

**MONTMORENCY SECONDARY COLLEGE**  
**VCE & VCAL CURRICULUM HANDBOOK 2018**

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**IMPORTANT DATES FOR THE REST OF 2017**

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Wednesday 20th September	Student Progress Interview Day
Monday 23rd October	Whole School Farewell Assembly/Year 12 Celebration Day
Thursday 26th October	Year 12 Graduation
Wednesday 1st – Friday 24th November	Year 12 VCE Exams
Monday 20th – Tuesday 28th November	Year 10 & 11 Exams
Friday 1st – Friday 8th December	Year 11 & 12 2018 Orientation (Compulsory)
Thursday 7th December	Swap Shop – Second hand book buy & sell: 6.30 – 8.00pm
Early December	North of the Yarra booklists due
Thursday 21st December	MSC Awards Evening

# TABLE OF CONTENTS

VCE & VCAL CURRICULUM HANDBOOK 2018 .....	1
IMPORTANT DATES FOR THE REST OF 2017 .....	1
TABLE OF CONTENTS.....	2
GENERAL INFORMATION.....	4
ASSESSMENT AND REPORTING.....	6
VICTORIAN CERTIFICATE OF EDUCATION (VCE) .....	7
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL) .....	9
ACCELERATION PROGRAM .....	10
ACCOUNTING – UNIT 1 & 2.....	11
ACCOUNTING – UNIT 3 & 4.....	12
ART – UNIT 1 & 2 .....	13
ART – UNIT 3 & 4 .....	15
BIOLOGY – UNIT 1 & 2.....	17
BIOLOGY – UNIT 3 & 4.....	18
BUSINESS MANAGEMENT – UNIT 1 & 2 .....	19
BUSINESS MANAGEMENT – UNIT 3 & 4 .....	20
CHEMISTRY – UNIT 1 & 2.....	21
CHEMISTRY – UNIT 3 & 4.....	23
COMPUTING – UNIT 1 & 2 .....	24
ENGLISH – UNIT 1 & 2 .....	25
ENGLISH – UNIT 3 & 4 .....	26
ENGLISH LANGUAGE – UNIT 1 & 2 .....	27
ENVIRONMENTAL SCIENCE – UNIT 1 & 2.....	28
FOOD STUDIES – UNIT 1 & 2.....	29
FOOD STUDIES – UNIT 3 & 4.....	30
GEOGRAPHY – UNIT 1 & 2 .....	31
GEOGRAPHY – UNIT 3 & 4 .....	32
HEALTH & HUMAN DEVELOPMENT – UNIT 1 & 2.....	33
HEALTH & HUMAN DEVELOPMENT – UNIT 3 & 4.....	34
HISTORY – UNIT 1 & 2 .....	35
HISTORY: REVOLUTIONS – UNIT 3 & 4 .....	36
INFORMATICS – UNIT 3 & 4 .....	37
LANGUAGES: FRENCH – UNIT 1 & 2 .....	38
LANGUAGES: FRENCH – UNIT 3 & 4 .....	39
LANGUAGES: JAPANESE – UNIT 1 & 2 .....	40
LANGUAGES: JAPANESE – UNIT 3 & 4 .....	42
LEGAL STUDIES – UNIT 1 & 2 .....	43
LEGAL STUDIES – UNIT 3 & 4 .....	44
LITERATURE – UNIT 1 & 2.....	45

LITERATURE – UNIT 3 & 4 .....	46
MATHEMATICS - SUGGESTED COURSES AND PLANNING CHART .....	47
GENERAL MATHEMATICS – UNIT 1 & 2 .....	48
MATHEMATICAL METHODS – UNIT 1 & 2.....	49
SPECIALIST MATHEMATICS – UNIT 1 & 2.....	50
FURTHER MATHEMATICS – UNIT 3 & 4 .....	51
MATHEMATICAL METHODS – UNIT 3 & 4.....	52
SPECIALIST MATHEMATICS – UNIT 3 & 4.....	53
MEDIA – UNIT 1 & 2.....	54
MEDIA – UNIT 3 & 4.....	55
MUSIC PERFORMANCE UNIT 1 & 2 .....	56
MUSIC PERFORMANCE UNIT 3 & 4 .....	58
MUSIC STYLE INVESTIGATIONS – UNIT 3 & 4.....	59
OUTDOOR EDUCATION – UNIT 1 & 2 .....	60
OUTDOOR EDUCATION – UNIT 3 .....	61
OUTDOOR EDUCATION – UNIT 4 .....	62
PHILOSOPHY – UNIT 1 & 2.....	63
PHYSICAL EDUCATION – UNIT 1 & 2.....	ERROR! BOOKMARK NOT DEFINED.
PHYSICAL EDUCATION – UNIT 3 & 4.....	ERROR! BOOKMARK NOT DEFINED.
PHYSICS – UNIT 1 & 2.....	67
PHYSICS – UNIT 3 & 4.....	68
PRODUCT DESIGN & TECH: WOOD OR METAL – UNIT 1 & 2.....	70
PRODUCT DESIGN & TECHNOLOGY: WOOD – UNIT 3 & 4 .....	71
PSYCHOLOGY – UNIT 1 & 2.....	72
PSYCHOLOGY – UNIT 3 & 4.....	73
STUDIO ART: PHOTOGRAPHY – UNIT 1 & 2 .....	74
STUDIO ART: PHOTOGRAPHY – UNIT 3 & 4 .....	75
THEATRE STUDIES – UNIT 1 & 2 .....	76
THEATRE STUDIES – UNIT 3 & 4 .....	78
VISUAL COMMUNICATION DESIGN – UNIT 1 & 2.....	80
VISUAL COMMUNICATION DESIGN – UNIT 3 & 4.....	82
VCAL: LITERACY SKILLS - INTERMEDIATE .....	83
VCAL: LITERACY SKILLS - SENIOR.....	84
VCAL: PERSONAL DEVELOPMENT - INTERMEDIATE .....	85
VCAL: PERSONAL DEVELOPMENT - SENIOR .....	86
VCAL: WORK RELATED SKILLS - INTERMEDIATE .....	87
VCAL: WORK RELATED SKILLS - SENIOR.....	88

# GENERAL INFORMATION

## Attendance

Attendance at all classes is compulsory. Regular, punctual attendance is essential and, in many instances, it will be impossible to satisfy VCE work requirements if the student's attendance is irregular. The VCAA sets a minimum attendance requirement. **Students are required to attend 90% of classes.** In circumstances where prolonged illness affects this requirement, a Medical Certificate will be required and Special Provision may be sought.

**Students who do not meet this requirement are not eligible to receive a VCE or VCAL certificate.**

After any absence, a note of explanation, which has been signed by the parent or guardian of the student, must be given to the Year Level Coordinator.

Students who are absent from school on a day where a formal School Assessment Task was undertaken must provide a medical certificate upon their return to school.

Montmorency Secondary College uses an electronic roll-marking program. This allows the College to track truancy, and proactively enforce student attendance at all classes.

A comprehensive program is in place to ensure regular attendance by all students. In situations where a student has been absent from class without a reason, the matter will be dealt with by the Co-ordinator.

Students are not permitted to leave the College grounds, during the school day, unless there are exceptional circumstances.

## Arriving Late

Home Group teachers note absences during the first 10 minutes of the day (during Home Group). Students who arrive after Home Group must report to the General Office, sign the Late Arrivals Register and obtain a "Late Slip" to present to the class teacher. Students, who are recorded in the Late Arrivals' register, will be marked LATE in the attendance roll.

Students, who arrive late for class, will be expected to have an acceptable explanation. Parents will therefore, be expected to provide a note for the lateness.

Where lateness is persistent, or reasons are unacceptable, the student will be receive appropriate consequences.

## Leaving Early

The process for a student leaving the College early is:

- Bring a note from home, with a short explanation and the parent's signature.
- Student is to take that note to the Year Level Coordinator's office, and the Year Level Coordinator signs the note.
- When it is time for the student to depart, the student goes to the General Office, where they hand in their note that has been signed by the Coordinator, and they sign out of the 'Early Leavers' book.
- Alternatively, a parent may arrange to meet their child in the General Office at a prescribed time. The parent can then sign the student out in the 'Early Leavers' book.

**Under no circumstances** can a student leave school without notifying their coordinator or signing out at the General Office.

## Private Study Periods

Most Year 12 students have timetabled classes for 20 periods per week and this leaves them with 5 private study periods per week. These private study periods are for the students' preparation, research and revision and the time should be wisely. Private study periods are not "free" periods.

## Staff Absence Period 5

When a Year 11 or 12 class find that their timetabled teacher is absent for period 5, the students are not required to stay at school. However, every attempt should be made, to check if work has been set and left for collection at the Senior School Office.

A copy of the Student Behaviour Code is included in the School Study Planner, which is issued to students at the start of the school year. The policy applies to all students.

## Careers Guidance

The Careers Teacher will see all students to ensure that they have some idea of a career suited to their interests and abilities. Careful consideration will be given to prerequisite and recommended subjects, so that a wide range of career options is catered for. All students must consult the booklet listing University and TAFE prerequisite subjects (VICTER2016) in the Resource Centre or online at [www.vtac.edu.au](http://www.vtac.edu.au) before making subject selections. Both the Job and Course Explorer (JAC) and Job Guide may also be accessed via a computer in the Resource Centre, and students should use these resources. The Careers Teacher is generally available for consultation, although it may be necessary for students to make an appointment.

## Homework and Use of the Study Planner

All students at Montmorency Secondary College are issued with a homework study planner. Students are expected to take the study planner to all classes to record homework, tests and assignments etc. Regular use of the study planner helps to develop sound organisational skills. The study planner informs parents of the study commitments of your child in each subject. We encourage parents/guardians to check the study planner regularly to monitor their child's progress and assist them in planning their time in order to complete tasks. The study planner is a useful means of communication with teachers.

## Text Books and Stationery

North of the Yarra Booksellers is the official supplier of textbooks to the school. The complete list of textbooks required, will be distributed in November 2017. This list will need to be returned to the College at a date to be advised, approximately December 2017.

Books may then be collected from the school on **a date to be advised, before the start of the school year**. Textbooks must be paid for when they are collected.

The College also run a Swap Shop evening in early December of each year. Swap Shop allows parents to buy and sell books second hand. The College designates a set room for each year level. Parents selling books visit that room with their books, and barter with other parents until their books are sold. They are then welcome to visit the room of the upcoming year level, to purchase any books they require.

# ASSESSMENT AND REPORTING

Montmorency Secondary College values the opportunity to communicate with parents and guardians about the wellbeing and academic performance of students. There are **seven** scheduled instances of communication, throughout the year, that enable parents and guardians to stay informed about their son or daughter's progress, and opportunities for improvement.

*Please Note: All reports will be distributed digitally unless a hard copy is specifically requested.*

## End of Term One – Interim Reports

Towards the end of term one, each student is issued with an interim report. This is a one-page document which lists all of the subjects that your child is undertaking and includes teacher's ratings of your child's progress to date, in a simple-to-read "tick-the-box" format. The report should act as the basis for discussion at the Parent Teacher interviews scheduled at the same time.

## End of Term One – Parent Teacher Interviews

Parent Teacher Interviews occur at the end of term one. All parents and guardians are strongly encouraged to attend these interviews, as it is an opportunity to sit with your child and their teacher and gain more detailed knowledge as to how the child is performing /coping, and to discuss strategies that will increase your child's chance of success.

## End of Term Two – Student Reports

Full student's reports are issued at the end of Term 2. These documents are much more detailed written reports and provide graded assessments of the major assessment areas of each subject.

## Start of Term Three – Student-Led Conferences

Student Led Conferences are held early in Term 3. This conference is between the home group teacher, the student and the parent/guardian. It does not focus on a particular subject, but rather on the whole child. Together the student, parent/guardian and home group teacher review mid-year reports and set learning goals for the second semester.

## End of Term Three – Interim Reports

At the end of term three, each student is issued with a second semester interim report. This is a one-page document similar to that issued at the end of Term 1. Again, it is designed to be read in conjunction with the Parent Teacher interviews, scheduled for that time.

## End of Term Three – Parent Teacher Interviews

Parent Teacher Interviews occur again at the end of term three. All parents and guardians are strongly encouraged to attend these interviews, as it is a further opportunity to sit with your child and their teacher and really gain knowledge as to how the child is performing/coping, and to discuss strategies that will increase your child's chance of success.

## End of Term Four – Student Reports

Full student's reports are issued at the end of Term 4. These are detailed written reports that provide graded assessments of all subjects that a student studies in semester two.

In conjunction with all of the above, parents are welcome to contact the relevant Home Group teacher and/or the Level Coordinator at any time during the year regarding the progress or wellbeing of their child.

# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

To be eligible for the award of VCE, students must satisfactorily complete 16 units, including at least 3 units from English 1 & 2, English 3 & 4, Literature 3 & 4 or English Language 3 & 4.

## 1. VCE STUDIES

### UNIT 1 & 2 SEQUENCES

Year 11 students choose 6 subjects across Units 1&2, or 5 subjects of Units 1&2 in conjunction with a Year 12 sequence.

### UNITS 3 & 4 SEQUENCES

Each Unit 3 & 4 study must be taken as a sequence. Accordingly, because students at Montmorency Secondary College have undertaken 12 units at Unit 1 & 2 level in one calendar year, they will normally take only 10 units in the second year (i.e. 5 sequences).

## 2. CAREER GUIDANCE

The Careers Teacher will see all students to ensure that they have some idea of a career suited to their interests and abilities. Careful consideration will be given to prerequisite and recommended subjects, so that a wide range of career options is catered for. All students must consult the booklet listing University and TAFE prerequisite subjects (VICTER 2016) in the Resource Centre before making subject selections. Both the Job and Course Explorer (JAC) and Job Guide can also be accessed on a computer in the Resource Centre, and students should use these resources.

After students complete the 2015 Selection Sheet, their subject choices will be carefully checked again, and further counselling will be arranged, if it seems advisable.

## 3. COURSE SELECTION

In choosing their studies, students should carefully assess not only the subjects related to a particular career, but also their own academic strengths and weaknesses.

## 4. THE SUBJECT SELECTION PROCESS

- a. An Information Night, for parents and students, will be held in the College auditorium early during Term 3. General information about the organisation of the VCE and VCAL will be provided and teachers, representing each subject area, will be available for interview. **This Information Booklet should be brought along to this meeting.**
- b. Students/parents should read the details of the VCE studies carefully to enable them to ensure that studies selected are correct and appropriate.
- c. Parents/students who experience difficulty making subject selections should discuss these problems in September and arrange to see the Head of Senior School, Year 12 Coordinator, Year 11 Coordinator or the Careers Counsellor.
- d. Every effort will be made to provide the requested combinations of subjects when the timetable grid is drawn up, but some minor adjustments may be necessary. **Insufficient demand for a subject may make it unavailable.** Students affected by such a change will be contacted immediately to allow them to adjust their courses.
- e. All students enrolling in a VCE or VCAL course are required to attend orientation sessions in late November of this year. These dates are listed on page 6 of this handbook. **Attendance at these sessions is compulsory.**
- f. **All 2017 Year 10 & 11 students will be required to attend school on Wednesday, December 2nd.** Reports will be distributed and Year 11 & 12 2015 courses confirmed. **ALL STUDENTS MUST SEE MS MACKEY OR MS METCALFE ON THAT DAY.**

Parents are very welcome to contact Ms Mackey or Ms Metcalfe to arrange an interview about the future of any student. Please telephone the General Office on 9422 1500 to arrange a convenient time.

**The College strongly recommends that students carefully evaluate their choice of subjects to ensure that those subjects reflect the individual student's needs and aspirations into the future.**

Choosing Units 3 & 4 should be based on demonstrated success in similar, or linked, subjects in Unit 1&2. A poor outcome or performance in a Unit 1 or 2 subject is not viewed by the College as adequate preparation for a linked Unit 3 or 4 subject; nor will it guarantee automatic progression into those subjects.

**Students electing to do an accelerated unit of study must be able to demonstrate a competency and/or interest in that area of study in their current year level classes.**



# VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

## YEAR 11—INTERMEDIATE VCAL

## YEAR 12—SENIOR VCAL

The Victorian Certificate of Applied Learning (VCAL) is a senior school certificate that is based on applied learning and offers an alternative pathway for senior students. It is a 'hands on' approach that aims to develop skills which can help get you ready for further education, training or employment. As part of their learning program, students may undertake VET (TAFE) subjects at facilities other than Montmorency Secondary College.

### What types of subjects make up VCAL?

Students, who undertake the VCAL, will develop a learning program, with the VCAL Co-ordinator, which is tailored to suit the individual's needs, by selecting units for each of the VCAL strands.

### STRAND 1 – Literacy and Numeracy

**Your VCAL learning program must include literacy and numeracy. Students must do VCAL Literacy Skills or VCE Units in English. VCE Maths, Units 1 – 4 can be undertaken to cover the numeracy requirements. If students have successfully completed VCE Maths Units in Year 10 or 11, they may not need to do Maths in the following year.**

### STRAND 2 – Industry Specific Skills

Your VCAL learning program must include industry specific units from Vocational Education and Training programs at Certificate 11 or 111 levels. (VET or VCE VET or FE units), or complete an Australian School Based Apprenticeship (ASBA). These parts of the VCAL course will be provided Registered Training Authorities (RTO's) E.g. TAFE's. This could be a full day once a week or a block release at the end of term or in the school holidays.

There are many options available to Montmorency Secondary College students when choosing a VET or ASBA. Examples include: Electrical, Building and Construction, Hair and Beauty, Plumbing, Childcare, Hospitality (Chef), Automotive, Community Services, Refrigeration and Air conditioning, Multi-Media, Engineering, Shop fitting, Bricklaying, Retail, Sport and Recreation, Landscaping and even Equine Studies.

#### NOTE:

*Undertaking VET/TAFE studies will incur additional costs. Parents/guardians will be responsible for the payment of these costs.*

### STRAND 3 – Work Related Skills

Your VCAL learning program may include VCAL Units in work placement and skills, related VCE Units 1 - 4 and other modules in preparing for work.

### STRAND 4 – Personal Development Skills

Your VCAL learning program must include a VCAL unit in Personal Development Skills based around local and community based projects and structured activities to help develop self-confidence, teamwork and other skills important for life and work. It may also include related VCE Units 1 – 4 in your personal interest areas.

As the VCAL course is very individualised, students applying for this course must see the VCAL Coordinator for help with the selection process.

# ACCELERATION PROGRAM

The school offers capable Year 10 students the opportunity to study one Year 11 subject (two units) as well as completing their Year 10 subjects. All Unit 1 & 2 subjects must be taken as a sequence.

The school also offers capable Year 11 students the opportunity to study one Year 12 subject (two units) as well as completing five Year 11 subjects (twelve units). All Unit 3 & 4 subjects must be taken as a sequence.

## Acceleration Subjects

The subjects offered for acceleration in 2018 are (both Units 1 & 2 and 3 & 4 unless specified):

Accounting (Units 1 & 2)	History: Revolutions (Units 3 & 4)
Art	Legal Studies
Biology	Music Performance
Business Management	Physical Education
Geography	Psychology
Computing (Units 1 & 2)	Studio Art – Photography
Health & Human Development	Theatre Studies
History: 20th Century (Units 1 & 2)	Visual Communications Design
History: Revolutions (Units 3 & 4)	

While the school can provide only a certain number and range of VCE acceleration subjects, parents and students are welcome to approach the Level Coordinator if they wish to discuss the possibility of accelerating in another subject, which is not on the list above. This may be possible under certain circumstances.

## Benefits of Acceleration

Acceleration can advantage students in four particular ways:

- It allows students to use six rather than five subjects for the calculation of their tertiary entrance rank (ENTER).
- It gives them experience in working on and preparing for assessment tasks, providing the opportunity to develop study habits and strategies so that they have learned to maximise their time and effort by the time they reach Year 12.
- It broadens the range of subjects available to them.
- It may lead to taking a university subject in Year 12.

## Criteria for acceptance into an acceleration subject

The school, the parents and the student make the decision for a student to undertake an acceleration subject jointly. It is based on the student's past academic achievements, commitment to study, proposed course of studies over the two years of VCE and post-school aspirations. Students are counselled in relation to these considerations, and parents are invited to contact the school if they wish to discuss these matters further.

Students must apply using the 'Application Form for Acceleration' available from the Senior School Office.

Students may be allowed to take a VCE Unit sequence if the Selection Panel (composed of the relevant Coordinators, the Curriculum Coordinator and a Careers teacher) judges that the following criteria are met:

1. The subject can be offered without unduly constraining subject choices for students at higher levels.
2. Places are available in the class.
3. The student has very good general ability in most subjects.
4. The student has particular talent in the chosen subject area or demonstrates particular skills or abilities that are indicators of potential success in the subject area, as attested to by appropriate teachers.
5. The student has demonstrated a capacity to be well organised and to cope with a substantial workload.
6. The Selection Panel approves the student's application.

# ACCOUNTING – UNIT 1 & 2

## 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, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis.

Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

### Areas of Study

1. Going into business
2. Recording and reporting accounting data and information
3. Financial decision-making

### Outcomes

On completion of this unit, the student should be able to:

1. Describe the resources and explain and apply the knowledge and skills necessary to set up a small business.
2. Identify record, report and explain the financial data and information for the owner of a service business, using a combination of manual and ICT methods.
3. Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.

### Assessment

Satisfactory demonstration of these outcomes will be assessed by a variety of tasks that reflect the key knowledge, and skills of the unit.

There will also be a semester exam.

## Unit 2: Accounting for a Trading Business

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

### Areas of Study

1. Recording and reporting accounting data and information
2. Information & Communications Technology (ICT) in accounting
3. Evaluation of business performance

### Outcomes

On completion of this unit, the student should be able to –

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

### Assessment

Satisfactory demonstration of these outcomes will be assessed by a variety of tasks, which reflect the key knowledge, and skills of the unit.

There will also be a semester exam.

# ACCOUNTING – UNIT 3 & 4

## 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 emphasizes the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

### Areas of Study

1. Recording of financial data
2. Balance Day adjustments and reporting of accounting information

### Outcomes

On completion of this unit, the student should be able to -

1. Record financial data into appropriate accounting records using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.
2. Record balance day adjustments, prepare financial reports and explain related aspects of the accounting system.

### Assessment

- Unit 3 school-assessed coursework: 17 %
- Mid-year examination: 33 %

## 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 covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

### Areas of Study

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

### Outcomes

On completion of this unit, the student should be able to -

1. Record and report financial data and information using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.
2. Prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business.

### Assessment

- Unit 4 school-assessed coursework: 17 %
- End-of-year examination: 33 %

# ART – UNIT 1 & 2

## Unit 1: Artworks, experiencing & meaning

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists. Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. They learn how to formulate and substantiate personal opinions about artworks.

In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

### Areas of Study

1. Artworks & meaning
2. Art making & meaning

### Outcomes

On completion of this unit, the student should be able to -

1. Analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework.
2. Use the art process to create visual responses that demonstrate their personal interests and ideas.

### Assessment

- For Outcome 1 – An extended written response, short answer responses supported by visual references
- For Outcome 2 – A range of visual responses to a selection of set tasks and documented evidence of the art process
- An examination

## Unit 2: Artworks & contemporary culture

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks.

In students' own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

Students investigate how artwork can be created as a form of expression for specific cultural and contemporary contexts. Students may research contemporary artworks, public art, community and collaborative artworks, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions, performance art, ephemeral and environmental art and street art. Students begin to see the importance of the cultural context of artworks and analyse the varying social functions that art can serve.

Students use the Contemporary Framework to examine artworks from different periods of time and cultures. In current contemporary artistic practice, many artists have reinterpreted traditional art forms and familiar representation, re-examining the traditions of realism and abstraction in conceptual artworks that challenge ideas about art. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. These practices may also include practices of appropriation, collaboration, participation and questioning of the notion of authorship of artworks.

### Areas of Study

1. Contemporary artworks & culture
2. Art making & contemporary culture

### Outcomes

On completion of this unit, the student should be able to -

1. Discuss and compare artworks from different cultures and times using the Cultural Framework and the Contemporary Framework
2. Use the art process to produce at least one finished artwork that explores social and/or personal ideas or issues

### Assessment

- For Outcome 1 – An extended written response, short answer responses supported by visual references
- For Outcome 2 – A range of visual responses including one final artwork, documentation of the art process using visual language and the Analytical Frameworks
- An examination

# ART – UNIT 3 & 4

## Unit 3: Artworks, ideas & values

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks (pages 10–12) for analysing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations.

Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through the art process and visual language.

Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks.

In this unit, contemporary art is considered to be art which has been produced since 1990 and reflects the current way some artists create artworks with a new approach to media, techniques, purpose and presentation.

Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. Diverse ideas and approaches are explored in relation to societal changes, including postmodernism, post colonialism, globalisation and environmental issues.

### Areas of Study

1. Interpreting Art
2. Investigation and interpretation through art making

### Outcomes

On completion of this unit, the student should be able to -

1. Use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.
2. Use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice

### Assessment

- School-assessed coursework for Unit 3 contributes 10% to the final assessment.
- Students begin work on the school-assessed task, which is completed in Unit 4.

## Unit 4: Artwork, ideas & viewpoints

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think. Attributed commentaries and viewpoints may include information from visiting artists and speakers, lecturers, educators or guides in galleries, film, pod or vodcasts, online programs, printed and online material in newspapers, periodicals, journals, catalogues or texts by art critics, curators and historians. Sources should be reliable, recognised and relevant and reflect viewpoints that enrich the discussion about the artworks in relation to an art idea and related issues.

From this research students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied in Unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues.

In relation to their developing artwork, students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice. They focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of artistic practice. Students select appropriate aspects of the Analytical Frameworks as a structure for the reflection and documentation of their artworks.

### Areas of Study

1. Discussing art
2. Realisation and resolution

### Outcomes

On completion of this unit the student should be able to -

1. Examine and analyse an art idea and its related issues to inform their viewpoint.
2. Apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.

### Assessment

- School-assessed coursework for Unit 4 contributes 10% to the final assessment
- The school-assessed task for Unit 3 and Unit 4 contributes 50% to the final assessment
- An end-of-year examination contributes 30% to the final assessment



# BIOLOGY – UNIT 1 & 2

## Unit 1: How do living things stay alive?

This unit examines the cell as the structural unit for life, and investigates the requirements for sustaining cellular process in terms of inputs and outputs. The relationship between structure and function is analysed, from single cells to multicellular organisms. Adaptations are examined in relation to survival within a given habitat. Classification of biodiversity and relationships within ecosystems are explored.

### Areas of Study

1. How do organisms function?
2. How do living systems sustain life?
3. Practical investigation.

### Outcomes

On completion of this unit the student should be able to -

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

### Assessment

- Course-work will be assessed by means of:
  - Practical activities
  - The design and implementation of field based investigations
  - Short reports of ecological investigations
  - Presentation of structured written reports of field studies
  - Presentation of practical reports
- An end-of- semester examination will assess students on their understanding of all aspects of the unit.

## Unit 2: How is continuity of life maintained?

This unit examines the cell cycle and how genetic information is passed from generation to generation. Processes of DNA replication and cell reproduction are considered. Students analyse the strategies for sexual and asexual reproduction, as well as the role of stem cells in medical therapies. Inheritance is investigated through analyses of pedigrees and punnet squares, and phenotypic and genotypic patterns are studied.

### Areas of Study

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

### Outcomes

On completion of this unit the student should be able to -

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

### Assessment

- Course-work will be assessed by means of practical activities, questions and problems, tests, presentation of structured written practical reports and presentation of practical reports in a variety of formats such as posters, multimedia.
- An end-of- semester examination will assess students in relation to all the topics that have been covered.

# BIOLOGY – UNIT 3 & 4

## Unit 3: How do Cells Maintain Life?

This unit investigates organism functioning on a cellular level. Important biological processes are investigated including, photosynthesis, cellular respiration, enzyme activity and transport methods. The importance of the plasma membrane in control and cellular regulation is studied. Students investigate methods of cell-to-cell communication and apply this in terms of chemical and electrical signalling. At this molecular level, students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

### Areas of Study

1. Cellular processes
2. Cellular communication

### Outcomes

On completion of this unit, the student should be able to -

1. Explain the dynamic nature of the cell in terms of key cellular processes and explain the cellular functions that are essential to the survival of unicellular and multi-cellular organisms.
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.

### Assessment

- School-assessed course work for Unit 3 will contribute 16% to final assessment for Units 3 & 4.

## Unit 4: Biological Continuity and Change

This unit looks at evolution and natural selection. Students investigate change over time and the relatedness between species and develop an understanding of evolutionary relationships and trends. Students evaluate various sources of evidence for evolution and assess their significance in our understanding of changes in life forms. Human evolution is studied in detail, looking at both biological and cultural evolution perspectives. Technological advancements in genomics and bioinformatics are investigated.

### Areas of Study

1. Evolutionary relationships
2. Human impacts of biological processes
3. Practical Investigation

### Outcomes

On completion of this unit, the student should be able to -

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

### Assessment

- School-assessed course work for Unit 4 will contribute 24% to final assessment for Units 3 & 4.
- An end-of-year examination contributes 60% to final assessment for Units 3 & 4.

# BUSINESS MANAGEMENT – UNIT 1 & 2

## Unit 1: Planning a Business

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

### Areas of Study

1. The business idea
2. External environment
3. Internal environment

### Outcomes

On completion of this unit the student should be able to -

1. Explain sources of business opportunity, different personal motivations behind starting a business and the characteristics of successful business managers.
2. Research and analyse case studies and current examples of business management applicable to planning a business
3. Define, describe and apply relevant business management concepts and terms

### Assessment

- Satisfactory demonstration of these outcomes will be assessed by a variety of tasks, which reflect the key knowledge, and skills of the unit.
- A semester exam.

## Unit 2: Establishing a Business

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

### Areas of Study

1. Legal requirements and financial considerations
2. Marketing a business
3. Staffing a business

### Outcomes

On completion of this unit the student should be able to -

1. Explain the legal requirements for establishing a business such as registering the business name, registering a website domain, trade practices legislation, business tax compliance and work safe insurance
2. Describe the product life cycle: introduction, growth, maturity, decline, extension, and the relationship between each of these stages and the choice of marketing strategy
3. Explain the corporate social responsibility management issues regarding establishing the staffing of a business.

### Assessment

- Satisfactory demonstration of these outcomes will be assessed by a variety of tasks, which reflect the key knowledge, and skills of the unit.
- A semester exam.

# BUSINESS MANAGEMENT – UNIT 3 & 4

## Unit 3: Managing a Business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and, through the use of contemporary business case studies from the past four years, have the opportunity to compare theoretical perspectives with current practice.

### Areas of Study

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

### Outcomes

On completion of this unit the student should be able to -

1. Explain the characteristics of a range of stakeholders of businesses including their interests, potential conflicts between stakeholders, and corporate social responsibility considerations
2. Describe the key principles of the following theories of motivation: Hierarchy of Needs (Maslow), Goal Setting Theory (Locke and Latham) and the Four Drive Theory (Lawrence and Nohria)
3. Describe strategies to improve the efficiency and effectiveness of operations related to quality, including quality control, quality assurance and Total Quality Management

### Assessment

- School assessed coursework for Unit 3 will contribute 25% to the final assessment.
- An end of year examination will contribute 50% to the final Assessment

## Unit 4: Transforming a Business

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.

### Areas of Study

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

### Outcomes

On completion of this unit the student should be able to -

1. Utilise key performance indicators as sources of data to analyse the performance of businesses, including percentage of market share, net profit figures, rate of productivity growth, number of sales, rates of staff absenteeism, level of staff turnover, level of wastage, number of customer complaints and number of workplace accidents
2. Explain the key principles of the Three Step Change Model (Lewin)

### Assessment

- School assessed coursework for Unit 4 will contribute 25% to the final assessment.
- An end of year examination will contribute 50% to the final Assessment

# CHEMISTRY – UNIT 1 & 2

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

This unit examines a range of chemical processes and activities through the study of common materials. The chemical nature of materials is explored through an investigation of their properties and their modification. Students look at the structure of substances and the various bonding forces between atoms and molecules. Quantitative concepts are introduced and students use their knowledge to calculate mass and composition of substances.

### Areas of Study

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

### Outcomes

On completion of this unit the student should be able to -

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

### Assessment

Course-work will be assessed in relation to the following areas:

- Practical work and short reports
- Tests on materials and bonding
- Scientific report - materials
- An end of semester examination

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

This unit closely examines the physical and chemical properties of water as well as reactions that occur in water and various methods of water analysis. Students explore the polar nature of water and the various forces and interactions that occur between water molecules. An introduction to stoichiometry and analytical techniques is undertaken in order to determine water quality and amounts of contaminant substances in water.

### Areas of Study

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

### Outcomes

On completion of this unit the student should be able to -

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

### Assessment

Course-work will be assessed in relation to the following areas:

- Practical work and short reports.
- Test on redox reactions and mass calculations
- Scientific report - materials

- End of semester examination

# CHEMISTRY – UNIT 3 & 4

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

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials, with reference to efficiency, renewability and minimising environmental impact.

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate combustion of fuels and calculate the amount of energy released. In addition they analyse manufacturing processes and learn how to improve the efficiency and yield of chemical processes.

### Areas of Study

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

### Outcomes

On completion of this unit the student should be able to:

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

### Assessment

- School Assessed Course work for Unit 3 will contribute 16% to the final assessment for Units 3 & 4.
- There is no mid-year examination.

## 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 living tissues, fuels, medicines and food.

Students learn to deduce the structure of organic compounds using analytical instruments and determine concentrations using volumetric analysis. They also investigate key food molecules, the role of enzymes in chemical reactions and the energy content of foods.

### Areas of Study

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

### Outcomes

On completion of this unit the student should be able to:

1. Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
3. 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.

### Assessment

- School Assessed Course work for Unit 4 will contribute 24% to the final assessment for Units 3 & 4
- The End of Year Examination will contribute 60% to the final assessment for Units 3 & 4

# COMPUTING – UNIT 1 & 2

## Unit 1

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 students 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 students 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.

They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills

### Outcomes

On completion of this unit, the student should be able to -

1. Solve an ongoing information problem
2. Produce on-screen user documentation
3. Evaluate the effectiveness of the strategies used

### Assessment

- School Assessed Coursework will be completed using various software types to solve information problems. In addition, students use any appropriate software to document their problem-solving strategies when creating a solution.
- An end-of –unit examination that tests all outcomes, key knowledge and skills.

## Unit 2

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. 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, usable and attractive, and reduce the complexity of data.

In Area of Study 3 students 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.

### Outcomes

On completion of this unit, the student should be able to -

1. Solve an ongoing information problem
2. Produce on-screen user documentation
3. Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information and recommend improvements.

### Assessment

- School Assessed Coursework will be completed using various software types to solve information problems. In addition, students use any appropriate software to document their problem-solving strategies when creating a solution.
- An end-of –semester examination that tests all outcomes, key knowledge and skills studies.



# ENGLISH – UNIT 1 & 2

## Unit 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts for a variety of purposes.

### Areas of Study

1. Reading and creating texts
2. Analysing and presenting argument

### Outcomes

On completion of this unit, the student should be able to -

1. Analyse how a selected text constructs meaning and conveys ideas **and** produce a creative response to a different set text.
2. Analyse how argument and language in current media texts is used to persuade an audience **and** create a persuasive text of their own.

### Assessment

Course work will be assessed in relation to the following areas:

- Text response
- Creative Response
- Language analysis essay
- Persuasive text
- Examination

*Note: One Assessment Task in Unit 1 must be presented as an Oral Presentation*

## Unit 2

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in comparing texts.

### Areas of Study

1. Reading and creating texts
2. Analysing and presenting argument

### Outcomes

On completion of this unit, the student should be able to -

1. Compare, in writing, the presentation of issues, ideas and themes in two texts
2. Analyse how argument and persuasive language are used in current media texts to influence an audience and create a text of their own, which presents a point of view.

### Assessment

Course work will be assessed in relation to the following areas:

- Comparative text response
- Language analysis essay
- Written point of view
- Examination

# ENGLISH – UNIT 3 & 4

## Unit 3

The focus of this unit is on consolidating students' skills in responding analytically and creatively to both literary and non-literary texts.

### Areas of Study

1. Reading and creating texts
2. Analysing argument

### Outcomes

On completion of this unit the student should be able to -

1. Produce an analytical interpretation of a set text **and** a creative text to a different set text, including a written explanation
2. Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media

### Assessment

- Text response
- Creative response
- Comparative language analysis essay

**Results for Unit 3 Coursework contribute 25% to the student's study score.**

## Unit 4

The focus of this final Unit is on refining skills in analysing texts and comparing the ideas, issues and themes presented in pairs of texts. Students will also create an oral presentation, presenting a point of view on a current issue. Time will also be spent on examination preparation.

### Areas of Study

1. Reading and comparing texts
2. Presenting argument

### Outcomes

On completion of this unit the student should be able to -

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

### Assessment

- Comparative essay
- Oral presentation, including a statement of intention

**Results for Unit 4 Coursework contribute 25% to the student's study score.**

**The end of year examination contributes the remaining 50% to the student's study score.**

**All SAC marks are moderated by the team of Year 12 English teachers and are subject to further moderation by the VCAA.**

# ENGLISH LANGUAGE – UNIT 1 & 2

## Unit 1:

The focus of this unit is language and its use in communication. The use of language is an essential aspect of human behaviour, the means by which individuals relate to the world, to each other, and to the community of which they are members.

This unit focuses on the nature and functions of language itself and the way language is organised so that it provides its users with the means by which they can make sense of their experience and have contact with others. It enables students to explore the informational and expressive functions of language, the nature of language as a highly elaborate system of signs, the development of language in an individual, and the relationship between speech and writing as the dominant modes of use.

### Areas of Study

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

### Outcomes

On completion of this unit, the student should be able to -

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

### Assessment

To award satisfactory completion students must demonstrate achievement in the set outcomes specified for this unit. These set outcomes will be a variety of tasks, which reflect the key knowledge and skills being assessed.

## Unit 2:

The focus of this unit is language change. Languages are dynamic and change is an inevitable and a continual process. Engaging with texts from the past can show us how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse analysis, and semantics, and how English has altered over the centuries and how it continues to evolve today.

This unit explores the concepts of change, especially within Australian English, and aims to give students insight into the what, how and why of these changes. Particular attention is paid to attitudes to language change.

### Areas of Study

1. English across time
2. Englishes in contact

### Outcomes

On completion of this unit the student should be able to -

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

### Assessment

To award satisfactory completion students must demonstrate achievement in the set outcomes specified for this unit. These set outcomes will be a variety of tasks, which reflect the key knowledge and skills being assessed.

# ENVIRONMENTAL SCIENCE – UNIT 1 & 2

## Unit 1: The environment

This unit focuses on the environment and its components. The function of ecosystems and the interactions in and between the ecological components will be investigated. The unit presents opportunities to consider the effects of natural and human-induced changes in ecosystems.

### Areas of study

1. Ecological components and interaction
2. Environmental change
3. Ecosystem

### Outcomes

On completion of this unit the student should be able to:

1. Identify and describe the components and natural processes within the environment
2. Analyse human-induced environmental change and options for remediation
3. Explain the flow of energy, nutrient exchange and environmental changes in ecosystems

### Assessment

Course-work will be assessed by means of:

- Practical activities
- The design and implementation of field based investigations
- Short reports of ecological investigations
- Presentation of structured written reports of field studies
- Presentation of practical reports
- An end-of- semester examination will assess students on their understanding of all aspects of the unit.

## Unit 2: Monitoring the environment

This unit focuses on the characteristics of environmental indicators and their use in monitoring programs. Environmental indicator data will be defined, collected and interpreted.

### Areas of Study

1. Environmental indicators
2. Using environmental indicators

### Outcomes

On completion of this unit, the student should be able to:

1. Explain the nature of environmental indicators for pollution and ecological health of ecosystems
2. Investigate and report on a local example of environmental degradation or environmental issue, using an appropriate monitoring program
3. Analyse the scientific basis and use of standards for environmental indicators for pollution control and ecological health of ecosystems

### Assessment

Course-work will be assessed by means of:

- Practical activities
- The design and implementation of field based investigations
- Short reports of ecological investigations
- Presentation of structured written reports of field studies
- Presentation of practical reports
- An end-of- semester examination will assess students on their understanding of all aspects of the unit.

# FOOD STUDIES – UNIT 1 & 2

## Unit 1: Food Origins

This Unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

### Areas of Study

1. Food around the world
2. Food in Australia

### Outcomes

On completion of this unit the student should be able to –

1. Identify and explain major factors in the development of a globalised food supply
2. demonstrate adaptations of selected food from earlier cuisines through practical activities

## Unit 2: Food Makers

In this unit students investigate food systems in contemporary Australia. This area looks at food production in small scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

### Areas of Study

1. Food industries
2. Food in the home

### Outcomes

On completion of this unit, the student should be able to:

1. Describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply
2. Design a brief and a food product that demonstrates the application of commercial principles.

### Assessment

Demonstration of achievement of Outcomes 1 & 2 based on performance in a selection of:

- Records of planning and production
- Designing and developing a solution in response to a design brief
- Tests
- Short written reports
- Oral reports with visual presentations
- Production work

# FOOD STUDIES – UNIT 3 & 4

## Unit 3: Food in Daily Life

This area of study focusses on the science of food. Students investigate the physiology of eating and microbiology of digesting, and the absorption and utilisation of macronutrients. Students will investigate food allergies, food intolerances and the microbiology of food contamination. They apply knowledge in the safe production of nutritious meals.

### Areas of Study

1. The science of food
2. Food choice, in health and wellbeing

### Outcomes

On completion of this unit, the student should be able to:

1. Explain the processes of eating and digesting food and absorption of macronutrients, and explain causes and effects of food allergies, food intolerances and food contamination.
2. Analyse food selection models and apply principles of nutrition and food science in the creation of food products.

## Unit 4: Food Production and Food Controls

In this area of study students address debates concerning Australian and global food systems, relating to issues on the environment, ethics, technologies, food safety and the use of agricultural resources.

### Areas of Study

1. Environment and ethics
2. Navigating food information

### Outcomes

On completion of this unit, the student should be able to –

1. Explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions
2. Develop and create a food repertoire that reflects personal food values and goals.

### Assessment

Demonstration of achievement of Outcomes 3 & 4 based on performance in a selection of:

- Records of planning and production
- Designing and developing a solution in response to a design brief
- Tests
- Short written reports
- Oral reports with visual presentations
- Production work

# GEOGRAPHY – UNIT 1 & 2

## Unit 1: Hazards and Disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people.

### Areas of Study

1. Characteristics of Hazards
2. Responses to Hazards and Disasters

### Outcomes

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
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

- Fieldwork Report
- A Case Study

## Unit 2: Tourism

In this unit, students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

### Areas of Study

1. Characteristics of Tourism
2. Impact of Tourism

### Outcomes

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.
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.

### Assessment

- A Fieldwork Report
- A folio of exercises

# GEOGRAPHY – UNIT 3 & 4

## Unit 3: Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water.

### Areas of Study

1. Land Use Change
2. Land Cover Change

### Outcomes

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

- Fieldwork Report
- Structured questions
- Analysis of Geographic data

## Unit 4: Human Population – trends and issues

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

### Areas of Study

1. Population Dynamics
2. Population Issues and Challenges

### Outcomes

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

### Assessment

- Analysis of Geographic data
- Structured questions

### Yearly Assessment

- Unit 3 SAC contributes 25% of the final assessment
- Unit 4 SAC contributes 25% of the final assessment
- End of year exam contributes 50% of the final assessment



# HEALTH & HUMAN DEVELOPMENT – UNIT 1 & 2

## Unit 1: Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. In this unit, students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one health focus area of youth.

### Areas of Study

1. Health Perspectives and Influences
2. Health and Nutrition
3. Youth Health and Wellbeing

### Outcomes

On completion of this unit, the student should be able to:

1. Explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.
2. Apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.
3. Interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

### Assessment

Course-work will be assessed on the following: data analyses, media analyses, reports – written and oral, a multimedia presentation, case study analyses and structured questions. There will be an end of semester examination.

## Unit 2: Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system, and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### Areas of Study

1. Developmental transitions
2. Health care in Australia

### Outcomes

On completion of this unit, the student should be able to:

1. Explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.
2. Describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

### Assessment

Course work will be assessed on the following: data analyses, media analyses, reports – written and oral; case study analyses; and structured questions. There will be an end of semester examination.

# HEALTH & HUMAN DEVELOPMENT – UNIT 3 & 4

## Unit 3: Australia's Health in a Globalised World

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry.. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approach, should be seen within a global context.

### Areas of Study

1. Understanding Health and Wellbeing
2. Promoting Health and Wellbeing

### Outcomes

On completion of this unit, the student should be able to:

1. Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.
2. On completion of this unit, the student should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

### Assessment

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

The level of achievement for Units 3 and 4, will also be assessed by the end-of-year examination.

## Unit 4: Health and Human Development in a Globalised World

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

### Areas of Study

1. Health and Wellbeing in a global context
2. Health and the Sustainable Development Goals

### Outcomes

On completion of this unit, the student should be able to:

1. Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
2. Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs

### Assessment

School assessed course work for Unit 4 will contribute 25% to the final assessment. The level of achievement for Units 3 and 4 will also be assessed by the end-of-year examination.

# HISTORY – UNIT 1 & 2

## Unit 1: Twentieth Century History 1918 - 1939

In unit 1 twentieth century history students explore the nature of political, social and cultural change in the period between the world wars. World War 1 is regarded as marking the beginning of the twentieth century, since it represented such a complete departure from the past and heralded changes that were to impact for decades to come.

### Areas of Study: Unit 1

1. Ideology and conflict
2. Competing Ideologies

### Outcomes

1. On completion of Area of Study 1, the students should be able to explain the consequences of the peace treaties, which ended World War 1, the impact of ideologies on nations and the events that led to World War 2.
2. On completion of Area of Study 2, the students should be able to explain patterns of social life and cultural change in one or more contexts, and analyse the factors, which influenced changes to social life and culture, the inter-war years.

### Assessment

Assessment tasks over Units 1 include

- A historical inquiry
- An analysis of primary sources

## Unit 2: Twentieth Century History 1945 - 2000

In unit 2, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

### Areas of Study: Unit 2

1. Competing ideologies
2. Challenge and change

### Outcomes

1. On completion of Area of Study 1 students should be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people.
2. On completion of Area of Study 2 students should be able to explain the causes and nature of challenges and change in relation to two selected contexts in the second half of the twentieth century and analyse the consequences for nations and people.

### Assessment

Assessment tasks over Unit 2 include:

- An analysis of historical interpretation
- An essay

# HISTORY: REVOLUTIONS – UNIT 3 & 4

In unit 3 & 4, Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point, which bring about the collapse and destructions of an existing political order resulting in a new society.

One of the following revolutions will be studied in Unit 3 and one in Unit 4.

- The American Revolution of 1776
- The French Revolution 1789
- The Russian Revolution of October 1917
- The Chinese Revolution 1949

## Areas of Study: Unit 3 & 4

1. Causes of revolution
2. Consequences of revolution

## Outcomes

1. On completion of this unit, the student should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movement.
2. On completion of this unit, the student should be able to analyse the consequences of revolution and evaluate the extent of change brought to society.

## Assessment

- Unit 3: School assessed course work will contribute 25% to the final assessment for Unit 3.
- Unit 4: School assessed course work will contribute 25% to the final assessment for Unit 4.
- An end of year exam will contribute 50% to the final assessment for Unit 3 & 4.

# INFORMATICS – UNIT 3 & 4

In Informatics Units 3 and 4, students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Unit 4 students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

## Unit 3

In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. 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, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students 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. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated, using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis.

Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

### Outcomes

On completion of this unit, the student should be able to -

1. Solve an ongoing information problem
2. Produce on-screen user documentation
3. Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information and recommend improvements.

## Unit 4

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. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the 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.

### Outcomes

On completion of this unit, the student should be able to -

1. Solve an ongoing information problem
2. Produce on-screen user documentation
3. Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information and recommend improvements.

### Assessment

- School Assessed Coursework will be completed using various software types to solve information problems:
  - Spreadsheet software
  - Web authoring or multimedia authoring
- In addition, students use any appropriate software to document their problem-solving strategies when creating a solution.
- An end-of –year examination that tests all outcomes, key knowledge and skills studies contributes 50% of the study score.

# LANGUAGES: FRENCH – UNIT 1 & 2

## Unit 1

The focus of this unit is the comprehension of spoken and written texts related to personal areas of experience and the development of competence and confidence in oral and written communication on a personal level.

Pre-Requisites - It is recommended that students have satisfactorily completed the Year 10 French course.

### Areas of Study

1. Oral and written communication
2. Listening and reading comprehension
3. Response to spoken and written texts

### Outcomes

On completion of this unit, the student should be able to -

1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to spoken texts, read written texts and extract information from them.
3. Produce a personal response to a text focusing on real or imaginary experience.

### Assessment

Course work will be assessed in relation to the following area.

- Informal conversation or reply to personal letter/fax/e-mail
- Listen to a conversation or an interview and obtain information to complete notes, charts or tables in French or English.  
AND  
Read the written texts such as extracts, advertisements, and letters to obtain information to complete notes, charts or tables, in French or English.
- Oral presentation OR Review OR Article
- An end of Unit 1 examination covering - Reading comprehension, written response to written texts, grammar

## Unit 2

The focus of this unit is to further develop the comprehension of spoken and written texts and to nurture confidence in oral and written communication relating to making arrangements and completing transactions, and social issues.

Pre-Requisites - It is recommended that students have successfully completed Unit 1.

### Areas of Study

1. Oral and written communication
2. Listening and reading comprehension to extract and use information and ideas
3. Response to spoken and written texts

### Outcomes

On completion of this unit, the student should be able to -

1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Listen to, read, extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experience in written or spoken form.

### Assessment

- Formal letter, or fax, or e-mail OR Role-play OR interview
- Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type AND read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
- Journal entry OR Personal account OR Short story
- An end of Unit 2 examination covering - Reading comprehension, written response to written texts, grammar

# LANGUAGES: FRENCH – UNIT 3 & 4

## Unit 3

The focus of this unit is to further develop the comprehension of spoken and written texts. Analysing, exploring and comparing aspects of the language and culture of the French speaking community.

Pre-Requisites - It is recommended that students have satisfactorily completed Units 1& 2.

**Areas of Study** (comprising themes and topics, grammar, text types, vocabulary and kinds of writing)

1. The individual: personal world, daily life, past and future.
2. The French speaking communities: visiting France, life in France, getting to know people in France.
3. The changing world: the world of work, changes in daily life, home and neighbourhood.

### Detailed Study

Over the course of Units 3 and 4 approximately 15 hours of the scheduled class time will be devoted to the prescribed topics that lead to the discussion in the external oral examination.

### Outcomes

On completion of this unit, the student should be able to -

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

### Assessment

- A 250 word personal or imaginative written piece (Outcome 1)
- A response to specific, messages or instructions, extracting and using information requested. (Outcome 2)
- A three to four minute role-play, focusing on the resolution of an issue. (Outcome 3)
- The school assessed course work for Unit 3 contributes 25% to the final assessment for Unit 3 and 4.

## Unit 4

The focus of this unit is to consolidate comprehension of spoken and written texts for analysis and application of obtained information, and speaking and writing skills to respond critically to spoken and written texts.

*Pre- Requisites - The students must satisfactorily complete Unit 3 to continue their French study for Unit 4.*

**Areas of Study** (comprising themes and topics, grammar, text types, vocabulary and kinds of writing)

1. The French speaking communities, life in France, getting to know people in France and French speaking countries
2. The changing world: the world of work, changes in daily life, home and neighbourhood.

### Outcomes

On completion of this unit, the student should be able to -

- Analyse and use information from written texts.
- Respond critically to spoken and written texts, which reflect aspects of the language and culture of French speaking communities.

### Assessment

- A response to specific questions, messages or instructions, extracting and using information requested.
- A 250 - 300 word informative, persuasive or evaluative written response, for example, report, comparison or review.
- A three to four minute interview on an issue related to texts studied.
- End of the year examinations (an oral examination and a written examination)
- The school based assessed course work for Unit 4 contributes 25% to the final assessment for Units 3 and 4.
- The end of the year examinations contribute 50% to the final assessment.

# LANGUAGES: JAPANESE – UNIT 1 & 2

## Unit 1

The focus of this unit is the comprehension of spoken and written texts related to personal areas of experience and the development of competence and confidence in oral and written communication on a personal level.

*Pre- Requisites - It is recommended that students have satisfactorily completed the Year 10 Japanese course.*

### Areas of Study

1. Oral and written communication
2. Listening and reading comprehension
3. Response to spoken and written texts

### Outcomes

On completion of this unit, the student should be able to -

1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to spoken texts, read written texts and extract information from them.
3. Produce a personal response to a text focusing on real or imaginary experience.

### Assessment

Course work will be assessed in relation to the following area:

- Informal conversation or reply to personal letter/fax/e-mail.
- Listen to a conversation or an interview and obtain information to complete notes, charts or tables in Japanese or English
- Read the written texts such as extracts, advertisements, and letters to obtain information to complete notes, charts or tables, in Japanese or English.
- Oral presentation OR Review OR Article.
- The Unit 1 examination will assess: Reading comprehension, Writing skills, Grammar and Kanji

## Unit 2

The focus of this unit is to further develop the comprehension of spoken and written texts and competence and to nurture confidence in oral and written communication relating to making arrangements and completing transactions, and social issues.

*Pre- Requisites - It is recommended that students have successfully completed Unit 1.*

### Areas of Study

1. Oral and written communication
2. Listening and reading comprehension to extract and use information and ideas
3. Response to spoken and written texts

### Outcomes

On completion of this unit, the student should be able to -

1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Listen to, read, extract and use information and ideas from spoken and written texts.
3. Give expression to real or imaginary experience in written or spoken form.

### Assessment

- Formal letter, or fax, or e-mail, OR Role-play, OR interview.
- Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type
- Read written texts (e.g. extracts, advertisements letters) and reorganise information and ideas in a different text type.
- Journal entry OR Personal account OR Short story



- The Unit 1 examination will assess: Reading comprehension, Writing skills, Grammar and Kanji

# LANGUAGES: JAPANESE – UNIT 3 & 4

## Unit 3

The focus of this unit is to further develop comprehension of spoken and written texts, for analysis and application of information obtained and nurture confidence and skills for speaking and writing, to exchange information, opinions and experiences.

### Areas of Study

1. The individual: personal world, daily life, past and future.
2. The Japanese speaking communities: visiting Japan, life in Japan, getting to know people in Japan.
3. The changing world: the world of work, changes in daily life, home and neighbourhood.

### Detailed Study

Over the course of Units 3 and 4 approximately 15 hours of the scheduled class time will be devoted to the prescribed topics that lead to the discussion in the external oral examination.

### Outcomes

On completion of this unit, the student should be able to -

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

### Assessment

- A 500 word personal or imaginative written piece. (Outcome 1)
- A response to specific, messages or instructions, extracting and using information requested. (Outcome 2)
- A three to four minute role-play, focusing on the resolution of an issue. (Outcome 3)
- The school assessed course work for Unit 3 contributes 25% to the final assessment for Unit 3 and 4.

## Unit 4

The focus of this unit is to consolidate comprehension of spoken and written texts for analysis and application of obtained information, and speaking and writing skills to respond critically to spoken and written texts.

*Pre- Requisites - The students must satisfactorily complete Unit 3 to continue their Japanese study for Unit 4.*

### Areas of Study

1. The Japanese speaking communities, life in Japan, getting to know people in Japan.
2. The changing world: the world of work, changes in daily life, home and neighbourhood.

### Outcomes

On completion of this unit, the student should be able to -

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

### Assessment

- A response to specific questions, messages or instructions, extracting and using information requested. (Outcome 1)
- A 600 word informative, persuasive or evaluative written response, for example, reports, comparison or review. (Outcome 2)
- A three to four minute interview on an issue related to texts studied. (Outcome 2)
- The school based assessed course work for Unit 4 contributes 25% to the final assessment for Units 3 and 4.
- The end of the year examinations (an oral examination and a written examination contributes 50% to the final).

# LEGAL STUDIES – UNIT 1 & 2

## Unit 1: Criminal law and justice

This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts. In addition, students explore the concepts of fairness and justice within the criminal justice system.

### Areas of Study

1. Criminal law
2. The courtroom

### Outcomes

On completion of this unit, the student should be able to -

1. Explain the principles of criminal law and apply them to one or more cases to justify a decision.
2. Evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice.

### Assessment

- Satisfactory demonstration of these outcomes will be assessed by a variety of tasks which reflect the key knowledge and skills of the unit.
- There will also be a semester exam.

## Unit 2: Civil law and the law in focus

This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness. This unit provides students with the opportunity to explore specific areas of law and to analyse contemporary legal issues.

### Areas of Study

1. Civil disputes
2. Civil law in action

### Outcomes

On completion of this unit, the student should be able to -

1. Explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision.
2. Evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.

### Assessment

- Satisfactory demonstration of these outcomes will be assessed by a variety of tasks, which reflect the key knowledge and skills of the unit.
- There will also be a semester exam.

# LEGAL STUDIES – UNIT 3 & 4

## Unit 3: Law-making

The purpose of this unit is to enable students 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 operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

### Areas of Study

1. Parliament and the citizen
2. Constitution and the protection of rights

### Outcomes

On completion of this unit, the student should be able to -

1. Describe 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.
2. Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights.

### Assessment

Percentage contributions to the study score in Legal Studies are as follows:

- Unit 3 school-assessed coursework: 25 %

## Unit 4: Dispute resolution

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures that operate within the Victorian legal system. The current operation of the jury system in criminal and civil trials will be examined, and students will also review the operation of the adversary system, giving consideration to its strengths and weaknesses. Students will compare features of the adversary and inquisitorial systems of dispute resolution. In this unit, students evaluate the effective operation of the Victorian legal system and make recommendations for possible improvement and reform.

### Areas of Study

1. Criminal cases and civil disputes
2. Court processes and procedures

### Outcomes

On completion of this unit, the student should be able to -

1. Describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and of alternative dispute resolution methods.
2. Explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

### Assessment

Percentage contributions to the study score in Legal Studies are as follows:

- Unit 4 school-assessed coursework: 25 %
- End-of-year examination: 50 %

# LITERATURE – UNIT 1 & 2

## Unit 1

The focus of this unit is on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. While the emphasis is on students' close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

### Areas of study

1. Reading practices
2. Ideas and concerns in texts

### Outcomes

On completion of this unit, the student should be able to -

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

### Assessment

- Coursework will be assessed on a selection of the following tasks: series of reading responses; small and whole group discussions; close analysis of selected passages; analytical responses, including essays and multimodal texts
- End of semester exam: Essay questions and analyses on the course texts

## Unit 2

The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas. Within this, students explore the way literary texts connect with each other and the world.

### Areas of study

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

### Outcomes

On completion of this unit, the student should be able to –

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

### Assessment

- Course work will be assessed on a selection of the following tasks: A viewing journal; a guided reading of a section of a text; a close analysis of selected passages; an analytical essay; a creative response; a written comparison of themes or social groups in the text
- End of semester examination: Passage Analysis on the course texts.

# LITERATURE – UNIT 3 & 4

## Unit 3

This unit focuses on how the form of a text affects meaning, and how writers construct their texts. Students investigate how writers adapt, and transform texts, and how meaning is affected, as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses.

### Areas of Study

1. Adaptations and transformations
2. Creative responses to texts

### Outcomes

On completion of this unit, the student should be able to -

1. Analyse the extent to which meaning changes when the form of 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

### Assessment

- Analysis of the ways in which meaning changes when the form of a text is changed
- Creative response, including a reflective commentary

**Note: One of the Unit 3 assessments must include an oral component**

**Results for Unit 3 Coursework contribute 25% to the student's study score**

## Unit 4

This unit focuses on students' analytic and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view. They investigate literary criticism informing both the reading and writing of texts. In their responses, students develop sustained interpretations of texts, supported by close textual analysis.

### Areas of Study

1. Literary perspectives
2. Close Analysis

### Outcomes

On completion of this unit, the student should be able to -

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

### Assessment

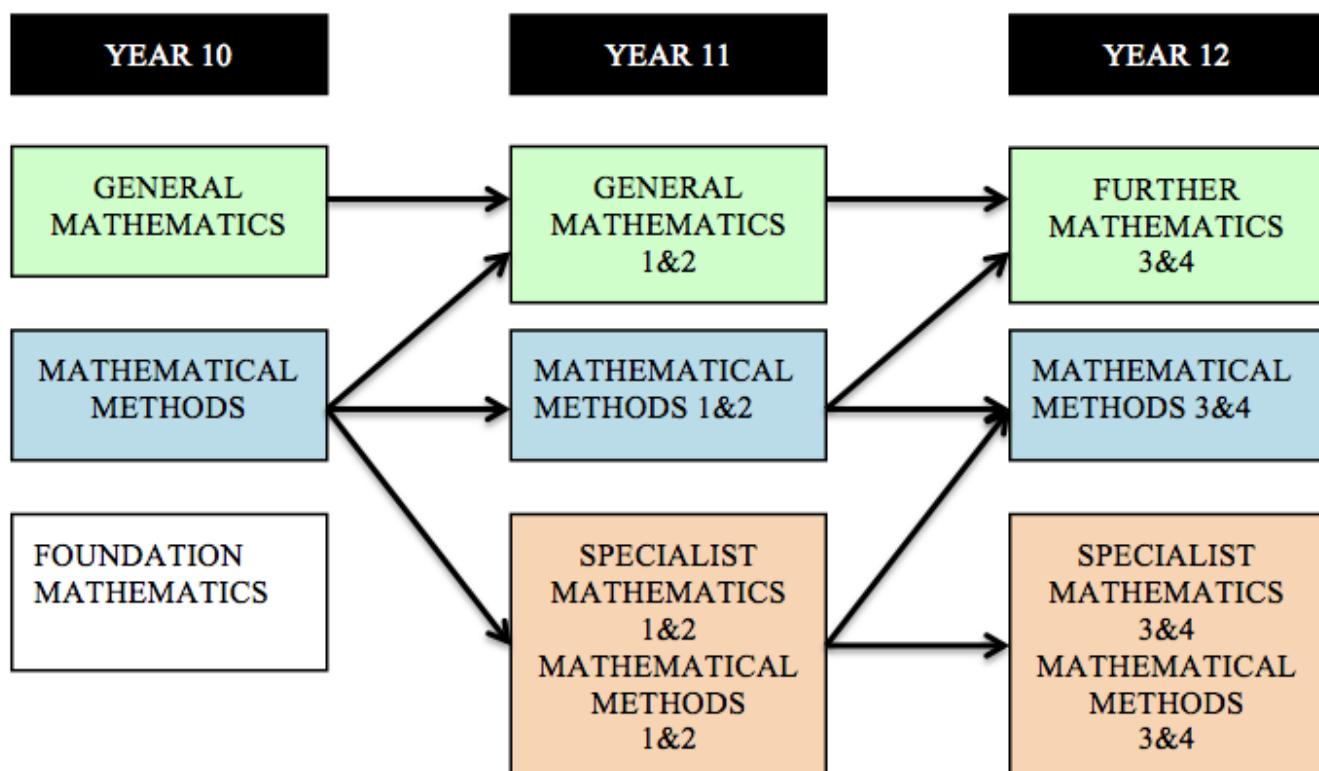
- Interpretation of a text, drawing on different literary perspectives
- Passage Analysis

**Results for Unit 4 Coursework contribute 25% to the student's study score.**

**The end of year examination contributes the remaining 50% to the student's study score.**

**SAC marks are subject to moderation by the VCAA.**

## MATHEMATICS - SUGGESTED COURSES AND PLANNING CHART



# GENERAL MATHEMATICS – UNIT 1 & 2

General Mathematics is a unit that focuses on preparatory work for Further Mathematics in Year 12.

It would suit students who intend to do Year 12 mathematics and who have achieved reasonable results in General Mathematics or satisfactorily completed Mathematics Methods in Year 10.

*Students are required to purchase and become familiar with a CAS calculator.*

## Areas of Study

- 1. Algebra and Structure**
  - a. Linear relations and equations
- 2. Arithmetic and Number**
  - a. Practical arithmetic
  - b. Financial arithmetic
- 3. Discrete Mathematics**
  - a. Matrices
  - b. Graphs and Networks
  - c. Number patterns and recursion
- 4. Geometry, Measurement and Trigonometry**
  - a. Shape and measurement
  - b. Applications of trigonometry
- 5. Graphs of Linear and Non-Linear Relations**
  - a. Linear graphs and models
  - b. Inequalities and linear programming
- 6. Statistics**
  - a. Data distribution
  - b. Relationships between two variables

## Outcomes

On completion of this unit, the student should be able to -

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

## Assessment

- Demonstration of achievement of Outcome 1 will be based on the student's performance on a selection of the following tasks: Assignments, tests, examination, summary or review notes, end of unit examination
- Demonstration of achievement of Outcome 2 will be based on the student's performance on a selection of the following tasks: projects, short written responses, problem solving tasks, modelling tasks, end of unit examination
- Demonstration of achievement of Outcome 3, will be based on the student's performance on the tasks selected for Outcomes 1 and 2.



# MATHEMATICAL METHODS – UNIT 1 & 2

Mathematical Methods 1 & 2, is designed as preparation for Mathematical Methods 3 & 4. It may be taken alone, or in conjunction with Specialist Mathematics 1 & 2 or General Mathematics 1 & 2. It is recommended that students wishing to attempt Specialist Mathematics 3 & 4 complete both Mathematical Methods 1 & 2 and Specialist Mathematics 1 & 2. Mathematical Methods 1 followed by General Mathematics 2 or Mathematical Methods 2 can also lead into Further Mathematics 3 & 4.

*Students are required to purchase and become familiar with a CAS calculator.*

## Areas of Study - Unit 1

- 1. Functions and Graphs**
  - a. Coordinate geometry
  - b. Functions and function notation
  - c. Graphing Power functions and Polynomial functions to degree 4
- 2. Algebra**
  - a. Algebraic techniques and conventions that support area of study one
- 3. Calculus**
  - a. Average and instantaneous rate of change.
  - b. Interpretation of graphs to ascertain optimal conditions
- 4. Probability and Statistics**
  - a. Probability of elementary and compound events
  - b. Addition rule and conditional probability
  - c. Conditional probability

## Areas of Study - Unit 2

- 1. Functions and Graphs**
  - a. Trigonometric and exponential functions
- 2. Algebra**
  - a. Use of inverse functions to solve equations
  - b. Index laws and logarithmic laws
- 3. Calculus**
  - a. Differentiation from first principle
  - b. Introduction to differentiation and anti-differentiation
- 4. Probability and statistics**
  - a. Addition and multiplication principles for counting
  - b. Combinations

## Outcomes

On completion of this unit, the student should be able to -

1. Define and explain key concepts as specified in each area of study and apply to a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, including situations requiring problem solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.
3. Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches. To achieve this outcome the student will draw on knowledge and skills outlined in all areas of study.

## Assessment

- Demonstration of achievement of Outcome 1, will be based on the student's performance on a selection of the following tasks: Assignments, tests, examination, summary or review notes.
- Demonstration of achievement of Outcome 2, will be based, on the student's performance on a selection of the following tasks: Projects, short written responses, problem solving tasks, modelling tasks, examination.
- Demonstration of achievement of Outcome 3, will be based, on the student's performance on the tasks selected for Outcomes 1 and 2 that incorporate the effective use of technology.

# SPECIALIST MATHEMATICS – UNIT 1 & 2

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

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

***Students are required to purchase and become familiar with an approved CAS calculator.***

## Areas of Study

Course material will be taken from broad areas of:

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

## Outcomes

On completion of this unit, the student should be able to -

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

## Assessment

- Demonstration of achievement of Outcome 1 will be based on the student's performance on a selection of the following tasks: Assignments, tests, examination, summary or review notes, end of unit examination
- Demonstration of achievement of Outcome 2 will be based on the student's performance on a selection of the following tasks: Projects, short written responses, problem solving tasks, modelling tasks, end of unit examination
- Demonstration of achievement of Outcome 3, will be based on the student's performance on the tasks selected for Outcomes 1 and 2.

## FURTHER MATHEMATICS – UNIT 3 & 4

Further Mathematics follows on from General Mathematics 1,&2 and provides a broad exposure to a range of real world mathematical concepts and techniques. The appropriate use of technology, to support and develop the learning of mathematics, is incorporated throughout the course.

*Prerequisites: Students entering Further Maths are encouraged to have completed Mathematical Methods 1 & 2 or have achieved very good results in General Mathematics Units 1 & 2. Students are expected to retain their approved CAS calculator from Year 11.*

### Areas of Study – Unit 3

#### 1. Data Analysis

Including: Data distribution, association between two variables, linear associations, modelling time-series data

#### 2. Recursion and Financial Modelling

Including: Depreciation, compound interest, reducing balance loans, annuities, and investments.

### Outcomes – Unit 3

On completion of this unit, the student should be able to -

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

### Areas of Study – Unit 4

Two out of the following 4 modules will be covered.

#### 1. Matrices

#### 2. Networks and decision mathematics

#### 3. Geometry and measurement

#### 4. Graphs and relations

### Outcomes - Unit 4

On completion of this unit, the student should be able to -

1. Define and explain key concepts as specified in the content from the two selected modules, and use this knowledge to apply related mathematical procedures to solve routine applications problems.
2. Apply mathematical processes in contexts related to the two selected modules from the 'Applications' area of study and analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problems-solving, modelling or investigative techniques or approaches related to the selected modules for this unit from the 'Applications' area of study.

### Assessment

- School-assessed course work for Unit 3 will contribute 20% to final assessment for Units 3 & 4.
- School-assessed course work for Unit 4 will contribute 14% to final assessment for Units 3 & 4.
- Two end-of-year examinations contribute 66% to final assessment for Units 3 & 4.

# MATHEMATICAL METHODS – UNIT 3 & 4

Mathematical Methods 3 & 4 may be taken alone, or in conjunction with, Specialist Mathematics Unit 3&4, and is intended to provide an appropriate background for further study in, for example, science, engineering, economics or medicine.

*Pre-Requisites: Students attempting Mathematical Methods 3,&4 should have achieved good results in Mathematical Methods 1 and 2. The completion of Specialist Mathematics 1,&2 is considered advantageous.*

## Areas of Study – Units 3 & 4

### 1. Functions and Graphs

- a. Graphs of power functions, exponential functions, circular functions and polynomial functions
- b. Transformation functions
- c. Composite functions

### 2. Algebra

- a. Review of polynomials, inverse functions, power functions, log and exponential functions, and circular functions
- b. Composition functions
- c. Solving literal equations

### 3. Calculus

- a. Differentiation and anti-differentiation of functions

### 4. Probability and Statistics

- a. Discrete random variables, Continuous random variables
- b. Statistical Inference

## Outcomes

On completion of these units, the student should be able to -

1. Define and explain key concepts as specified in each area of study and apply to a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches.

## Assessment

- School-assessed course work for Unit 3 will contribute 17% to the final assessment for Units 3 & 4.
- School-assessed course work for Unit 4 will contribute 17% to the final assessment for Units 3 & 4.
- Two end-of-year examinations contribute 66% to final assessment for Units 3 & 4

# SPECIALIST MATHEMATICS – UNIT 3 & 4

Specialist Mathematics Units 3 & 4 are intended for students with a strong interest in mathematics who wish to subsequently undertake further study at university in mathematics and related disciplines e.g. engineering.

Specialist Mathematics Unit 3 & 4, must be taken in conjunction with Mathematical Methods Unit 3 & 4, and the areas of study extend and develop material from Mathematical Methods Units 3 & 4.

## Pre- Requisites

- Mathematical Methods Unit 1 & 2 and Specialist Mathematics 1 & 2.

## Unit 3 & 4 - Areas of Study

1. Functions and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and statistics

## Outcomes

On completion of this unit, the student should be able to -

1. Define and explain key terms and concepts as specified and to apply a range of related mathematical routines and procedures.
2. Apply mathematical processes, with an emphasis on general cases in non-routine contexts, and to analyse and discuss these applications of mathematics.
3. Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

## Assessment

- School-assessed coursework for Unit 3 will contribute 17% to the final assessment for Units 3 & 4.
- School-assessed course work for Unit 4 will contribute 17% to the final assessment for Units 3 & 4.
- The two end-of-year external examinations will contribute 66% to the final assessment for Units 3 & 4.

# MEDIA – UNIT 1 & 2

## Unit 1: Representation and Technology

The purpose of this unit is to enable students to develop an understanding of the relationship between the Media, Technology and the way issues and characters are represented in different media forms. Students develop practical and analytical skills in print and electronic media. Media representations involve the selection of images, words and sounds and convey meaning that reflects the producer's interpretation of social issues and events. New technologies affect the way media products are produced, distributed and consumed by audiences.

*This unit, whilst desirable, is not a pre-requisite for units 3 and 4.*

### Areas of Study

1. Representation
2. Technology

### Outcomes

On completion of this unit, the student should be able to -

1. Describe the construction of specific media products and explain how the process of representation reflects an altered view of the real world.
2. Produce and compare simple productions in a variety of media.
3. Recognise and evaluate the creative social effects of new technologies.

### Assessment

Course work will be assessed on:

- Practical productions
- Written assignments
- Written examination covering all coursework for the semester

## Unit 2: Media Production and the Australian Media Industry

There are a number of sequential stages in the production of all media products involving teams of people with specific and often specialist roles. This unit introduces students to the specialised stages and roles as well as the collaborative nature of the production process from initial concept to presentation to an audience. Students also look at the cultural framework within which all media products are made.

*There are no prerequisites to this unit; however, it is desirable prior to attempting units 3 and 4.*

### Areas of Study

1. Media production
2. The nature of the Australian media

### Outcomes

On completion of this unit, the student should be able to -

1. Explain the media production process and demonstrate specialist production skills as a member of a production team.
2. Identify and analyse issues concerning the production stages and roles within the media industry.
3. Describe the characteristics of Australian media organisations and discuss the industrial and social context within which these organisations operate.

### Assessment

Course work will be assessed on:

- Practical productions in print and electronic media areas
- Essay
- Oral presentation
- A written examination conducted at the end of the semester covering all coursework.

# MEDIA – UNIT 3 & 4

## Unit 3: Narrative and Media Production Design.

The media use Narrative (story telling) to present all types of information to an audience. They are present in advertising, news reports, documentaries, television series, films, songs, radio programs and multi-media products. The story elements in these products combine with the production elements to create an experience to which audiences react. Production elements include such things as camera technique, lighting, visual composition, acting, sound and editing. Story elements include; narrative possibilities, ideas, issues and themes to be explored, characters established and developed as well as the settings around which the plot develops. Designing productions to target specific audiences taking into account all of the above elements is the focus of this unit.

### Areas of Study

1. Narrative structure and organisation
2. Media production design

### Outcomes

On completion of this unit, the student should be able to -

1. Identify and discuss, the nature of production and story elements and how they contribute to the development of issues, and ideas within media products. In addition, they compare and contrast the function of production and story elements within media products and discuss audience reaction.
2. Demonstrate a variety of media skills, which will contribute to a media production design and use a range of technical equipment, processes and applications.
3. Design and plan a media production, incorporating specifications and processes appropriate to the chosen medium.

### Assessment

- Outcome 1 and 2 contribute 5% each to the total year's assessment.
- Outcome 3 contributes 15%.

## Unit 4: Media Process, Social Values and Media Influence.

Students will compare the different production processes necessary for various production formats. They will then use appropriate equipment and techniques to complete a production in their chosen medium. In addition, students will look at mainstream media as social and cultural institutions. They will explore the way social values shape media products and in turn are reflected by them. The nature of the relationship between the Media and its audience is also investigated.

### Areas of Study

1. Media process
2. Social values
3. Media influence

### Outcomes

On completion of this unit, the student should be able to -

1. Produce a media product, for an identified audience, from the media production design plan, prepared in Unit 3.
2. Discuss the ways in which social values shape the content of a media product and analyse how social values are reflected in that product.
3. Discuss notions of media influence and analyse issues about the nature and extent of media influence.

### Assessment

- Unit 3 & 4 course work school assessed constitutes 20% of total assessment.
- Unit 3 & 4 school assessed task (practical) will contribute 35% to total assessment.
- A final externally marked examination covering Units 3 and 4 attracts 45% of total assessment.

# MUSIC PERFORMANCE UNIT 1 & 2

## Unit 1: Music Performance

This unit seeks to develop a broad and integrated understanding of a variety of styles of music and music performance. Central to this is solo and group work. Students must select either one instrument or their voice. It is preferable for the instrument to be one that they are currently learning.

### Areas of Study

1. Performance skill development
2. Creative organisation
3. Perspectives on performance
4. Aural comprehension

### Work Requirements

1. Unprepared performance: sight reading, imitation or improvisation
2. Group performance: constructive contribution to a group performance
3. Creative organisation: write an arrangement
4. Perspectives on Performance: historical evolution of your instrument
5. Aural comprehension: classroom test featuring intervals, chords, scale forms, rhythm recognition and melody recognition.
6. Solo performance: 10 minute program of selected and varied works
7. Performance Reviews: an analysis of two live performances

### Assessment

The assessment tasks for this unit are:

- Creative Organisation
- Aural Comprehension
- Solo Performance
- Perspectives on Performance

## Unit 2: Music Performance

This unit seeks to further develop an understanding of a variety of styles of music and aspects of music performance, which were explored in Unit 1. Central to the study is the performance of the chosen instrument, both solo and group work.

### Areas of Study

1. Performance skill development
2. Creative organisation
3. Perspectives on performance
4. Aural comprehension

### Work Requirements

1. Unprepared Performance: sight reading, imitation or improvisation
2. Group Performance: constructive contribution to a group
3. Creative Organisation: write an arrangement in a specified style
4. Perspectives on Performance: analysis of two works being prepared for performance
5. Aural Comprehension: classroom test featuring intervals, chords, scale forms, rhythm recognition and melody recognition.
6. Solo performance: 15-minute program of selected and varied works on the student's main instrument.

### Assessment

The assessment tasks for this unit are



- Creative Organisation
- Aural Comprehension
- Solo Performance
- Perspectives on Performance

# MUSIC PERFORMANCE UNIT 3 & 4

## Unit 3: Music Performance Solo

This unit focuses on the preparation and presentation of solo works. Students use performance techniques to develop understanding of interpretation of a range of styles. Ensemble performance, solo technical work and unprepared performances broaden music performance skills. Aural comprehension skills and understanding of the structure and characteristics of a group work are also developed.

### Areas of Study

1. Performance skill development
2. Interpretation
3. Aural comprehension
4. Analysis of ensemble work

### Outcomes

On completion of this unit, the student should be able to -

1. Interpret and perform a range of selected solo and ensemble works in a prepared performance program(s).
2. Perform, on their preferred instrument, technical work and exercises, a study that will enhance the performance of the selected solo and/or ensemble works; and works that demonstrate unprepared performance skills.

### Assessment

- School assessed course work will contribute 15% to the final Assessment

## Unit 4: Music Performance Solo

This unit focuses on the preparation and presentation of a solo program of works demonstrating through performance an understanding of interpretation. Understanding of musical structure and characteristics of a group work are further developed. Ensemble performance, technical work and unprepared performance and studies in aural comprehension extend music performance skills.

### Areas of Study

1. Performance skill development
2. Interpretation
3. Aural comprehension
4. Analysis of ensemble work

### Outcomes

On completion of this unit, the student should be able to -

1. Interpret and perform accurately and artistically selected solo works in a range of styles and/or characters, and contribute to interpretation in an ensemble in prepared program(s).
2. Demonstrate a range of performing techniques on their main instrument in order to enhance artistry in performance.

### Assessment

- School assessed course work will contribute 10% to the final Assessment
- Solo performance exam will contribute 50% to the final Assessment
- Aural and written exam will contribute 25% to the final assessment

# MUSIC STYLE INVESTIGATIONS – UNIT 3 & 4

## Unit 3: Music Investigation

In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area. Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

### Areas of Study

1. Investigation
2. Composition/Improvisation/Arrangement
3. Performance

### Outcomes

On completion of this unit, the student should be able to:

1. Demonstrate understanding of performance practices, context/s and influences on music works.
2. Compose, improvise and/or arrange and discuss music characteristics and performance practices.
3. Present a performance of music works that communicates understanding of the Focus Area.

### Assessment

- School-assessed Coursework for Unit 3 will contribute 25 per cent.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination, which will contribute 50 per cent (25 per cent per year).

*\* Performance examination - Students choose whether they will present their end-of-year performance examination program as a soloist OR as a member of a group.*

## Unit 4: Music Investigation

In this unit, students continue the exploration within the Focus Area they began in Unit 3. Students rehearse and perform works for inclusion in a performance program of works that relates to the Focus Area. They develop mastery of relevant instrumental techniques and apply advanced performance conventions to realise their intended interpretations of each work. They continue to use skills in aural awareness, transcription, music theory, and music analysis to support their work.

### Areas of Study

1. Investigation
2. Composition/Improvisation/Arrangement
3. Performance

### Outcomes

On completion of this unit, the student should be able to:

1. Evaluate and present their interpretive approach to a program of music works.
2. Compose/improvise/arrange and perform a music work and discuss the use of music characteristics, instrumental techniques, performance
3. Demonstrate artistic intent and understanding of the Focus Area in a cohesive and engaging performance of music works.

### Assessment

- School-assessed Coursework for Unit 4 will contribute 25 per cent.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year performance examination, which will contribute 50 per cent (25 per cent per year).

*\* Performance examination - Students choose whether they will present their end-of-year performance examination program as a soloist OR as a member of a group.*

# OUTDOOR EDUCATION – UNIT 1 & 2

## Unit 1: Understanding Nature

This unit examines the ways in which humans understand and relate to nature in the context of outdoor environments. The unit focuses on human – nature relationships, different understanding of nature and different types of outdoor environments. It also develops an understanding of nature through practical experiences and investigation of particular outdoor environments.

Students will experience a variety of outdoor environments that have characteristics of natural environments and evidence of human intervention. This provides the basis for comparison and opportunities to develop knowledge and skills in classroom and practical settings.

### Areas of Study

1. Humans and Nature
2. Natural Environments

### Outcomes

On completion of this unit, the student should be able to -

1. Students will be able to describe ways in which humans understand, encounter and respond to nature.
2. Students should be able to explain the interrelationships between components of natural environments and changes that occur in natural environments.

### Assessment

- Assessment will be based on Practical Reports, Assignments, Tests, Written response and Oral Presentations.

## Unit 2: Environmental Impacts

This unit focuses on human related impacts on natural environments at local, regional and state levels. It includes historical and contemporary analyses of human conceptions of nature and human interactions with nature, including the nature's impact on humans. Outdoor recreation provides the main focus for studying this impact, as well as the ecological, social and economic implications of human impact on the environment. The unit also provides an opportunity to evaluate state and local conservation policies and environmental legislation.

### Areas of Study

1. Impact on People
2. Impact on Nature

### Outcomes

1. Students should be able to explain factors, which influence outdoor experiences and their impact on nature.
2. Students should be able to analyse policy and procedures for minimising human impact on natural environments.

### Assessment

- Assessment will be based on Practical Reports, Assignments, Tests, Written Responses and Oral Presentations

# OUTDOOR EDUCATION – UNIT 3

## Unit 3: Relationships with natural environments

The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia. The impact of these relationships on natural environments is examined by reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

The Unit also considers the impact of these natural environments on humans as expressed through contemporary relationships, the media and behaviour in the outdoors. The dynamic nature of relationships between humans and their environment, and the factors involved in shaping these relationships, are also examined.

Students should have one or more related outdoor experience of natural environments and areas where there is evidence of human intervention. Practical experiences will provide the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

### Areas of Study

1. Historical perspectives - This area of study focuses on how Australians have understood and interacted with natural environments over time. Students investigate a range of interactions and relationships with, and perceptions of, natural environments, beginning with indigenous cultures.
2. Contemporary relationships with natural environments - This area of study focuses on current relationships between humans and the environment. It examines a number of ways the Australian environment is perceived, the dynamic nature of relationships between humans and their environment, and the factors involved in shaping these relationships.

### Outcomes

On completion of this unit, the student should be able to -

1. Describe and analyse how particular interactions and relationships with, and perceptions of, the Australian environment have changed over time, with reference to related outdoor experiences.
2. Analyse and evaluate factors influencing contemporary relationships with natural environments, and the consequences for humans and the environment, with reference to related outdoor experiences.

### Assessment

- School-assessed course work for Unit 3 will contribute 25% to the final assessment.

# OUTDOOR EDUCATION – UNIT 4

## Unit 4: The future of human-nature interactions

This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

The emphasis in this unit is on the need to develop a balance between human needs and the conservation of natural environments. Students consider the skills needed to be environmentally responsible citizens in the context of their lives. They investigate current policies and management strategies for achieving and maintaining healthy environments, and the actions that can be undertaken to achieve and maintain healthy and sustainable environments in contemporary Australian society.

### Area of study

1. Healthy natural environments - This area of study explores the contemporary state of environments in Australia and the importance of natural environments in individual and society. The current and potential impact of damage to natural environments, on both individuals and society, should be considered. Practical outdoor experiences should enable students to further develop and apply their practical knowledge and skills for safe and sustainable interaction with natural environments.
2. Sustaining environments - This area of study focuses on the sustainability of environments in order to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate case studies of conflicts of interest between people involved in uses of natural environments, and develop a clear understanding of the methods and processes commonly used in attempts to resolve these conflicts.

### Outcomes

On completion of this unit, the student should be able to -

1. Describe the contemporary state of the environment and evaluate the importance of healthy natural environments for individuals and society, with reference to related outdoor experiences.
2. Evaluate practices and strategies for sustainable interactions between humans and the environment, with reference to related outdoor experiences.

### Assessment

- School-assessed course work for Unit 4 will contribute 25% to the final assessment.
- The final exam will contribute 50% to the final assessment.

# PHILOSOPHY – UNIT 1 & 2

## Unit 1: Existence, knowledge and reasoning

What is the nature of reality? This unit focuses using logic to inquire about the true nature of reality and the quest to achieve knowledge. Students investigate relevant debates in applied epistemology and metaphysics and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

### Areas of Study

1. Metaphysics – Mind and Body, Self and Identity, Nature of Reality, Free will and Determinism, Time
2. Epistemology – Knowledge and Justification, Empiricism and Rationalism, Knowledge, scepticism and the outside world, scientific knowledge, Epistemological relativism

### Outcomes

On completion of this unit, the student should be able to

1. Analyse metaphysical and epistemological problems and evaluate viewpoints and arguments arising from these.
2. Analyse philosophical arguments in relevant contemporary debates.

### Assessment

- Satisfactory demonstration of these outcomes will be assessed by a variety of tasks, which reflect the key knowledge and skills of the unit.
- There will also be a semester exam.

## Unit 2: Ethics and philosophical investigation

This unit engages students in philosophical investigation and critical discussion of two key areas of philosophy, developing their abilities to analyse the reasoning of others and to formulate logical responses to philosophical questions. Students apply philosophical methods as they analyse problems, develop independent ideas, and explain and defend their views in philosophical exchanges with others, evaluating viewpoints and arguments. Students also apply their skills of reasoning to philosophical analysis of contemporary debates.

### Areas of Study

1. Ethics – meta-ethics, normative ethics, applied ethics
2. Other great questions in philosophy – Aesthetics, Philosophy of Religion, Political Philosophy or Other traditions of thought (only one of these topics is selected for study).
3. Techniques of reasoning

### Outcomes

On completion of this unit, the student should be able to –

1. Analyse ethical problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.
2. Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in ethics and a selected topic in philosophy.

### Assessment

- Satisfactory demonstration of these outcomes will be assessed by a variety of tasks, which reflect the key knowledge and skills of the unit.
- There will also be a semester exam.

# PHYSICAL EDUCATION – UNITS 1 & 2

## Unit 1: The Human Body in Motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system, and how they respond to physical activity, sport and exercise.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They also consider the implications of the use of legal and illegal practices to improve performance.

### Areas of Study

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

### Outcomes

On completion of this unit, students should be able to:

1. Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions.
2. Evaluate the ethical and performance implications of the use of performance enhancing practices and substances.

### Assessment

- A written report
- A laboratory report
- Structured questions
- Topic tests

## Unit 2: Physical Activity, Sport and Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing.

Areas of Study

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

### Outcomes

On completion of this unit, the students should be able to collect and analyse data related to individual and population levels of participation in physical activity. They should also be able to apply a socio-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity.

### Assessment

- A written plan and a reflective folio demonstrating participation in a program designed to either increase physical activity levels and/or reduce sedentary behaviour.
- Structured questions
- Topic tests
- An exam at the end of the unit.



# PHYSICAL EDUCATION – UNITS 3 & 4

## Unit 3: Movement Skills and Energy for Physical Activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### Area of Study

1. How are movement skills improved?
2. How does the body produce energy?

### Outcomes

On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles. They should be able to 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 factors causing fatigue and suitable recovery strategies.

### Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

- Structured questions
- Laboratory report
- Plus one of the following:
  - a practical laboratory report
  - a case study analysis
  - a data analysis
  - a critically reflective folio/diary of participation in practical activities
  - a visual presentation
  - a multimedia presentation
  - structured questions.

# PHYSICAL EDUCATION – UNITS 3 & 4

## Unit 4: Training to Improve Performance

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

### Area of Study

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

### Outcomes

On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity. Student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

### Assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

- Written reports
- Reflective folio
- Plus one of the following:
  - a case study analysis
  - a data analysis
  - structured questions.

# PHYSICS – UNIT 1 & 2

*Pre-Requisites - A reasonably good understanding of mathematics is essential. Therefore it is highly recommended that any student undertaking Physics Unit 1 be also enrolled in Mathematical Methods Unit 1.*

## Unit 1 – What ideas explain the physical world?

In this unit students use thermodynamic principles to explain phenomena related to changes in thermal energy, investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine electric circuits, and the motion of electrons, and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

### Areas of Study

1. How can thermal effects be explained?
2. How do electric circuits work?
3. What is matter and how is it formed?

### Outcomes

On completion of this unit, the student should be able to -

1. Apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.
2. Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
3. Explain the origins of atoms, the nature of subatomic particles, and how energy can be produced by atoms.

### Assessment

Assessment is based on, the following tasks:

- Short reports, oral, or multimedia presentations.
- Practical work, including written reports.
- Scientific posters
- Topic tests and semester examination.

## Unit 2 – What do experiments reveal about the physical world?

*Pre-Requisites - It is highly recommended that any student undertaking Physics Unit 2 be also enrolled in Mathematical Methods Unit 2. A good understanding of Unit 2 Physics is required for Physics Units 3 & 4.*

In this unit, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students design and undertake a practical investigation involving at least one independent, continuous variable, relating to previous content.

### Areas of Study

1. How can motion be described and explained?
2. Determined by detailed study.
3. Practical Investigation

### Outcomes

On completion of this unit, the student should be able to -

1. Investigate, analyse and mathematically model the motion of particles and bodies.
2. Determined by the choice of detailed study
3. Design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

### Assessment

- The methods of assessment for Unit 2 are identical to those for Unit 1.

## PHYSICS – UNIT 3 & 4

Unit 3 and 4 Physics promotes the development of student ability to use physics to explain phenomena and events, and technological and social applications. In studying these units students should gain an understanding of the ways in which knowledge in physics advances and is applied. As with units 1 and 2, students study two prescribed topics and a choice of one detailed study.

### Unit 3

*Pre-Requisites - It is strongly advise, that students have completed Unit 2 or equivalent preparation, prior to undertaking Unit 3 Physics. It is also highly recommended that any student undertaking Physics Unit 3 is also enrolled in Mathematical Methods Unit 3.*

#### Areas of Study

1. Motion in one and two dimensions
2. Electronics and Photonics
3. Detailed study – the class will study one of the following topics - Einstein’s special relativity, Materials and structures or Further electronics

#### Outcomes

On completion of this unit, the student should be able to -

1. Investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.
2. Investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.
3. Determined by the choice of detailed study

#### Assessment

- School-assessed course work for Unit 3 will contribute 17% to the final assessment for Units 3 & 4.
- A mid-year examination contributes 33% to final assessment for Units 3 & 4.
- 12 hours of class time will be devoted to practical activities in the semester

### Unit 4

*Pre-Requisites - It is strongly advised that students have completed Unit 3 or equivalent preparation, prior to undertaking Unit 4 Physics. It is also highly recommended that any student undertaking Physics Unit 4 is also enrolled in Mathematical Methods Unit 4.*

At least 12 hours of class time will be devoted to practical activities in the semester. This includes at least six hours of student-designed experimental investigations.

#### Areas of Study

1. Electricity
2. Interactions of light and matter
3. Detailed study – the class will study one of the following topics - Synchrotron and its applications, Photonics, or Sound

#### Outcomes

On completion of this unit, the student should be able to -

1. Investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.
2. Use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.
3. Determined by the choice of detailed study

#### Assessment

- School-assessed course work for Unit 4 will contribute 17% to final assessment for Units 3 & 4.

- An end-of-year examination contributes 33% to final assessment for Units 3 & 4.

# PRODUCT DESIGN & TECH: WOOD OR METAL – UNIT 1 & 2

## Unit 1: Materials, Processes and Design

This unit focuses on the distinctive properties of materials for specific purposes and the tools, equipment and machines used to process materials. Appropriate methods of communicating ideas to assist in the design of products are also covered in the unit.

### Areas of Study

1. Properties and uses of materials
2. Methods of communicating ideas
3. Production processes

### Outcomes

On completion of this unit, the student should be able to -

1. Explain the origins and properties of a range of materials, and select and justify the use of materials and processes for particular purposes.
2. Describe and apply a range of communication techniques used to represent product design options.
3. Select and safely use tools, equipment and machines to make a functional product/s and evaluate its effectiveness.

### Assessment

- Design folios/Production plans
- Production tasks
- Short written reports (materials, activities, product evaluation)

## Unit 2: Parameters of Design

This unit focuses on the origins of products, the considerations and constraints that may be imposed as products are developed, and the impact of these constraints on product solutions.

### Areas of Study

1. Design considerations
2. Materials in design, development and production
3. Design and realisation

### Outcomes

On completion of this unit, the student should be able to -

1. Explain the basic concepts related to product design, including identification of needs, design problem, design brief, product design specifications and generation of design options.
2. Explain the factors in the design process that influence choice of materials.
3. Select and use materials and a range of tools, equipment and machines to design, plan, implement and evaluate a solution to a particular design problem.

### Assessment

- Design folios/Production plans
- Production tasks
- Short written reports (materials, activities, product evaluation)

# PRODUCT DESIGN & TECHNOLOGY: WOOD – UNIT 3 & 4

## Unit 3: Product Development

This unit focuses on the design and development of a product for a client. It covers client requirements, social and economic trends, availability of resources and technological developments in industry. It also addresses design and production in an industrial setting.

### Areas of Study

1. Designing for others
2. Product development in industry

### Outcomes

On completion of this unit, the student should be able to -

1. Explain the role of a designer and how products are designed and produced to meet the needs of a client.
2. Explain how products are designed, and produced within an industrial/commercial setting.
3. Develop a product for a client.

### Assessment

- School-assessed coursework for Unit 3 will contribute 10% to the final assessment.

## Unit 4: Product Evaluation and Marketing

This unit focuses on how judgements of the success of products can be informed, by a comparison of products in terms of their quality, usefulness and appeal. The role and influence of product promotion and marketing are also considered.

### Areas of Study

1. Product comparison
2. Marketing products

### Outcomes

On completion of this unit, the student should be able to -

1. Explain the relationship between aesthetic appeal, function of products and user needs.
2. Explain the role of marketing in design and product development.
3. Evaluate the outcomes of the design and production activities in relation to the client's needs.

### Assessment

- School-assessed coursework for Unit 4 will contribute 10% to the final assessment.
- The school-assessed tasks for Unit 3 & 4 will contribute 50% to the final assessment.
- The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, which will contribute 30% to the final assessment.

# PSYCHOLOGY – UNIT 1 & 2

## Unit 1: How are behaviours and mental processes shaped?

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

### Outcomes

On completion of this unit, the student should be able to:

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

### Assessment

- Empirical research activities, tests, classroom presentations, essays, comprehension questions and analysis of research design.
- An end of semester examination will assess students on their understanding of all aspects of the unit.

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

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit, students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

### Outcomes

On completion of this unit, the student should be able to:

1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions
2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

### Assessment

- Empirical research activities, tests, classroom presentations, essays, comprehension questions and analysis of research design.
- An end of semester examination will assess students on their understanding of all aspects of the unit.



# PSYCHOLOGY – UNIT 3 & 4

## Unit 3

Students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed. Students also study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

### Areas of Study

1. The Nervous System
2. Memory

### Outcomes

On completion of the unit, the student should be able to -

1. Understand the different roles and functions of the branches of the Nervous System
2. Explain the neural basis of learning and memory

### Assessment

- School-assessed course work for Unit 3 will contribute 16% to final assessment for Units 3 & 4.
- An end of year examination contributes 60% to final assessment for Units 3 & 4.

## Unit 4

In this unit, students examine the nature of consciousness and how changes in levels of consciousness, can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

### Areas of Study

1. Consciousness and sleep
2. Mental Health
3. Practical investigation

### Outcomes

On completion of the unit, the student should be able to -

1. Understand the nature of consciousness and the importance of sleep
2. Apply the biopsychosocial model to a mental health disorder
3. To investigate a question and analyse and interpretation data to form conclusions

### Assessment

- School-assessed course work for Unit 4 will contribute 24% of final assessment for Units 3 & 4.
- An end of year examination contributes 60% to final assessment for the unit.

# STUDIO ART: PHOTOGRAPHY – UNIT 1 & 2

## Unit 1: Artistic Inspiration and Techniques

This unit focuses on using of sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual forms (via photography and multi-media).

Students also explore the ways in which artists from different times have interpreted ideas.

### Areas of Study

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

### Outcomes

On completion of the unit, the student should be able to -

1. Generate ideas and identify sources of inspiration
2. Investigate materials and techniques appropriate to particular art forms
3. Identify and describe sources of inspiration for artist's ideas and production

### Assessment

- A folio of exploratory works
- Short answer responses
- Examination

## Unit 2: Design Exploration and Concepts

This unit focuses on establishing and using a design process to produce photographic or multi-media artworks. Students also develop skills in the visual analysis of artworks.

### Areas of Study

1. Design exploration
2. Ideas and styles in artworks

### Outcomes

On completion of the unit, the student should be able to -

1. Develop a design process methodology in order to explore sources of inspiration and produce art works.
2. Examine and discuss the ways in which design elements and principles, symbols and images are used in a variety of art works in order to communicate ideas and develop style.

### Assessment

- A folio including design explorations and art works
- Short answer responses
- Examination

# STUDIO ART: PHOTOGRAPHY – UNIT 3 & 4

## Unit 3: Studio production and professional art practices

This unit focuses on the implementation of the design process leading to the production of a range of potential solutions. Students use a work brief to define an area of exploration and apply a design process to explore and develop their ideas and produce a range of potential solutions. Art forms can be drawing, painting, printmaking, collage, mixed media, photography or multi-media.

This unit also explores professional art practices in relation to particular art form(s) and the development of distinctive styles in artworks.

### Areas of Study

1. Work Brief
2. Design Process
3. Professional art practices and styles

### Outcomes

On completion of the unit, the student should be able to -

1. Prepare a work brief that formulates the content and parameters of the design process and plan how this will be undertaken.
2. Present a design process that produces a range of potential solutions to the aims and ideas documented in the work brief.
3. Discuss art practices in relation to particular art form(s) and analyse ways in which artists develop distinctive styles in their artwork.

### Assessment

- School-assessed course work for Unit 3 will contribute 33% to final assessment for Units 3 & 4.

## Unit 4: Studio production and art industry contexts

This unit focuses on the production of a cohesive folio of finished art works.

This unit also explores aspects of artists' involvement in the current art industry focusing on the role of galleries.

### Areas of Study

1. Focus statement
2. Folio
3. Art industry contexts

### Outcomes

On completion of the unit the student should be able to -

1. Present a focus statement, in visual and written form, which documents how potential solutions will be used, to produce a cohesive folio of finished art works.
2. Present a cohesive folio of finished artworks.
3. Analyse and discuss, roles and methods involved in the presentation of art works, and discuss current art industry issues.

### Assessment

- School-assessed course work for Unit 4 will contribute 33% to the final assessment for Units 3&4.
- An end-of-year examination contributes 34% to final assessment for Units 3 & 4.

# THEATRE STUDIES – UNIT 1 & 2

## Unit 1: Pre-modern theatre

In this unit, students will focus on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with play scripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance.

They will also study theatrical and performance analysis and apply these skills to the analysis of a play in performance. Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical drama such as morality/miracle/mystery plays, Italian and the Commedia Dell'Arte, Elizabethan and Shakespearean, Restoration comedies and dramas, Neo-classical, Spanish and French, Naturalism/Realism, and non-Western theatre such as Beijing Opera, Noh theatre, Bunraku and Kabuki and other traditional indigenous theatre forms.

### Areas of Study

1. Pre-modern theatre
2. Interpreting play scripts
3. Analysing a play in performance

### Outcomes

On completion of this unit, the student should be able to

1. Identify and describe the distinguishing features of pre-modern theatre play scripts.
2. Apply acting and other stagecraft to interpret play scripts from the pre-modern era.
3. Analyse a performance of a play script.

### Assessment

- Performance of play-scripts from the pre-modern era
- Written assessment
- Research report

## Unit 2: Modern theatre

In this unit students study theatrical styles and stagecraft through working with play scripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with play scripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Theatrical movements in the modern era include Epic Theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, Theatre in Education.

### Areas of Study

1. Modern theatre
2. Interpretation through stagecraft
3. Analysing a play in performance

### Outcomes

On completion of this unit, the student should be able to

1. Identify and describe the distinguishing features of modern-era theatre play scripts.
2. Apply acting and other stagecraft to interpret play scripts from the modern theatre era.
3. Analyse and evaluate stagecraft in a performance of a play script.

### Assessment

- Performance of play-scripts from the modern era
- Written assessment
- Research report



# THEATRE STUDIES – UNIT 3 & 4

## Unit 3: Play Script Interpretation

In this unit, students develop an interpretation of a play script through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen play script excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET, and analyse and evaluate the interpretation of the play script in the performance.

**Stagecraft** - For Outcome 1 students select two areas of stagecraft with at least one from List A.

### List A

- Acting
- Direction
- Design – costume, make-up, properties, set, sound.

### List B

- Publicity and marketing
- Lighting
- Theatre technologies
- Stage management
- Production management.

## Areas of Study

1. Production process
2. Theatrical interpretation
3. Production Analysis

## Outcomes

On completion of this unit, the student should be able to

1. Apply the above stage crafts, in order to interpret a play script for performance to an audience.
2. Document an interpretation of excerpts from a play script and explain how stagecraft can be applied in the interpretation.
3. Analyse and evaluate the interpretation of a written play script in production to an audience.

## Assessment

- School assessed course work for Unit 3 will contribute 45% to the final assessment.

## Unit 4: Performance Interpretation

In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students' work, for Outcomes 1 and 2, is supported through analysis of a performance they attend, selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET.

### Monologue selection

For Outcomes 1 and 2 students must select a play script, scene and monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority. The list will consist of a set of prescribed play titles, a specified scene from each play and a selected monologue from that scene. Students select one scene from one prescribed play and analyse and evaluate its content and use selected stagecraft to present an interpretation of the monologue.

### Scene

In this unit, the term 'scene' refers to a designated segment/s of a play script selected from the Theatre Studies Stagecraft Examination Specifications. *(continued over)*

## **Stagecraft**

In Unit 4, Outcomes 1 and 2, stagecraft includes:

- Acting and direction

OR

- Design – any two of make-up, costume, set pieces, properties, sound.

In Unit 4, Outcome 3, students analyse acting, direction and design, and any of, as appropriate to the production, make-up, costume, set/set pieces, properties, sound and lighting.

## **Areas of Study**

1. Monologue interpretation
2. Scene interpretation
3. Performance analysis

## **Outcomes**

On completion of this unit, the student should be able to

1. Interpret a monologue from a play script and justify their interpretive decisions.
2. Develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene.
3. Analyse and evaluate acting in a production.

## **Assessment**

- School assessed coursework for Unit 4 will contribute 15% to the final assessment.
- The level of achievement for Units 3 and 4 is also assessed by an end-of-year Stagecraft examination, which will contribute 25 per cent, and an end-of-year written examination, which will contribute 30 per cent.

# VISUAL COMMUNICATION DESIGN – UNIT 1 & 2

## Unit 1: Visual Communication

The unit enables students to prepare instrumental drawings of objects using pictorial drawing systems and explore freehand drawing from direct observation. Students are also introduced to the visual communication process and investigate its use. Students will be introduced to a range of graphics based computer programs used in the production of visual communication.

### Areas of Study

1. Instrumental Drawing
2. Freehand Drawing and Rendering
3. Design Elements and Principles
4. Design Process

### Outcomes

On completion of the unit the student should be able to -

1. Complete instrumental drawings using a range of paraline drawing systems.
2. Draw from direct observation, in proportion and render the drawings.
3. Apply design elements and principles through freehand drawing, to satisfy stated purpose.
4. Explain the nature of the design process.

### Assessment

Coursework will be assessed on the basis of:

- Folio of practical work, based on Outcomes 1, 2 and 3
- Written analysis of existing examples of visual communication and research work into design practices
- There will be an end-of-semester examination, to assess students in relation to the following:
- The appropriate use of graphic devices, techniques and drawing systems.
- Written analysis of visual communications using the design elements and principles.

## Unit 2: Communication in context

The unit enables students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually will be explored through analysing other's work. The design process will be applied by modifying existing final presentations for specified audiences.

### Areas of Study

1. Representing and communicating form
2. Developing imagery
3. Developing visual communication solutions
4. Visual communication in context

### Outcomes

On completion of the unit the student should be able to -

1. Use instrumental and freehand drawings to develop images.
2. Use freehand drawings in the development of rendered 3 dimensional images
3. Apply the design process to develop visual communication solutions.
4. Use analysed examples of visual communication and explain how they communicate ideas and information and reflect audiences.

### Assessment

Coursework will be assessed on the basis of:

- Folio of practical work, based on Outcomes 1, 2 and 3.
- Written analysis of existing examples of visual communication and research work into design practices.
- There will be an end of semester examination to assess students in relation to the following:
- The appropriate use of graphic devices, techniques and drawing systems.



- Written analysis of visual communications using the design elements, principles and the identification of historical and contemporary influences.

# VISUAL COMMUNICATION DESIGN – UNIT 3 & 4

## Unit 3: Visual Communication Practices

Students apply the design process to satisfy specific communication needs. The unit has an emphasis on producing a folio of drawings, demonstrating a range of skills in instrumental and freehand drawing and the use of ICT techniques in order to develop a finished piece of visual communication. Students will investigate the production of visual communications in a professional setting, and evaluate examples of visual communications produced.

### Areas of Study

1. Visual Communication Design
2. Visual Communication Analysis
3. Professional practice in Visual Communication

### Outcomes

On completion of the unit, the student should be able to -

1. Apply the visual design process to produce final presentations that satisfy specific communication needs.
2. Analyse and evaluate the effectiveness of a range of visual communications.
3. Describe the roles of professional communicators and analyse roles and relationships used in professional practice to produce visual communications.

### Assessment

- School-assessed course work for Unit 3 will contribute 33% to the final assessment.

## Unit 4: Designing to a brief

Students will prepare a brief, design and produce development work and two final presentations based on the brief. Students are encouraged to prepare a design in an area they are interested in and/or an area in which they feel they may pursue further study. Topic choice is open, providing it enables the student to fulfil the outcomes for the course.

### Areas of Study

1. The brief
2. Developmental work
3. Final presentations

### Outcomes

On completion of the unit, the student should be able to -

1. Prepare one brief that describes a client's communication needs and specifies resolutions and two distinct final presentations suitable for a stated audience.
2. Prepare developmental work that explores design concepts relevant to the requirements in the brief.
3. Two final visual solutions satisfying the requirements of the brief.

### Assessment

- School-assessed course work for Unit 4 will contribute 33% to final assessment for Units 3&4.
- An end-of-year examination contributes 34% to final assessment for Units 3&4.

# VCAL: LITERACY SKILLS - INTERMEDIATE

## Purpose

The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian Society:

4. Family & social life.
5. Workplace & institutional settings.
6. Education & training contexts.
7. Community & civic life.

## Outcomes - Unit 1 Literacy Skills Intermediate Reading & Writing

On completion of the unit, the student should be able to -

1. Demonstrate the ability to write for
  - a. Self-Expression
  - b. Practical Purposes
  - c. Knowledge
  - d. Public Debate
2. Demonstrate the ability to read for
  - a. Self-Expression
  - b. Practical Purposes
  - c. Knowledge
  - d. Public Debate

## Outcomes - Unit 2 Literacy Skills Intermediate Oral Communication

On completion of the unit, the student should be able to communicate orally for -

1. Knowledge.
2. Practical Purposes
3. For Exploring Issues and Problem Solving

## Assessment

- Students only receive an 'S' or 'N' result for each unit of Literacy Skills. They need to have demonstrated they have achieved the outcomes listed above.

# VCAL: LITERACY SKILLS - SENIOR

## Purpose

The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian Society:

1. Family & social life.
2. Workplace & institutional settings.
3. Education & training contexts.
4. Community & civic life.

## Outcomes—Unit 1 Literacy Skills Senior Reading & Writing

On completion of the unit, the student should be able to –

- Demonstrate the ability to write for
  - Self-Expression
  - Practical Purposes
  - Knowledge
  - Public Debate
- Demonstrate the ability to read for
  - Self-Expression
  - Practical Purposes
  - Knowledge
  - Public Debate

## Outcomes - Unit 2 Literacy Skills Intermediate Oral Communication

On completion of the unit, the student should be able to communicate orally for -

1. Knowledge.
2. Practical Purposes
3. For Exploring Issues and Problem Solving

## Assessment

- Students only receive an 'S' or 'N' result for each unit of Literacy Skills. They need to have demonstrated they have achieved the outcomes listed above.

# VCAL: PERSONAL DEVELOPMENT - INTERMEDIATE

*(Both units 1 & 2 are compulsory for Intermediate VCAL students only)*

## Unit 1

The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

### Areas of Study

1. Subject-specific knowledge applicable to a relevant personal, social, educational and/or community activity.
2. Skills applicable to a relevant personal, social, educational and/or community activity
3. Development of self-management skills
4. Development of leadership skills
5. Interpersonal communication skills

### Outcomes

On completion of the unit, the student should be able to -

1. Plan and organise a complex activity
2. Demonstrate self-management skills for goal achievement
3. Demonstrate knowledge, skills and abilities in the context of an activity or project
4. Identify responsibility and leadership skills
5. Utilise interpersonal skills to communicate ideas and information

### Assessment

- Students only receive an 'S' or 'N' result for Personal Development. They need to have demonstrated they have achieved the five outcomes listed above.

## Unit 2

The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

### Areas of Study

1. Subject-specific knowledge applicable to a relevant personal, social, educational and/or community activity.
2. Skills applicable to a relevant personal, social, educational and/or community activity
3. Problem solving and comprehension skills
4. Presentation and research skills
5. Communication skills for spoken English and active listening

### Outcomes

On completion of the unit, the student should be able to -

1. Identify planning and organisation skills relevant for management of health or community service goals/activities
2. Demonstrate skills relevant to complex problem solving and comprehension
3. Demonstrate knowledge and skills related to a hobby, study or interest
4. Utilise research and development skills to present to an audience
5. Use spoken English and active listening skills to communicate complex ideas and information

### Assessment

- Students only receive an 'S' or 'N' result for Personal Development. They need to have demonstrated they have achieved the five outcomes listed above.

# VCAL: PERSONAL DEVELOPMENT - SENIOR

*(Both units 1 & 2 are compulsory for Senior VCAL students only)*

## Unit 1

The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

### Areas of Study

1. Subject-specific knowledge applicable to a relevant personal, social, educational and/or community goal
2. Skills applicable to a relevant personal, social, educational and/or community activity
3. Understanding of cultural values and cultural awareness
4. Organisational skills
5. Leadership skills and decision-making skills for group or teamwork

### Outcomes

On completion of the unit, the student should be able to -

1. Plan and organise to completion a complex project goal involving a range of related activities
2. Understand cultural values and cultural awareness
3. Apply strategies to improve organisational communication
4. Demonstrate leadership skills for group and teamwork
5. Use decision-making skills in a group or team context

### Assessment

- Students only receive an 'S' or 'N' result for Personal Development Units in VCAL. They need to have demonstrated they have achieved the five outcomes listed above.

## Unit 2

The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

### Areas of Study

1. Subject-specific knowledge applicable to a relevant personal, social, educational and/or community goal.
2. Skills applicable to a relevant personal, social, educational and/or community goals of a technical or specialist nature
3. Project management and coordination skills
4. Evaluative and problem solving skills
5. Introduction to skills for planning, organising and working in teams

### Outcomes

On completion of the unit, the student should be able to -

1. Develop goals involving strategies, sequences and time constraints
2. Apply evaluative and problem solving skills to planning
3. Demonstrate knowledge of facts and concepts specific to a specialist and/or technical activity
4. Manage the coordination of an activity or program
5. Present and communicate ideas and information

### Assessment

- Students only receive an 'S' or 'N' result for Personal Development Units in VCAL. They need to have demonstrated they have achieved the five outcomes listed above.

# VCAL: WORK RELATED SKILLS - INTERMEDIATE

*(Both units 1 & 2 are compulsory for Intermediate VCAL students only)*

## Purpose

The purpose of Work Related Skills is to develop employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to choose from a range of pathways.

Students must complete at least 10 days of Work placement as part of VCAL Work Related Skills units.

## Outcomes - Unit 1

On completion of the unit, the student should be able to -

- Learn about basic conditions and entitlements of a specific industry
- Obtain and communicate information in response to a work related Occupational Health & Safety issue
- Develop knowledge and understanding of Occupational Health & Safety in a work related context
- Identify problems or safety hazards that can affect the safety of the work environment.
- Contribute to team objectives to achieve safe work procedures
- Use communications and information technology in relation to a work related activity

## Outcomes - Unit 2

On completion of the unit, the student should be able to -

1. Learn to analyse and organise information for a work related goal.
2. Communicate information and ideas for a work related goal.
3. Plan, organise and manage activities for a work related goal.
4. Identify and solve problems for a work related purpose.
5. Work with others to achieve a work related goal.
6. Use information and communications technology in relation to a work related activity.

## Assessment

- Students only receive an 'S' or 'N' result for each unit of Work Related Skills. They need to have demonstrated they have achieved the outcomes listed above.

# VCAL: WORK RELATED SKILLS - SENIOR

*(Both units 1 & 2 are compulsory for Senior VCAL students only)*

## Purpose

The purpose of Work Related Skills is to develop employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to choose from a range of pathways.

*Students must complete at least 10 days of Work placement as part of VCAL Work Related Skills units.*

## Outcomes - Unit 1

On completion of the unit, the student should be able to -

1. Research information about the career pathways, function and layout of a specific industry or workplace
2. Communicate ideas and information about Occupational Health & Safety requirements for a work environment
3. Assist in the Hazard Identification, Risk Assessment and Control Planning Process to meet Occupational Health & Safety requirements in a work related context
4. Develop an Occupational Health & Safety plan for a work environment that addresses at least five Occupational Health & Safety issues
5. Work with others and in teams in a work environment in accordance with defined workplace procedures
6. Use information and communications technology in relation to a complex work related activity
7. Use technology in accordance with Occupational Health & Safety guidelines in a work related context

## Outcomes - Unit 2

On completion of the unit, the student should be able to -

1. Collect, analyse and evaluate information in a work environment
2. Communicate ideas and information for a work environment
3. Plan, organise and manage activities in a work environment, incorporating quality assurance processes
4. Identify and solve problems for a work environment
5. Work with others and in teams in a work environment
6. Use information and communications technology in relation to a complex work related activity
7. Identify, evaluate and apply technology in a work environment
8. Show enterprise and identify opportunities in work processes

## Assessment

- Students only receive an 'S' or 'N' result for each unit of Work Related Skills. They need to have demonstrated they have achieved the outcomes listed above.