunsen Incursion on Explosive Chemistry

**Prerequisite:** Students must have achieved a pass result in Year 9 Science for subject selection.

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SA10B – Advanced Science B

**Aim:**
To provide the opportunity for students to undertake a more rigorous and challenging study of Science. The breadth and depth of scientific processes, skills and concepts will provide an excellent platform for those students wishing to pursue VCE Science (Biology, Chemistry, Physics).

**Areas of Study:**
- **Biological Science:** Infectious/non infectious disease, Microbiology, Bacteria/Virus/Microscopy.
- **Chemical Science:** Acids in the Environment, Chemical Reactions/Equations
- **Physical Science:** Origin of the Universe, Big Bang theory, Astrophysics
- **Earth Science:** How global systems and cycles rely on the interactions of the Lithosphere, biosphere, hydrosphere and atmosphere and how the presence of humans has modified these natural interactions
- **Working Scientifically:** Skills, Processes and Procedures.

This unit also includes an excursion to GTAC for ‘Bacteria Bandit’.

**Prerequisite:** Students must have undertaken Advanced Science A
SOSE

GE10 – Year 10 Geography

Aim:
In this study students will explore the topics of Environmental Change and Management and the Geographies of Human Wellbeing with a comparison of the living conditions in India and Australia.

Areas of study:

Unit 1: Environmental change and management
- Students will be introduced to an overview of the environmental functions that support all life and the major challenges to their sustainability.
- Students will explore the environmental worldviews – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges.
- Students will investigate a specific type of environment and environmental change in Australia and one other country.

Unit 2: Geographies of human wellbeing
- Students will investigate global, national and local differences in human wellbeing between places.
- Students will analyse the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.
- Students will explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives.
- Students will investigate programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing will be investigated using studies drawn from Australia, India and across the world as appropriate.

History: Australia & the World is compulsory. All students must complete one semester of Australian History, in line with National Curriculum requirements.

HI10 – History: Australia & the World

Aim:
This unit provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Areas of Study:
- Australia and the Great Depression
- Australia’s involvement in the Pacific War 1941-1945
- The Globalised World
- Rights and Freedoms
BC10 - Business: Courts, Parliaments and Markets

Aim:
This unit has a focus on:

- Resource allocation and making choices
- Government and democracy
- Law and citizens

This unit is designed to give students an introduction to the VCE studies of Economics and Legal Studies.

The unit will enable students to:
- understand fundamental concepts in Economics such as the difference between needs and wants, the problem of relative scarcity and opportunity costs
- Explore how limited resources are allocated to produce goods and services which can help satisfy people’s unlimited needs and wants
- Understand how the Australian economy operates
- Investigate the strategies that the Federal Government can use to improve people’s living standards
- Investigate the purpose and impact of the legal system on individuals and the community
- Evaluate the effectiveness of the court system and the role of the police in implementing the Australian legal system.

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

BF10 - Business: Finance and Enterprise

Aim:
Throughout this unit students will undertake studies in the areas of:

- The Business Environment
- Enterprising behaviours and capabilities
- Economic reasoning and interpretation

This unit is designed to give students an introduction into the VCE studies of Accounting and Business Management.

Students will:
- Develop an understanding of personal and business financial management, and identify and apply enterprise skills and attributes
- Record and report financial information
- Prepare simple Accounting reports
- Explore various business structures
- Analyse a range of marketing and advertising techniques
- Apply business knowledge to create and operate a simulated business (Market Day)
- Develop good communication skills by utilising different communication methods

Market Day
In the Business area of study students will participate in a Market Day where they will have an opportunity to create their own business from which they can sell food or provide carnival games. This day has the purpose of enabling students to experience the process of setting up a business, to make decisions on pricing strategies, to select products and to develop promotional materials. The most attractive part of this activity is that students keep any profits made on the day.

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

TW10 – Digital Web Design

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

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

TJ10 – Java Application Creation (JAC)

Aim:
JAC introduces students to object oriented computer programming using the Java programming language. Java can run on any kind of computer (including Mac, Windows and Linux) and is the basis for programming apps for Android phones. This course introduces you to the language using a programming development environment called NetBeans. It feeds into Year 11 Information Technology where programming for portable devices (we have chosen Android Phones) is a requirement. At the end of this course you will be able to break a big problem into smaller programmable steps and get the computer to do what YOU want. Most of the learning resource material is hosted online, and we hope to introduce some Android programming by the end of the semester, although this will depend on class progress.

Areas of study:
- What is an object oriented language?
- How OOP saves you time and effort in the long run by using libraries
- Sequence, Selection and Iteration to create algorithms that achieve YOUR goals
- Planning your programming
- Sharing your programming with others
- Using JAVA across a variety of platforms (Java applets) including web pages

FT10 - Year 10 Food Technology

Aim:
This unit is designed to enable students to experience a large range of foods from around the world while developing skills and creativity with a range of food processes and preparation techniques. Students will explore various food presentation styles, current food trends, including garnishing and plating, while investigating new flavours and developing their sensory analysis skills. The course will allow students to work with fresh and authentic ingredients in order to develop a hands on understanding of how the components of foods work with different cooking methods, processes and recipes. Practical tasks in the kitchen, product research and food tastings will be experienced.

Assessment will involve the recording of practical class reflections, food productions and design folios focusing on food styling. A class production for a special event design scenario may also be undertaken.
WW10 - Woodwork

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

Areas of study:

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

MW10 – Metal, Silver and Glass

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

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

TD10 – Style It, Sew It

Aim:
Students will develop and present design ideas for garment/s to suit a particular occasion. Construction of the garment/s will develop skills in a range of processes and techniques, such as waistbands, pleats, tucks, darts and zipper insertion, whilst giving students a greater understanding of following a commercial pattern. Students will also investigate aspects of fashion, including the Elements and Principles of Design, fibres and fabrics.

Assessment tasks will include a major folio in relation to the scenario for a particular occasion and the completion of garment/s for the event.

Cost $30: this covers the cost of the materials for the tailored/lined garment e.g. skirt or waistcoat and other basic items.

Additional costs: The materials for the own choice garment folio are an additional cost as this varies from student to student.
Accounting

Unit 1 – Establishing and operating a service business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information used by internal and external users. The cash basis of recording and reporting is used throughout this unit.

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

Unit 2 – Accounting for a trading business
This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

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

Outcomes & Assessments Units 1 & 2
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for each unit. Suitable tasks for assessment may be selected from exercises using a commercial accounting software package, a folio of exercises (manual and/or ICT based), an assignment (manual and/or ICT based), a case study (manual and/or ICT based), a classroom presentation (oral or multimedia), a report (written, oral or multimedia) and an End of Semester examination. Students must use ICT in at least two of the selected assessment tasks.
### Accounting

#### Unit 3 – Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

**Areas of Study**

1. Recording financial data
2. Balance day adjustments and interpreting accounting information

#### Unit 4 – Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

**Areas of Study**

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

### Outcomes and Assessments Units 3 & 4

**School assessed course work**

**Unit 3**

**Outcome 1**: Recording Financial data 50%

**Outcome 2**: Recording Balance Day Adjustments 50%

**Unit 4**

**Outcome 1**: Recording Financial data 50%

**Outcome 2 - Part 1**: Preparing budgets 30%

**Outcome 2 - Part 2**: Evaluating performance 20%

Overall student performance is based on 50% school assessed course work and 50% end of year external examination
**Biology**

**Unit 1 – How do living things stay alive?**
In this unit students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism’s survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet’s biodiversity is classified and investigate the factors that affect population growth. A student investigation related to the survival of an organism or species is undertaken in Area of Study 3. This investigation draws on content from Area of Study 1 and/or Area of Study 2.

**Areas of Study**
- How do organisms function?
- How do living systems sustain life?
- Practical Investigation

**Unit 2 – How is continuity of life maintained?**
In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined. A student investigation into, and communication of, an issue related to genetics and/or reproductive science is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

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

**Outcomes & Assessments**
Satisfactory completion of each unit is based on the student demonstrating achievement of the outcomes specified in each unit. The assessment tasks for these units will be selected from practical work, reports, multimedia presentations, concept maps, modelling, scientific posters, tests and end of semester examination.
### Unit 3: How do cells maintain life?
In this unit students investigate the workings of the cell. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight molecular interactions based on the complementary nature of specific molecules.

Students study the synthesis, structure and function of nucleic acids and proteins. They explore biochemical pathways in cells and cell communication. Students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

#### Areas of Study
- **How do cellular processes work?**
  - Plasma membranes
  - Nucleic acids and proteins
  - Gene structure and regulation
  - Structure and regulation of biochemical pathways
  - Photosynthesis
  - Cellular respiration
- **How do cells communicate?**
  - Cellular signals
  - Responding to antigens
  - Immunity

### Unit 4: How does life change and respond to challenges over time?
In this unit students consider the continual change and challenges to which life on Earth has been subjected. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore technological developments in the fields of comparative genomics, molecular homology and bioinformatics.

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications of manipulating DNA.

#### Areas of Study
- **How are species related?**
  - Changes in the genetic makeup of a population
  - Changes in biodiversity over time
  - Determining relatedness between species
  - Human change over time
- **How do humans impact on biological processes?**
  - DNA manipulation
  - Biological knowledge and society
- **Practical investigation**
  A student-designed investigation related to cellular processes and/or biological change and continuity over time. Presented in a scientific poster format.

### OUTCOMES

#### UNIT 3
**Outcome 1:** Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.

**Outcome 2:** Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

#### UNIT 4
**Outcome 1:** Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.

**Outcome 2:** Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.

**Outcome 3:** Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

### ASSESSMENTS

#### Unit 3
**Outcome 1:** Three practical reports and three tests (50%)

**Outcome 2:** A response to an issue related to the immune system (25%) and a test on cell communication. (25%)

#### Unit 4
**Outcome 1:** Computer based report on evolutionary change (30%)
**Outcome 2:** Report on DNA manipulation and biotechnical application (30%)
**Outcome 3:** Research report presented as a scientific poster (30%)

**Percentage contributions to the study score in VCE Biology are as follows:**
- Unit 3 school assessed coursework – 16%
- Unit 4 school assessed coursework – 24%
- End of year examination 2.5 hours – 60%
<table>
<thead>
<tr>
<th>Unit 1 – Planning a Business</th>
<th>Unit 2 – Establishing a Business</th>
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</thead>
<tbody>
<tr>
<td>Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.</td>
<td>This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.</td>
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<tr>
<td>Areas of Study:</td>
<td>Areas of Study:</td>
</tr>
<tr>
<td>1. The Business Idea</td>
<td>1. Legal Requirements and Financial considerations</td>
</tr>
<tr>
<td>2. The External Environment</td>
<td>2. Marketing a Business</td>
</tr>
<tr>
<td>3. The Internal Environment</td>
<td>3. Staffing a Business</td>
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</tbody>
</table>

**Outcomes and Assessment Unit 1 and 2**

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for each unit. Suitable tasks for assessment may be selected from a case study analysis, a business research report, development of a business plan and/or feasibility study, an interview and a report on contact with business, a school-based, short-term business activity, a business simulation exercise, an essay, a business survey and analysis, tests and end of Semester Examination.

<table>
<thead>
<tr>
<th>Unit 3 – Managing a Business</th>
<th>Unit 4 – Transforming a Business</th>
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</thead>
<tbody>
<tr>
<td>In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.</td>
<td>Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.</td>
</tr>
<tr>
<td>Areas of Study:</td>
<td>Areas of Study:</td>
</tr>
<tr>
<td>1. Business foundations</td>
<td>1. Reviewing Performance – the need for change</td>
</tr>
<tr>
<td>2. Managing Employees</td>
<td>2. Implementing Change</td>
</tr>
<tr>
<td>3. Operations Management</td>
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</tbody>
</table>

**Outcomes and Assessment Unit 3 and 4**

**School Assessed Coursework**

**Unit 3**

**Outcome 1:** Test on key characteristics of businesses and stakeholders 20%

**Outcome 2:** Test on theories of motivation 40%

**Outcome 3:** Test on objectives and purpose of Operations management 40%

**Unit 4**

**Outcome 1:** Test on evaluating performance 50%

**Outcome 2:** Test on effectively managing change 50%

Overall student performance is based on 50% School Assessed Coursework and 50% End of year external examination.
## Chemistry

### Unit 1 - How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students are introduced to quantitative concepts in chemistry including the mole concept. A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.

**Areas of Study**
- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research Investigation

### Unit 2 - What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the properties of water, the reactions that occur in water and various methods of water analysis. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. A practical investigation into an aspect of water quality is undertaken in Area of Study 3. This draws on content from Area of Study 1 and/or Area of Study 2.

**Areas of Study**
- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical Investigation

### Outcomes & Assessments

Satisfactory completion of each unit is based on the student demonstrating achievement of the outcomes specified in each unit. The assessment tasks for these units will be selected from practical work, reports, multimedia presentations, concept maps, modelling, scientific posters, tests and end of semester examination.
### Unit 3: How can chemical processes be optimised to improve efficiency?

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

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

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

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

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures. A student practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster.

#### Areas of Study
- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical Investigation

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### Outcomes and Assessments

Satisfactory completion of each unit is based on the student demonstrating achievement of the outcomes specified in each unit. The assessment tasks for these units will be selected from practical work, reports, multimedia presentations, research, learning journals/blogs, scientific posters, tests and end of semester examination.

#### Unit 3

**Outcome 1:** Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.

**Outcome 2:** Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

#### Unit 4

**Outcome 1:** On completion of this unit the student should be able to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.

**Outcome 2:** On completion of this unit the student should be able to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.

**Outcome 3:** On the completion of this unit the student should be able to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

### School assessed coursework

#### Unit 3

**Outcome 1:** Analysis and evaluation of a stimulus material or A report on a laboratory investigation or A comparison of two electricity-generating cells (50%)

**Outcome 2:** At least one task selected from: annotations of at least two practical activities from a practical logbook, a report of a student investigation, an evaluation of research, analysis of data including generalisations and conclusions, media analysis/response, a graphic organiser illustrating a chemical process, an analysis of an unfamiliar chemical manufacturing process or electrolytic cell and a response to a set of structured questions (approximately 50 minutes or not exceeding 1000 words for each task) (50%)

#### Unit 4

**Outcome 1:** At least one task selected from: annotations of at least two practical activities from a practical logbook, a report of a student investigation, analysis of data including generalisations and conclusions, media analysis/response, a response to a set of structured questions and a reflective learning journal/blog related to comparison of organic structures or pathways (approximately 50 minutes or not exceeding 1000 words for each task) (30%)

**Outcome 2:** Response to stimulus material or report of a laboratory investigation or comparison of food molecules (30%)

**Outcome 3:** A structured scientific poster according to VCAA standard template (not exceeding 1000 words) (30%)

### Percentage contributions to the study score in VCE Chemistry are as follows:

- Unit 3 school assessed coursework – 16%
- Unit 4 school assessed coursework – 24%
- End of year examination – 60%

*Strongly recommended: Due to Units 3 and 4 requiring prior knowledge from Units 1 and 2 it is strongly recommended that students complete Units 1 & 2 Chemistry in Year 11 in order to undertake Units 3 & 4 Chemistry.*
### Design and Technology: Fibres or Wood

#### Unit 1 – Design modification and production
This unit focuses on the tools, processes, techniques, knowledge and skills to analyse, modify and improve a product design.

**Area of Study**
- Redesigning an existing product.
- Producing and evaluating a redesigned product.

#### Unit 2 – Collaborative design
This unit focuses on teams used to develop product ranges. It also focuses on restrictions and parameters within design and the impact of these factors on a design solution.

**Area of study**
- Designing as a team.
- Producing and evaluating a collaboratively designed product.

### Outcomes & Assessments
Satisfactory completion of each unit is based on the student demonstrating achievement of all the outcomes in each unit.

The assessment tasks for these units will be selected from the following: design folios, production work including records of production and modifications, reports and presentations.

#### Unit 3 – Design, technological innovation and manufacture
This unit focuses on how design and development of a product that meets the needs and expectations of a client or an end-user is influenced by a range of complex factors. These include client or community requirements; innovation, social and economic trends, availability of resources and technological developments in industry.

**Areas of Study**
- The designer, client and end-user in product development.
- Product development in industry.
- Designing for others.

#### Unit 4 – Product development, evaluation and promotion
This unit focuses on evaluation at the various points of product design, development and production. Judging suitability and viability of design ideas and options, and evaluating in collaboration with a client. Students will analyse and evaluate environmental, economical and social viability, and its impact on products. Students will use comparative analysis and evaluation methods to make judgements about product design and development.

**Areas of Study**
- Product analysis and comparison.
- Product manufacture.
- Product evaluation and promotion

### Outcomes & Assessments

#### Unit 3
**Outcome 1**
Explain and demonstrate the role of a designer by writing a design brief, developing evaluation criteria, and identifying and explaining areas for research and methods that would be used to develop design ideas.

**Outcome 2**
Explain the factors that influence the design, development and manufacture of products within industrial/commercial settings.

**Outcome 3**
Present a folio that documents the procedure and decision-making processes used while working as a designer to meet the needs of a client or end-user, and commence production of the designed product. (SAT)

**School assessed coursework for Unit 3 will contribute 12 per cent to the final assessment.**

#### Unit 4
**Outcome 1**
Analyse similar product types through a comparison of innovative features, function, aesthetic and visual appeal, and any economic, social and environmental benefits and costs.

**Outcome 2**
Competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Unit 3, Outcome 3, and manage time and resources efficiently. (SAT)

**Outcome 3**
Evaluate the outcomes of the design and production activities, and promote the product’s design features to the client and/or end user. (SAT)

**School assessed coursework for Unit 4 will contribute 8 per cent to the final assessment.**

The school assessed tasks for Units 3 and 4 will contribute 50 per cent to the final assessment.

The end-of-year examination will contribute 30 per cent to the final assessment.

The award of satisfactory completion for these units is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
## Drama

### Unit 1 – Dramatic Storytelling
This unit focuses on the art of dramatic storytelling through the creation of performances based on personal, cultural and community stories. Students explore character by studying a range of performance styles and theatrical conventions.

**Areas of Study**
- Creating & Presenting Devised Performances
- Analysing Devised Performances
- Analysing Professional Performances

### Unit 2 – Creating Australian Drama
This unit focuses on the art of dramatic storytelling through the creation of performances based on personal, cultural and community stories. Students explore character by studying a range of performance styles and theatrical conventions.

**Areas of Study**
- Creating & Presenting Devised Performances
- Analysing Devised Performances
- Analysing Professional Performances

### Outcomes & Assessments
Satisfactory completion of each unit is based on the student demonstrating achievement of the three outcomes specified in each unit. The assessment tasks for these units will be selected from practical workshops, performance presentations, performance analysis assignments, and analytical evaluations of students' own work.

### Unit 3 – Ensemble Performance
This unit focuses on performing and analysing a diverse range of non-naturalistic performance styles. Students develop their understanding of theatrical conventions, dramatic elements and expressive skills through the creation of a major group performance.

**Areas of Study**
- Creating and Presenting Ensemble Performance
- Analysing Ensemble Performance
- Analysing a Professional Performance

### Unit 4 – Solo Performance
This unit focuses on the art of using stimulus material from a range of sources to create character(s) within a solo performance. Students also explore a range of play making processes, non-naturalistic theatrical conventions and dramatic elements.

**Areas of Study**
- Processes used to create a Short Solo Performance
- Presenting and Analysing a Solo Performance

### Outcomes & Assessments
Satisfactory completion of each unit will be based on the student demonstrating achievement of the three outcomes specified in each unit. The assessment tasks for these units will be selected from practical workshops, performance presentations, performance analysis assignments, and analytical evaluations of student's own work.
# Economics

## Unit 1: The Behaviour of Consumers and Businesses

In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

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

## Unit 2: Contemporary Economic Issues

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity.

Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income.

Students consider the influence on the world’s living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved.

**Areas of Study:**
1. Economic growth, long-term economic prosperity and environmental sustainability
2. Economic efficiency and equity
3. Global economic issues

## Outcomes and Assessment  Unit 1 and 2

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

**Variety of tasks for assessment:**
Analysis of written, visual and statistical evidence, problem-solving tasks, a report of an investigation or an inquiry, an essay/a structured report, structured questions, a presentation (oral, multimedia, visual) and case studies.

## Unit 3: Australia’s Economic Prosperity

In this unit 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 macro economy.

Students investigate the importance of international economic relationships in terms of their influence on Australia’s living standards.

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

## Unit 4: Managing the economy

Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy.

Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy.

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

## Outcomes and Assessment Unit 3 and 4

**School assessed coursework**

**Unit 3**
- **Outcome 1:** 40%
- **Outcome 2:** 30%
- **Outcome 3:** 30%

**Unit 4**
- **Outcome 1:** 60%
- **Outcome 2:** 40%

**External assessment**

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.
Unit 1 – English
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts. One assessment task will be presented in oral or multimodal form. For EAL students at least one text provided for the assessment of Outcome 2 will be in spoken form or have a spoken component to allow for the assessment of listening skills.

Area of Study 1: Reading and creating texts
In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made.

Outcome 1: Students will present two responses to texts, one analytical and one creative

Area of Study 2: Analysing and presenting argument
In this area of study students focus on the analysis and construction of texts that attempt to influence an audience.

Outcome 2: Students will write a response which identifies and analyses how argument and persuasive language are used and create a text which presents a point of view.

Unit 2 – English
In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. For EAL students at least one text provided will be in spoken form or have a spoken component to allow for the assessment of listening skills.

Area of Study 1: Reading and comparing texts
In this area of study students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Outcome 1: Students will complete a response which compares the presentation of ideas, issues and themes in two texts.

Area of Study 2: Analysing and presenting argument
In this area of study students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience.

Outcome 2: Students will write a response which identifies and analyses how argument and persuasive language are used in texts and create a text which presents a point of view.

Unit 3 – English / EAL
In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Students will compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. For EAL students at least one text provided will be in spoken form or have a spoken component to allow for the assessment of listening skills.

Area of Study 1: Reading and creating texts
In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation.

Outcome 1: Students will produce an analytical interpretation of a selected text (30 marks), and a creative response to a different selected text (30 marks). EAL students – Analytical or Creative response (40 marks).

Area of Study 2: Analysing argument
In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue.

Outcome 2: Students will analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media. Analysis and comparison of argument (40 marks). EAL students – Short answer responses (10 marks). Analysis and comparison of argument (30 marks).

Area of Study 3: EAL students only – Listening to texts
In this area of study students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts.

Outcome 3: Students will answer questions about a spoken text. Comprehending a spoken text (20 marks)

Unit 4 – English / EAL
The final examination is worth 50% of the mark.

Area of Study 1: Reading and comparing texts
This unit includes study students explore the separate area of study connection with two texts.

Outcome 1: Students will produce a detailed comparison which analyses how two selected texts present ideas, issues and themes. For both English and EAL students – Detailed comparison (60 marks)

Area of Study 2: Presenting argument
In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences.

Outcome 2: Students will construct a sustained and reasoned point of view on an issue currently debated in the media. For both English and EAL students – Written explanation of Point of View (10 marks), Oral Presentation of Point of View (30 marks)

The final examination is worth 50% of the mark.
## Food Studies new Study Design for 2017

<table>
<thead>
<tr>
<th>Unit 1: Food origins</th>
<th>Unit 2: Food makers</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today’s urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia’s culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.</td>
<td>In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. Students design new food products and adapt recipes to suit particular needs and circumstances.</td>
</tr>
</tbody>
</table>

**Area of Study 1: Food around the world**  
**Area of Study 2: Food in Australia**

<table>
<thead>
<tr>
<th>Unit 3: Food in daily life</th>
<th>Unit 4: Food issues, challenges and Futures</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit investigates the many roles and everyday influences of food. Students explore the science of food – the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. 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. Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.</td>
<td>In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students’ food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.</td>
</tr>
</tbody>
</table>

**Area of Study 1: Food Environment and Ethics**  
**Area of Study 2: Food in the home**

### Assessment: Outcome 1
Explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.

### Assessment: Outcome 2
Explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines, the AGiHE.

### Area of Study 2: Food Choice, Health and Wellbeing

**Outcome 2** Explain and analyse factors affecting food access and choice, analyse the influences that shape an individual’s food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

| Area of Study 1: Food Industries  
| Area of Study 2: Food in the home |
Outcomes & Assessments: Units 1 – 4

The assessment tasks are:
• a range of practical cooking activities and records of two practical cooking activities related to the functional properties of components of food  **AND**

Any one or a combination of the following:
• a short written report: media analysis, research inquiry, structured questions, case study analysis
• an annotated visual report
• an oral presentation or a practical demonstration

Percentage contributions to the study score in Unit 3/4 VCE Food Studies are as follows:

• Unit 3 School-assessed Coursework: 30 per cent – internally assessed
• Unit 4 School-assessed Coursework: 30 per cent – Internally assessed
• End-of-year examination: 40 per cent – externally assessed, 90 minutes covering key skills and knowledge from Units 3 and 4
Unit 1 – Hazards and disasters
Area of Study 1: Characteristics of hazards
Students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. They study one from at least two different types of hazards; for example, coastal hazards and an alien animal invasion, or floods and oil spills. The selection of hazards will allow students to use visual representations and topographical maps at various scales and undertake fieldwork.

Area of Study 2: Response to hazards and disasters
Students explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning as well as actions taken after hazards become harmful and destructive disasters. They study natural and human factors influencing the nature of human responses, considering the scale of the hazard, levels of risk due to hazards, past experiences and perceptions of similar hazards and hazard events, the economic choices available to government organisations and communities to take action, available technological resources and the ability to plan and develop effective prevention and mitigation measures. Students investigate the human responses to the hazards selected in Area of Study 1 with reference to a variety of locations.

Unit 2 – Tourism
Area of Study 1: Characteristics of tourism
Students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world. They investigate in detail at least one tourism location using appropriate fieldwork techniques, and one other location elsewhere in the world. The selection of examples should allow students to work with a range of information sources; for example, statistical data, digital images, streamed video and a variety of maps at various scales, as well as undertake fieldwork.

Area of Study 2: Impact of tourism
Students explore the environmental, economic and socio-cultural impacts of different types of tourism. They investigate at least one tourism location, using appropriate fieldwork techniques, and another elsewhere in the world. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or minimise the negative impacts at these locations. This fieldwork site could be the same location used for Area of Study 1. Students investigate the interconnection of the two selected locations with their surrounding region and national context.

Outcomes & Assessments

Unit 1:
Area of Study 1: Outcome 1: On completion of this unit the student should be able to analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
Area of Study 2: Outcome 2: On completion of this unit the student should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.
Assessment: The award of satisfactory completion for Unit 1 is based on whether the student has demonstrated a set of outcomes specified for this unit. Possible assessment tasks are: a 2 hour examination at the end of Semester 1, a fieldwork report of approximately 1500-2000 words and at least one of the following: structured questions, a case study, a report, a folio of exercises.

Unit 2:
Area of Study 1: Outcome 1: On completion of this unit the student should be able to analyse, describe and explain the nature of tourism at a range of scales.
Area of Study 2: Outcome 2: On completion of this unit the student should be able to analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism. For this unit students are required to demonstrate two outcomes.
Assessment: The award of satisfactory completion for Unit 2 is based on whether the student has demonstrated a set of outcomes specified for this unit. Possible assessment tasks are: a 2 hour examination at the end of Semester 2, a fieldwork report of approximately 1500-2000 words and at least one of the following: structured questions, a case study, a report, a folio of exercises.
<table>
<thead>
<tr>
<th>Unit 3 – Changing the land</th>
<th>Unit 4 – Human population – trends and issues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area of Study 1: Land use change</strong></td>
<td><strong>Area of Study 1: Population dynamics</strong></td>
</tr>
<tr>
<td>Students investigate the land use change of a local area. They use appropriate fieldwork techniques and secondary sources to investigate and evaluate the processes and impacts of the land use change.</td>
<td>Students investigate world population distribution, change and movement. They explore patterns of fertility and mortality and the reasons for population change in different parts of the world. Students also investigate population movements within and between countries with different economic and political conditions and social structures.</td>
</tr>
<tr>
<td><strong>Area of Study 2: Land cover change</strong></td>
<td><strong>Area of Study 2: Population issues and challenges</strong></td>
</tr>
<tr>
<td>Students undertake an overview of global changes to land cover. Three major land cover processes are investigated: deforestation, desertification and melting glaciers and ice sheets. Students explain these processes, their impacts on land cover and discuss and evaluate responses to these land cover changes.</td>
<td>Students undertake investigations into two significant population trends: a growing population of one country and an ageing population of another country. They investigate and evaluate the challenges and responses to these population trends.</td>
</tr>
</tbody>
</table>

### Outcomes and Assessments

**Unit 3**

**Area of Study 1: Outcome 1:** On completion of this unit the student should be able to analyse, describe and explain land use change and assess its impacts.

**Area of Study 2: Outcome 2:** On completion of this unit the student should be able to analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

**Assessment:** The award of satisfactory completion for this unit is based on whether the student has demonstrated the set of outcomes for Unit 3. The student’s level of achievement will be determined by school assessed coursework which will contribute 25% to the study score.

**Unit 4**

**Area of Study 1: Outcome 1:** On completion of this unit the student should be able to analyse, describe and explain population dynamics on a global scale.

**Area of Study 2: Outcome 2:** On completion of this unit the student should be able to analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses.

**End of year exam:** the level of achievement for Units 3 & 4 is also assessed by a 2 hour end of year examination which will contribute 50%. All the key knowledge and skills that underpin the outcomes in Units 3 & 4 are examinable.
# Health and Human Development

## Unit 1 – The Health and development of Australia’s youth

This unit focuses on the health and individual human development of Australia’s youth. In this unit students gain an understanding of the large number of factors, including nutrition, which can directly impact on young people, and analyse the health status of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

**Areas of Study**
- Understanding youth health and development
- Youth issues

## Unit 2 – Individual Human Development and Health Issues

This unit focuses on childhood and adulthood. Students investigate the requirements for optimal health and development and the influence of families and communities on health and development. Students have the opportunity to participate in the ‘Baby Think It Over’ program.

**Areas of Study**
- Pre-natal health and individual development
- Child health and individual development
- Adult health and individual development

## Outcomes & Assessments

Satisfactory completion of each unit is based on the student demonstrating achievement of the Outcomes specified in the unit. The assessment tasks for these units will be selected from the following: case study analyses, data analyses, multimedia presentations, oral presentations, tests, written responses and written reports. They will be completed mostly in class and within a limited time-frame.
### Unit 3 – Australia’s health

This unit examines the impact of a range of determinants on the health status of Australians and draws comparisons between the health status of various population groups within Australia. There is a particular focus on the role of nutrition in determining health outcomes. Students investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives.

#### Areas of Study
- Understanding Australia’s health
- Promoting health in Australia

### Unit 4 – Global Health and Human Development

This unit takes a global perspective on achieving sustainable improvements in health and human development. Students explore the role of the United Nations, the World Health Organisation, The Australian Government and non-government organisations in promoting health and human development.

#### Areas of Study
- Introducing global health and human development
- Promoting global health and human development

### Outcomes

#### Unit 3:

**Outcome 1:** Compare the health status of Australia’s population with that of other developed countries, compare and explain the variations in health status of population groups within Australia and discuss the role of National Health Priority Areas in improving Australia's health status.

**Outcome 2:** Investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Examine the role of government and non-government organisations in the promotion of healthy eating.

#### Unit 4:

**Outcome 1:** Analyse factors contributing to variations in health status between Australia and developing countries and evaluate progress towards the United Nations Sustainable Development Goals.

**Outcome 2:** Describe and evaluate programs implemented by international and Australian government and non-government organisations and analyse the interrelationships between health, human development and sustainability.

### Assessments

Satisfactory completion of each unit is based on the student demonstrating achievement of the two outcomes.

**Unit 3:**
- **Outcome 1:** A test, a case study or a data analysis (60%)
- **Outcome 2:** A test, a case study or a data analysis (40%)

**Unit 4:**
- **Outcome 1:** A test, a case study or a data analysis (50%)
- **Outcome 2:** A test, a case study or a data analysis (50%)

School assessed course work for Unit 3 contributes 25% to the final assessment.

School assessed course work for Unit 4 contributes 25% to the final assessment.

**End of year examination contributes 50% to the final assessment.**
## History- Twentieth-Century

### Unit 1 – Twentieth-Century History (1918-39)
This unit explores some of the momentous events and new ideas that occurred in the first half of the 20th century. It investigates the challenges to the ‘old world’ and examines the new forms of economic and political organisation and cultural expression that emerged during this period. The unit should be based on one or more historical contexts from within the specified time period 1918 to 1939.

**Areas of Study**
- Ideology and conflict
- Social and cultural change

### Unit 2 - Twentieth-Century History (1945-2000)
This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings. The unit should be based on one or more historical contexts from within the specified time period 1945 to 2000.

**Areas of Study**
- Competing ideologies
- Challenge and change

### Outcomes and Assessments
Satisfactory completion of the unit is based on the student demonstrating achievement of the **two Outcomes** specified in each unit. The assessment tasks for this unit will be selected from the following: analysis of primary sources, historical inquiry, essays, analysis of historical interpretations. A majority of the tasks must be in written form. They must be completed mostly in class and within a limited timeframe.

## History- Revolutions

### Unit 3 – Revolutions Russia
**Areas of Study**
- **Causes of revolution**: the role of these in the collapse of the traditional government
- **Consequences of revolution**: an evaluation of the consolidation of the revolution and the creation of a new society.

### Unit 4 – Revolutions China
**Areas of Study**
- **Causes of revolution**: the role of these in the collapse of the traditional government.
- **Consequences of revolution**: an evaluation of the consolidation of the revolution and the creation of a new society.

### Outcomes
- Evaluate the role of an idea, leader and/or movement in the revolution.
- Analyse the challenges faced by the emerging new order and evaluate the nature of the new society created by the revolution.

### Assessments
Satisfactory completion of each unit is based on the student demonstrating achievement of the **two outcomes** specified in each unit.

**Unit 3:**
- Outcome 1: Evaluation of historical interpretations on Old Society (50%)
- Outcome 2: Historical Inquiry on New Society (50%)

**Unit 4:**
- Outcome 1: Analysis of primary sources from Old Society (50%)
- Outcome 2: An essay on New Society (50%)

- School assessed coursework for Unit 3 and Unit 4 contributes a total of 50% to the final assessment (25% for each unit)

**End of year exam contributes 50% to final assessment.**
### Unit 3 – Transformations: Colonial Society to nation

Students explore the transformation of the Port Phillip District [later Victoria] from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as British colonisers established themselves, taking possession of the land and newly discovered mineral riches. They examine transformations in the way of life of the Aboriginal peoples and explore the type of society Australians attempted to create in the early years of Federation. Students then evaluate the effect that Australian involvement in WW1 had on its egalitarian and socially progressive aspirations.

**Areas of Study**
- The reshaping of Port Phillip District/Victoria 1834-1860
- Making a people and a nation 1890-1920

### Unit 4 – Transformations: Old certainties and new visions

Students focus on one of the crises faced by the nation: The Great Depression 1929-1939 or World War Two 1939-1945. They then go on to examine two changes drawn from: Australia’s involvement in the Vietnam War, Aboriginal Land Rights, equality for women, new patterns of immigration and/or a global economy.

**Areas of Study**
- Crises that tested the nation: 1929-1945
- Voices for change: 1965-2000

### Outcomes

#### Unit 3
1. Analyse the nature of change in the Port Phillip District/Victoria in the period 1834-1860. This will cover 50% of the score for Unit 3.
2. Analyse the visions and actions that shaped the new nation from 1890 to 1920, and the changes and continuities to these visions that resulted from participation in WW1. This will cover 50% of the score for Unit 3.

#### Unit 4
1. Analyse the social, economic and political consequences of a crisis on the nation. This will cover 50% of the score for Unit 4.
2. Analyse and evaluate two key social, economic and political changes in late twentieth century Australia. This will cover 50% of the score for Unit 4.

### Assessments

The following 4 assessment tasks must be taken over Units 3 and 4.
- An historical inquiry
- An analysis of primary sources
- An analysis of historical interpretations
- An essay

The school-assessed component of each unit comprises 25% of the final score for the study. The end of year examination comprises 50% of the final score.
In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 they collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 they examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. In Area of Study 3 students will acquire and apply knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Areas of Study
- Data and graphic solutions
- Networks
- Collaboration and communication

Unit 2 – Computing

Students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate data processing. In Area of Study 1 students develop their computational thinking skills using a programming or scripting language. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear and reduce the complexity of data. In Area of Study 3 they apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Areas of Study
- Programming
- Data analysis and visualisation
- Data Management

Outcomes & Assessments

Satisfactory completion of each unit is based on the student demonstrating achievement of the three outcomes specified in each unit.

Unit 1:

Outcome 1: On completion of this unit the student should be able to acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation.

Outcome 2: On completion of this unit the student should be able to design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users.

Outcome 3: On completion of this unit the student should be able to design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team’s point of view on the issue.

Unit 2:

Outcome 1: On completion of this unit the student should be able to design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.

Outcome 2: On completion of this unit the student should be able to apply the problem solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user’s needs.

Outcome 3: On completion of this unit the student should be able to apply the problem solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

Assessment tasks for both units are selected from the following:
- 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
- a test

The Outcomes are completed mostly in class and within a limited time frame.
## Information Technology

### Unit 3 – Informatics
Students focus on data, information and information systems. They consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the ways in which organisations acquire data using interactive online solutions such as websites and applications (apps), and consider how users interact with these. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions. They develop an understanding of the power and risks of using complex data as a basis for decision making. In Area of Study 2 students complete the first part of a project. Students frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. The second part of the project is completed in Unit 4.

### Areas of Study
- Organisations and Data Management
- Data analytics: drawing conclusions

### Unit 4 – Informatics
In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3 Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. In Area of Study 2 students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

### Areas of Study
- Data analytics: presenting the findings
- Information Management

### Outcomes and Assessments

**Unit 3:**
**Outcome 1:** On completion of this unit the student should be able to design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction.

**Outcome 2:** On completion of this unit the student should be able to use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress.

**Unit 4:**
**Outcome 1:** On completion of this unit the student should be able to design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress.

**Outcome 2:** On completion of this unit the student should be able to compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

**Units 3 & 4:** Satisfactory completion of the units is based on whether the student has demonstrated the set of outcomes specified for the unit. The level of achievement will be determined by school assessed coursework and a school assessed task.

- School assessed coursework for Unit 3 will contribute 10% to the study score
- School assessed coursework for Unit 4 will contribute 10% to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end of year examination, which will contribute 50% to the study score.
Information Technology – Software Development

Unit 3 – Software Development
In this unit students develop a detailed understanding of the analysis, design and development stages of the problem solving methodology and use a programming language to create working software modules. In Area of Study 1 they respond to given software designs and develop a set of working modules through the use of a programming language. In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills. This forms the first part of a project that is completed in Unit 4.

Areas of Study
- Programming Practice
- 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 used in a networked environment. In Area of Study 1 they further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. In Area of Study 2 students apply thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Areas of Study
- Software Solutions
- Interactions and Impact

Outcomes and Assessments

Unit 3

Outcome 1: On completion of this unit the student should be able to interpret designs and apply a range of functions and techniques using a programming language to develop working modules.

Outcome 2: On completion of this unit students should be able to analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution.

Unit 4

Outcome 1: On completion of this unit students should be able to apply stages of the problem solving methodology to create a solution using a programming language that fulfils identified requirements and assess the effectiveness of the project plan in monitoring progress.

Outcome 2: On completion of this unit students should be able to analyse and explain the dependencies between two information systems and evaluate the controls in place in one information system to protect the integrity of its source data.

Units 3 & 4: Satisfactory completion of the units is based on whether the student has demonstrated the set of outcomes specified for the unit. The level of achievement will be determined by school assessed coursework and a school assessed task

- School assessed course work for Unit 3 contributes 10% to the study score
- School assessed course work for Unit 4 contributes 10% to the study score

End of year examination of 2 hours contributes 50% to final assessment for the Unit 3-4 sequence.
## LOTE – French

### Unit 1
**Areas of Study**
- This comprises themes and topics, grammar, text types, vocabulary and kinds of writing.
- The themes and topics are subdivided into:
  - The individual
  - The LOTE –speaking communities
  - The changing world

### Unit 2
**Areas of Study**
- This comprises themes and topics, grammar, text types, vocabulary and kinds of writing.
- The themes and topics are subdivided into:
  - The individual
  - The LOTE –speaking communities
  - The changing world

### Outcomes & Assessments
Satisfactory completion of each unit is based on the student demonstrating achievement of the set of outcomes specified for the unit.

**Outcome 1:**
- Informal conversation or Reply to personal letter/email/fax

**Outcome 2:**
- Listen to spoken texts to obtain information to complete notes, tables or charts and Read written texts to obtain information to complete notes, charts or tables

**Outcome 3:**
- Oral presentation or Review or Article

### Unit 3
**Areas of Study**
- This comprises themes and topics, grammar, text types, vocabulary and kinds of writing.
- The themes and topics are subdivided into:
  *The individual
  *The LOTE –speaking communities
  *The changing world

### Unit 4
**Areas of Study**
- This comprises themes and topics, grammar, text types, vocabulary and kinds of writing.
- The themes and topics are subdivided into:
  *The individual
  *The LOTE –speaking communities
  *The changing world

### Outcomes & Assessments
Satisfactory completion of each unit is based on the student demonstrating achievement in the three outcome areas
1. Express ideas through the production of original texts
2. Analyse and use information from spoken texts
3. Exchange information, opinions and experiences

#### Contribution of assessment tasks to Study Score
**School assessed coursework**
**Unit 3:**
- 250 word personal or imaginative writing 10%
- Response to spoken texts 5%
- Three to four minute role-play 10%

**Unit 4:**
- Response to written texts 5%
- 250-300 word informative, persuasive or evaluative written piece 10%
- Three to four minute interview 10%

#### End of year examinations
1. **Oral Examination**
   - Conversation
   - Discussion (12.5%)
2. **Written Examination**
   - Listening & Responding (Part A - Response in English 7.5%; Part B - Response in French 7.5%)
   - Reading & Responding (Part A - Response in English 10%; Part B - Response in French 5%)
   - Writing 7.5%
### Legal Studies

#### Unit 1 – Criminal Law and Justice
This unit introduces sources of the law, the need for law, the nature of criminal law, and the role of law enforcement. It provides a brief introduction to a study of the formal court hierarchy, criminal court processes and procedures.

**Area of Study 1: Law in Society**
- The need for law
- Distinction between civil & criminal law
- Difference between legal & non legal rules
- Characteristics of an effective law

**Area of Study 2: Criminal Law**
- Principles of criminal liability
- Criminal investigation processes
- Sanctions & their effectiveness
- Impact of criminal acts on individuals & society

#### Unit 2 – Civil law and the law in focus
In this unit the student will study in depth the processes and procedures involved in civil litigation. This unit also allows you to explore a specific area of law and to analyse contemporary legal issues.

**Area of Study 1: Civil Law**
- Need for civil law
- Definition of criminal law and the way it protects the rights of individuals
- Tort law and related defences

**Area of Study 2: Civil law in action**
- Pre-trial and trial procedures
- Juries in civil cases
- Role of tribunals
- Civil remedies

**Area of Study 3: The Criminal courtroom**
- Reasons for a court hierarchy
- An overview of criminal jurisdiction
- Pre trial & trial processes
- Role of court personnel
- Role & operation on criminal jury

**Area of Study 4: A question of rights**
- Investigation of an Australian case
- Evaluation of a case on system & rights of individuals

**Assessments**
A wide range of assessment will be used in these units. These include: Case Files (newspapers), essays and assignments, an end of unit exam, participation in a Mock Trial

#### Unit 3 – Law Making
Students will be able to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operations of the legal system. The student will evaluate the strengths and weaknesses of the law making bodies and the processes used to influence change and reform

**Areas of Study**
- Parliament and the Citizen – describing the role and effectiveness of Parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced
- Constitution and the Protection of Rights – explaining the role of the Commonwealth constitution in defining law making powers within a federal structure, and evaluate the effectiveness of the Constitution in protecting human rights
- Role of the Courts – describing the role and evaluating the effectiveness of the courts in law making and their relationship with Parliament

#### Unit 4 – Dispute resolution
Students will be able to explore the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution methods. This will include an understanding of criminal and civil pre-trial and trial processes and procedures. The jury system, adversary system and the inquisitorial system is also investigated. The student will evaluate the effective operation of the Victorian Legal System and make recommendations for possible improvement and reform

**Areas of Study**
- Dispute resolution methods – focusing on the varying jurisdictions and functions of courts and tribunals. A comparison and evaluation will take place
- Court processes and procedures – looks at the elements of an effective legal system, incorporating the processes and procedures involved in trials in both civil and criminal cases. A comparison between the adversary and inquisitorial system takes place with the student able to propose improvements to our current adversary system

**Outcomes Unit 3 and Unit 4**
Outcomes are related to each of the areas of study and the format for the outcomes will be selected from a folio of exercises, tests, case studies, essays, multimedia presentations, structured questions

**Assessments Unit 3 and Unit 4**
Satisfactory completion of the unit is based on the student demonstrating achievement of the outcomes specified in the units.

School assessed course work for Unit 3 and 4 contributes 25% each to the final assessment
End of year exam contributes 50% to final assessment
Literature

Unit 1 – Literature
In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students respond creatively, critically and reflectively to the ideas and concerns of texts.

Areas of Study
- Reading practices
- Ideas and concerns in texts

Unit 2 – Literature
In this unit students explore the ways literary texts connect with each other and the world. Drawing on a range of texts, students consider the relationships between authors, audiences and contexts.

Areas of Study
- The text, the reader and their contexts
- Exploring connections between texts

Outcomes and Assessments

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

Unit 2
1. Analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflects or comments on ideas and concerns.
2. Compare texts considering the nature of texts and how they influence each other.

Unit 3 – Literature
In this unit students consider how the form of a text affects meaning, and how writers construct their texts.

Areas of Study
- Adaptations and transformations
- Creative responses to texts

Unit 4 – Literature
In this unit students develop critical and analytic responses to texts.

Areas of Study
- Literary perspectives
- Close analysis

Outcomes

Unit 3
1. Analyse the extent to which meaning changes when a text is adapted to a different form.
2. Respond creatively to a text and comment on the connections between the text and the response.

Unit 4
1. Produce an interpretation of a text using different literary perspectives to inform a view.
2. Analyse features of texts and develop and justify interpretations of texts.

Assessments

Unit 3
Outcome 1. Compare a dramatized version of a scene or scenes from a text with the original text OR compare a print text with the text’s adaptation into another form.
Outcome 2. An original piece of writing in the style and context of the original text OR a re-creation of an aspect of the text in another form (with a reflective commentary).

Unit 4
Outcome 1. A written interpretation of a text using two different perspectives.
Outcome 2. A close textual analysis of a text AND a written interpretation of a different text to the one discussed in Outcome 1.

Assessment tasks for Units 3 and 4 contribute 25% each to the final assessment. The examination contributes 50% to the final assessment.
Foundation Mathematics

Unit 1 – Foundation Mathematics

Areas of Study
- Space, Shape & Design
- Patterns & Number

Unit 2 – Foundation Mathematics

Areas of Study
- Data
- Measurement

Foundation Mathematics Units 1 & 2 provides students with basic mathematical skills and has an emphasis on computation, with and without technology. The use of mathematics in practical contexts and applying it to real life situations is the focus of these units. These students would not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

Note: Foundation Mathematics 1 & 2 is a TERMINAL subject.

Outcomes & Assessments

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

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

The assessment tasks used to demonstrate these outcomes will include assignments, summary or review notes, tests and an exam. The assignments can include activities such as a report on an application of mathematics or a multimedia presentation.
## Further Mathematics

<table>
<thead>
<tr>
<th>Unit 1 – General Mathematics</th>
<th>Unit 2 - General Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas of Study</strong></td>
<td><strong>Areas of Study</strong></td>
</tr>
<tr>
<td>• Algebra &amp; Structure</td>
<td>• Discrete Mathematics</td>
</tr>
<tr>
<td>• Arithmetic &amp; Number</td>
<td>• Statistics</td>
</tr>
<tr>
<td>• Statistics</td>
<td>• Geometry, Measurement &amp; Trigonometry</td>
</tr>
</tbody>
</table>

General Mathematics Units 1 & 2 provide students with the necessary preparation to undertake Further Mathematics Units 3 & 4. There is a strong emphasis on using real arithmetic, lists and tables, geometric diagrams and constructions, algebraic manipulation, equations and graphs with and without technology.

### Outcomes & Assessments

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

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

The assessment tasks used to demonstrate these outcomes will include assignments, summary or review notes, tests, modelling tasks, problem-solving tasks, mathematical investigations and an exam.

<table>
<thead>
<tr>
<th>Unit 3 – Further Mathematics</th>
<th>Unit 4 – Further Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas of Study</strong></td>
<td><strong>Areas of Study</strong></td>
</tr>
<tr>
<td>• Data Analysis</td>
<td>• Matrices</td>
</tr>
<tr>
<td>• Recursion &amp; Financial Modelling</td>
<td>• Geometry &amp; Measurement</td>
</tr>
</tbody>
</table>

Students study a core component on Data Analysis and Recursion.

Students study two modules known as ‘Applications’. These modules are on Matrices and Geometry & Trigonometry.

### Outcomes & Assessments

Students are required to demonstrate achievement of three outcomes in each unit. The outcomes for both units are the same as for Units 1 & 2. This means that students must be able to solve routine and non-routine mathematical problems and be able to use technology as a problem-solving tool.

The school-assessed coursework in Unit 3 will contribute 20% to the final assessment.

- **This coursework consists of an Application Task and a Modelling or Problem Solving task.**

The school-assessed coursework in Unit 4 will contribute 14% to the final assessment.

- **This coursework consists of two Modelling or Problem Solving tasks.**

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations, and a CAS calculator is allowed in both exams. Therefore competent and efficient use of a CAS calculator is essential in both exams.

- Exam 1 contributes 33% of final mark.
- Exam 2 contributes 33% of final mark.
Mathematical Methods

Unit 1 – Mathematical Methods
Areas of Study
- Functions & Graphs
- Algebra

Unit 2 – Mathematical Methods
Areas of Study
- Calculus
- Probability and Statistics

Units 1 & 2 provide students with the necessary preparation to undertake Mathematical Methods Units 3 & 4. There is a strong emphasis on using mathematics in practical contexts, particularly involving Algebra and Calculus.

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

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

The assessment tasks used to demonstrate these outcomes will include assignments, summary or review notes, tests and an exam. The assignments can include tasks which model real-world problems and which rely on accurate and efficient use of the graphics calculator.

Unit 3 – Mathematical Methods
Areas of Study
- Functions & Graphs
- Algebra
- Calculus (Differentiation)

Students develop and extend their skills in many of the areas covered in Units 1 and 2.

Unit 4 – Mathematical Methods
Areas of Study
- Calculus
- Probability and Statistics

Students develop and extend their skills in many of the areas covered in Units 1 and 2, particularly in integral calculus and probability density functions.

Outcomes & Assessments
Students are required to demonstrate achievement in the three outcomes stated above in each unit. This means that students must be able to solve routine and non-routine mathematical problems and be able to use technology (particularly the CAS calculator) as a problem-solving tool. There will be technology free (no calculator or notes) and technology active (calculator and bound document allowed) tests to assess S or N.

The three School-Assessed Coursework tasks (SACs) contribute 34% to the overall score.

- One Functions & Calculus Applications SAC in Unit 3 will contribute 17% to the final assessment.
- Two modelling or problem-based SACs in Unit 4 will contribute 17% to the final assessment.

Two end-of-year examinations contribute 66% of the Study Score.

- Exam 1 (short answer questions, non-calculator and no resources allowed) contributes 22% of final mark.
- Exam 2 (multiple choice and extended response questions, CAS calculator and bound reference allowed) contributes 44% of final mark.
Units 1 & 2 provide students with the necessary preparation to undertake Specialist Mathematics Units 3 & 4. There is a strong emphasis on using mathematics in practical contexts, particularly the use of algebra as a problem-solving tool.

**Outcomes & Assessments**

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

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

The assessment tasks used to demonstrate these outcomes will include assignments, summary or review notes, tests and an exam. The assignments can include tasks which model real-world problems and which rely on accurate and efficient use of the graphics calculator.

### Unit 3 – Specialist Mathematics

Students undertaking Specialist Mathematics will enhance their skills in mathematics beyond the Mathematical Methods course, and thus it can only be undertaken by students who are also enrolled in Mathematical Methods.

**Areas of Study**

- Functions & Graphs
- Algebra
- Calculus

### Unit 4 – Specialist Mathematics

Students undertaking Specialist Mathematics will enhance their skills in mathematics beyond the Mathematical Methods course, and thus it can only be undertaken by students who are also enrolled in Mathematical Methods.

**Areas of Study**

- Vectors
- Mechanics
- Probability & Statistics

**Outcomes & Assessments**

Students are required to demonstrate achievement of three outcomes in each unit. The outcomes for both units are the same as for Units 1 & 2. This means that students must be able to solve routine and non-routine mathematical problems and be able to use technology as a problem-solving tool.

The school-assessed coursework in Unit 3 will contribute 17% to the final assessment.

The school-assessed coursework in Unit 4 will contribute 17% to the final assessment.

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

- **Exam 1** (non-calculator and no resources allowed) contributes 22% of final mark.
- **Exam 2** (CAS calculator and bound reference allowed) contributes 44% of final mark.
Media Studies

Unit 1 – Representation and Technology
This unit studies how media technology affects the individual and society. Students develop practical and analytical skills, including an understanding of how codes and conventions contribute to the creation of meaning in media products, and the role and significance of selection processes in the construction of such products.

Areas of Study
- Representation in the media
- Technologies of representation
- New media

Unit 2 – Media Production and the Australian Media Industry
This unit develops an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through assigned roles in specific stages of a media production. Students will analyse issues concerning the stages and roles in the media production process and the contexts within which Australian media production takes place.

Areas of Study
- Media production
- Australian media organisation
- Media Industry Developments

Outcomes & Assessments
Satisfactory completion of the unit requires the student to demonstrate achievement of the three Outcomes specified in each unit. The assessment tasks for these units will be selected from the following: radio or audio sequences, audio visual or video sequences, photographs, print layouts, multimedia sequence(s) or presentations (including website and data show presentations), posters, tests, short written reports, oral reports, at least one of the assessments for each unit must be in written form. They must be completed mainly in class and within a limited time frame.

Unit 3 – Narrative and Media Production Design
Areas of Study
- Narrative: a key element in the construction of meaning in media products.
- Media production design: is an essential and creative stage of the production process.

Unit 4 – Media Process, Social Values and Media Influence
Areas of Study
- Media process: Each medium has a specific production process and a set of work practices which are both appropriate to the particular medium and to the nature of the type of product being produced within that form.
- Social values: The media are social and cultural institutions. The texts they produce both shape and reflect the society in which they operate in their subject matter, organisation structure and values.
- Media influence: Ongoing considerations inform discussion of the relationship between media, its function and influence.

Outcomes
1. Discuss the nature and function of production and story elements in fictional media texts and explain how the combinations of these elements structure the narrative to engage an audience.
2. Demonstrate a variety of media skills which will contribute to the preparation of a media production design plan, including the use of a range of technical equipment, processes and applications.
3. Prepare a media production design plan incorporating specifications appropriate for the chosen media product.
4. Produce a media product for an identified audience from the media production design plan prepared in Unit 3.
5. Discuss the ways in which social values shape the content of a media text and analyse how social values are reflected in that text.
6. Discuss notions of media influence and analyse issues about the nature and extent of media influence.

Assessments
- Outcome 1: Written analyses or tests on media texts (5%)
- Outcome 2: Two technical exercises relevant to the production design (5%)
- Outcome 3: Media design plan.
- Outcome 1: Media product based on the design plan from unit 3
- Outcome 2: Written analyses and tests (5%)
- Outcome 3: written analyses and tests. (5%)

School assessed coursework for Unit 3 (Outcomes 1 and 2) contribute 10% to the final assessment
School assessed coursework for Unit 4 (Outcomes 2 and 3) contribute 10% to the final assessment
School assessed coursework for Outcome 3 Unit 3 and Outcome 1 Unit 4 contribute 30% to the final assessment
End of year exam contributes 50 % of final assessment.
Music – Style & Composition

<table>
<thead>
<tr>
<th>Unit 1- Music Style &amp; composition</th>
<th>Unit 2- Music Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit involves a study of different styles, traditions, times and places.</td>
<td>This unit focuses on an exploration of music that is used within multidisciplinary form.</td>
</tr>
<tr>
<td><strong>Areas of Study</strong></td>
<td><strong>Areas of Study</strong></td>
</tr>
<tr>
<td>• Responses to music</td>
<td>• Responses to music</td>
</tr>
<tr>
<td>• Organisation and context</td>
<td>• Music created for multidisciplinary art forms</td>
</tr>
<tr>
<td>• Creative responses</td>
<td>• Creative processes in music for multidisciplinary form</td>
</tr>
</tbody>
</table>

Outcomes & Assessments
Tasks will include studies of music within and between cultures and traditions, composing and arranging, using traditional and/or digital means. Assessment will be based on written reports and oral and multimedia presentations.

<table>
<thead>
<tr>
<th>Unit 3- Music Styles</th>
<th>Unit 4- Music Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on an understanding of creative processes; a detailed exploration of music style and context and the formulation and presentation of critical responses.</td>
<td>This unit focuses on the creation of an original music work.</td>
</tr>
<tr>
<td><strong>Areas of Study</strong></td>
<td><strong>Areas of Study</strong></td>
</tr>
<tr>
<td>• Responses to music</td>
<td>• Responses to music</td>
</tr>
<tr>
<td>• Organisation and context</td>
<td>• Organisation and context</td>
</tr>
<tr>
<td>• Creative responses</td>
<td>• Creative processes</td>
</tr>
</tbody>
</table>

Outcomes & Assessments

Unit 3
**Outcome 1:** 15 marks – Aural analysis of and written critical responses to four previously unheard excerpts.
**Outcome 2:** 15 marks – Analysis of selected works in differing music styles.
**Outcome 3:** Externally assessed – creation of original music exercises.

Unit 4
**Outcome 1:** 15 marks – Aural analysis of and written critical responses to four excerpts of music.
**Outcome 2:** 15 marks – Analysis of selected works in terms of elements of music and use of compositional devices, contextual issues, repetition and variation.
**Outcome 3:** Externally assessed – Create a short work that includes at least one compositional device of contrast, repetition and/or variation, and evaluate the creative processes used.

Unit 3 & 4 coursework contributes 30% to the study score.

End of year examination contributes 40% to the study score.
Music – Performance

Unit 1 – Music Performance
This unit focuses on achieving flexibility in music performance.

Areas of Study
- Performance
- Performance technique
- Musicianship

Unit 2 – Music Performance
This unit continues with the development of performance skills and focuses on analysis of music being prepared for performance.

Areas of Study
- Performance
- Performance technique
- Musicianship
- Organisation of sound

Outcomes & Assessments
A satisfactory completion of the unit is based on the student demonstrating achievement of three Outcomes specified for Unit 1 and four Outcomes for Unit 2. The tasks will include a program(s) of contrasting solo and group works, technical work, an unprepared performance, aural theory and analysis.

Unit 3 – Music Solo Performance
Unit 3 focuses on the preparation and presentation of performances in solo and ensemble contexts. Aural comprehension and understanding of characteristics of works relevant to performance are also developed.

Areas of Study
- Performance
- Performance technique
- Musicianship

Unit 4 – Music Solo Performance
Unit 4 focuses on the preparation and presentation of performances in solo and ensemble contexts. Aural comprehension and understanding of characteristics of works relevant to performance are also developed.

Areas of Study
- Performance
- Performance technique
- Musicianship

Outcomes & Assessments
Unit 3
Outcome 1: S/N - Prepare and perform a program of solo & group works.
Outcome 2: 10 marks- Perform a study, technical work and exercises on their main instrument, which will enhance performance of the solo and/or ensemble works and works and exercises, a study and works which demonstrate unprepared performance skills.
Outcome 3: 10 marks-Identify, recreate, notate and transcribe short excerpts of music and discuss the interpretation of expressive elements of music in pre recorded works.

Unit 4
Outcome 1: S/N – prepare and perform a solo program
Outcome 2: 10 marks – Perform technical work and exercises which will enhance the performance. Prepare an oral report discussing performing techniques.
Outcome 3: S/N – Identify, recreate, notate and transcribe short excerpts of music and discuss the interpretation of expressive elements of music in pre recorded works.

Unit 3 & 4 school assessed coursework contributes to 30% to the final assessment.

End of year external examination
Performance examination, duration 25 minutes, contributes 50% to the final assessment.
Aural and written examination, contributes 20% to the final assessment.
# Music - Investigation

## Unit 3
In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study.

### Areas of Study
- Investigation,
- Composition/arrangement/improvisation
- Performance

## Unit 4
In this unit students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance program.

### Areas of Study
- Investigation,
- Composition/arrangement/improvisation
- Performance

## Outcomes & Assessments

### Unit 3
**Outcome 1:** 20 marks the student will demonstrate understanding of performance practices, context/s and influences on music works.
**Outcome 2:** S/N – the student will compose, improvise and/or arrange and discuss music characteristics and performance practices.
**Outcome 3:** 5 marks – the student will present a performance of music works that communicates understanding of the Focus Area.

**Unit 3 school assessed coursework contributes 25% to the final assessment.**

### Unit 4
**Outcome 1:** S/N the student will evaluate and present their interpretive approach to a program of music works.
**Outcome 2:** 20 marks – the student will compose/improvise/arrange and perform a music work and discuss the use of music characteristics, instrumental techniques, performance techniques and conventions relevant to the focus area.
**Outcome 3:** 5 marks – the student should be able to demonstrate and discuss artistic intent and understanding of the Focus Area in a cohesive and engaging performance of music works.

**Unit 4 school assessed coursework contributes 25% to the final assessment.**

**End of year examination** Performance examination constitutes 50% of the study score
### Physical Education

#### Unit 1 – The Human Body in Motion
**Area of Study 1:** How does the musculoskeletal system work to produce movement? In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement.

**Area of Study 2:** How does the cardiorespiratory system function at rest and during physical activity? In this area of study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity.

#### Outcomes & Assessments
- Satisfactory completion of these units is based on the student demonstrating achievement of two outcomes specified in each unit. The assessment tasks for these units will be selected from the following: written reports, tests, structured questions, oral reports, laboratory reports, case study analysis, video analysis and media analysis.

#### Unit 3 – Physical activity participation and physiological performance
**Area of Study 1:** Monitoring and promotion of physical activity – In this area of study students use subjective and objective methods for assessing their own physical activity and sedentary levels. They identify components of the social-ecological model to assist in the critique strategies aimed at increasing physical activity.

**Area of Study 2:** Physiological responses to physical activity - Students explore the various systems and mechanisms associated with the energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles.

### Outcomes
On completion of these units the student should be able to:
- Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to Australia’s Physical Activity and Sedentary Behaviour Guidelines.
- Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.
- Plan, implement and evaluate training programs to enhance specific fitness components.
- Analyse and evaluate strategies designed to enhance performance or promote recovery.

#### Assessments
- **Outcome 1:** A practical laboratory report, case study or data analysis which focuses on strategies aimed at increasing physical activity levels (40%).
- **Outcome 2:** A test examining the acute effects that physical activity has on the cardiovascular, respiratory and muscular systems of the body (20%) and a practical laboratory report analysing the relative contribution of the energy systems and associated fatigue mechanisms and recovery strategies used in various activities (40%).
- **Outcome 3:** A written report that includes a plan and evaluation of a six week training program with reference to an activity analysis, fitness testing and a training diary, designed to enhance specific fitness components (40%). A test which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance (20%).
- **Outcome 4:** A test which identifies and evaluates various strategies and practices that are used to enhance performance (40%).

#### Contributions to Final Assessment
- School assessed course work Unit 3 25%
- School assessed course work Unit 4 25%
- End of year examination contributes 50%

#### Unit 4 – Enhancing performance
**Area of Study 1:** Planning, implementing and evaluating a training program - This area of study focuses on the components of fitness and assessment of fitness from a physiological perspective. Students consider the manner in which fitness can be improved and participate in fitness testing, development and implementation of a 6 week training program and evaluation of its success.

**Area of Study 2:** Performance enhancement and recovery practices - This area of study explores nutritional, physiological and psychological strategies used to enhance performance.

### Outcomes
On completion of these units the student should be able to:
- Analyse and evaluate strategies designed to enhance performance or promote recovery.
# Physics

## Unit 1: What ideas explain the physical world?
This unit promotes the development of students’ ability to use physics to explain phenomena and events, and technological and social applications. In studying this unit, students should gain an understanding of the ways in which knowledge in physics advances and is applied.

### Areas of Study
- **Thermodynamics**: Principles of thermodynamics and applications to climate science.
- **Electricity**: DC circuit theory and the use of electricity.
- **Nature of matter**: Understanding nuclear reactions and radioactivity, and the formation of matter during the Big Bang.

## Unit 2: What do experiments reveal about the physical world?
This unit promotes the development of students’ ability to use physics to explain phenomena and events, and apply physical models to a variety of phenomena. In studying this unit, students should gain an understanding of the ways in which knowledge in physics advances and is applied.

### Areas of Study
- **Movement**: An understanding of the Newtonian universe using the concepts of position, velocity, acceleration, energy and momentum.
- **Options-observations of the physical world**: students investigate an aspect of the physical world using the skills, knowledge and models previously studied. Topic to be chosen in Term 3.
- **Practical investigation**: students design and carry out an extended practical investigation on an aspect of physical science.

## Outcomes & Assessments
Satisfactory completion of each unit is based on the student demonstrating achievement of all the outcomes in each unit. The assessment tasks for these units will be selected from the following: Practical investigations, an annotated folio of practical activities, a data analysis, a multimedia or webpage presentation, a response to a media article, tests and assignments.
### Unit 3: How do fields explain motion and electricity?

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

**Areas of Study**
- **Fields and Models:** Fields and interactions, effects of fields, application of field concepts
- **Electricity:** Generation and transmission of electricity
- **Motion:** Newton’s laws of motion, Einstein’s theory of relativity, relationship between force, energy and mass

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

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

**Areas of Study**
- **Waves:** Properties of mechanical waves; light as waves
- **Light and Matter:** Behaviour of light; matter as particles or waves; similarities between light and matter
- **Practical Investigation:** a student designed practical investigation related to waves, field or motion is undertaken either in Unit 3 or 4 or across both Units 3 and 4

### Outcomes & Assessments

Satisfactory completion of each unit is based on the student demonstrating achievement of all the outcomes in each unit. The assessment tasks for these units will be selected from the following: annotations of at least two practical activities from a practical logbook, a report of a student investigation, a report of a physics phenomenon, data analysis, media analysis/response, design, building, testing and evaluation of a device, an explanation of the operation of a device, a proposed solution to a scientific or technological problem, a response to structured questions or a test (short answer and extended response)

**School-assessed coursework** for Unit 3 will contribute 21% to the study score. All three outcomes in Unit 3 will be worth 30 marks each. School assessed coursework for Unit 4 will contribute 19% to the study score. Outcomes 1 and 2 will be worth 30 marks each and Outcome 3, the Practical Investigation, will be worth 35 marks.

**End of year examination:** The level of achievement for Units 3 and 4 is also assessed by an end of year examination, which will contribute 60% to the study score.
## Psychology

### Unit 1: How are behaviour and mental processes shaped?
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.

**Areas of Study**
- How does the brain function?
- What influences psychological development?
- Student directed research investigation – brain function and/or psychological development.

### Unit 2: How do external factors influence behaviour and mental processes?
In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others.

**Areas of Study**
- What influences a person’s perception of the world?
- How are people influenced to behave in particular ways?
- Student directed practical investigation – external influences on behaviour

### Outcomes & Assessments
Satisfactory completion of each unit is based on the student demonstrating achievement of the outcomes specified in each unit. The assessment tasks for these units will be selected from practical work, reports, multimedia presentations, concept maps, modelling, scientific posters, tests and end of semester examination.

### Unit 3: How does experience affect behaviour and mental processes?
In this unit students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

**Areas of Study**
- How does the nervous system enable psychological functioning?
- How do people learn and remember?

### Unit 4: How is wellbeing developed and maintained?
In this unit students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

**Areas of Study**
- How do levels of consciousness affect mental processes and behaviour?
- What influences mental wellbeing?
- Practical investigation – mental processes and psychological functioning

### Outcomes & Assessments
Satisfactory completion of each unit is based on the student demonstrating achievement of the outcomes specified in each unit. The assessment tasks for these units will be selected from practical work, reports, multimedia presentations, concept maps, modelling, scientific posters, tests and end of semester examination.

The student’s level of achievement in Units 3 & 4 will be determined by school assessed coursework (40%) and an end of year examination covering all material from Units 3 & 4 (60%).
## Studio Arts

### Unit 1 – Studio inspiration and techniques
The focus of this unit is developing a personal understanding of the stages of studio practice. Students will explore sources of inspiration; research artistic influences, develop individual ideas, investigate cultural beliefs and explore a range of materials and techniques. They will progressively refine and resolve their skills to communicate ideas in artworks. The exhibition of artworks is vital to Unit 1 and students are expected to visit gallery exhibitions.

**Areas of Study**
1. Researching and recording ideas
2. Studio practice
3. Interpreting art ideas and use of materials and techniques

### Unit 2 – Studio exploration and concepts
The focus of this unit is on establishing and using a studio practice to produce artworks. This includes the design and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students will explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary. Studying art movements and styles, they will begin to understand the use of other artists’ work in the making of new artworks, develop skills in the analysis of artworks and develop a broader knowledge about the history of art. Analysis will be used to understand the artists’ ideas and how they have created their artwork.

**Areas of Study**
1. Exploration of studio practice and development of artworks
2. Ideas and styles in artwork

### Outcomes & Assessments
All assessments for Studio Art Units 1 & 2 are school based. For these units students are required to complete set tasks that demonstrate the key knowledge and the key skills in three outcomes for Unit 1 and 2 outcomes for Unit 2. All outcomes will encompass the areas of study in each of the units and the specific tasks will be determined by the teacher. All students will complete an end of unit exam for both Unit 1 and Unit 2.
Unit 3 – Studio practices and processes

The focus is on the completion of the studio process leading to the production of a range of potential directions. Students will develop and use this exploration proposal to find an area of interest, then plan and apply it to explore and develop their ideas. Analysis of these explorations and the development of the potential directions are an essential part of the studio process to support the making of finished artworks in Unit 4. The studio process records trialling, experimenting, analysing and evaluating the extent to which art practices communicate ideas presented. Students will progressively develop and identify a range of potential directions and then develop at least 2 artworks in Unit 4. They will also explore the professional art practices of artists from different historical and cultural contexts in relation to artworks and art forms.

Areas of Study
1. Exploration proposal
2. Studio process
3. Artists and studio practices

Unit 4 – Studio practice and art industry contexts

The focus is on the planning, production and evaluation required to develop, refine and present artworks that link to the ideas resolved in Unit 3. Students will present visual and written evaluation to explain why they selected a range of potential directions to produce at least 2 finished artworks in Unit 4. The development should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities. Students are required to provide an evaluation about the relationship between the artworks. Investigating aspects of artists’ involvement in the art industry, the preparation, presentation and conservation of artworks displayed in exhibitions, focusing on at least 2 different exhibitions, that the student has visited in the current year of study, is also required. Students will examine a range of environments for the presentation of artworks.

Areas of Study
1. Production and presentation of artworks
2. Evaluation
3. Art industry contexts

Outcomes

Unit 3
Outcome 1 On completion of this unit the student should be able to prepare an exploration proposal that forms the content and considerations of an individual studio process including a plan of how the process will be undertaken.
Outcome 2 On completion of this unit the student should be able to progressively present an individual studio process recorded in written and visual form that produces a range of potential directions and reflects the concepts and ideas documented in the exploration proposal and work plan.
Outcome 3 On completion of this unit the student should be able to examine the practice of at least 2 artists, with reference to 2 artworks by each, referencing the different historical and cultural context of each artwork.

Unit 4
Outcome 1 On completion of this unit the student should be able to present at least 2 finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student’s ideas expressed in the exploration proposal
Outcome 2 On completion of this unit the student should be able to provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates an interconnected relationship between the works.

Assessments

The student’s level of achievement in Units 3 & 4 will be determined by school-assessed coursework (SACs) and/or school assessed tasks (SATs) as specified in the VCE study designs, and external assessment.
- Unit 3 school assessed coursework – 5%
- Unit 4 school assessed coursework – 5%
- Units 3 & 4 school assessed task – 60%
- End of year examination – 30%
This study investigates visual communication through 3 distinct areas of design: Communication design, Environmental design and Industrial design.

### Unit 1 – Introduction to Visual Communication Design
The main purpose of this unit is to enable students to develop an understanding of observational, visualisation and presentation drawing methods, and the range of media and materials used for these. The unit also introduces students to the application of design elements and principles. A case study approach to influences on visual communication will also be undertaken.

**Areas of Study**
- Drawing as a means of communication
- Design elements and design principles
- Visual Communication Design in context

### Unit 2 – Application of Visual Communication Design
The main purpose of this unit is to enable students to develop an understanding of instrumental drawing methods and freehand drawing including drawing from direct observation. The unit also introduces students to the diversity of visual communication and the role of the design process in visual communication production.

**Areas of Study**
- Technical drawing in context
- Type and imagery
- Applying the design process

### Outcomes
#### Unit 1
On completion of this unit students should be able to:
- create drawings for different purposes using a range of drawing methods, media and materials
- select and apply design elements and design principles to satisfy a stated purpose
- describe how a visual communication has been influenced by past and contemporary practices, and by social, cultural and other factors

#### Unit 2
On completion of this unit students should be able to:
- create presentation drawings that incorporate relevant technical drawing conventions
- manipulate type and imagery to create communications suitable for print and screen based presentations
- engage in stages of the design process to develop visual communication appropriate to a set brief

### Assessments
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. The decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The end of semester exam contributes 30% of the global grade for each unit.
### Unit 3 – Design thinking & practice

**Areas of Study**
- Analysis and practice in context
- Design Industry practice
- Developing a brief and Generating ideas

### Unit 4 – Design development & presentation

**Areas of Study**
- Development of design concepts
- Final presentations
- Evaluation and explanation

### Outcomes

**Unit 3**
On completion of this unit students should be able
- to create visual communications for specific contexts, purposes & audiences that are informed by their analysis of existing visual communications
- to describe how visual communications are designed and produced in the design industry, and to explain factors that influence these practices;
- to apply design thinking skills in preparing a brief, undertaking research, and generating a range of ideas relevant to the brief.

**Unit 4**
On completion of this unit students should be able
- to develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements in the brief.
- to produce final visual communication presentations that satisfy the requirements of the brief.
- to devise a pitch to present and explain their visual communications to the client and evaluate the visual communications against the brief.

### Assessment

Each student’s level of achievement will be determined by school assessed work and an end-of-year exam.

- **Coursework for Unit 3 contributes 20%; Coursework for Unit 4 contributes 5%**
- **SAT Folio contributes 40%**
- **End of Year Examination contributes 35%**