



Senior

CURRICULUM HANDBOOK 2023



KEW
HIGH SCHOOL

Principal's Message

Kew High School is a leading government school that provides an exceptionally rich learning environment for all students. The quality of the experience is evident in the school's VCE results and in the high proportion of students who achieve their first preferences in post-secondary courses.

Kew High School offers an extremely broad range of subjects in the senior school years. These offerings cater for varied aptitudes and interests as well as allowing students to prepare for a wide range of career interests.

The Kew High School Pillars values of Accountability, Social Equity, Participation, Integrity, Respect and Excellence are reflected in the range of curricular and co-curricular offerings. Our students are offered the choice to challenge themselves to be enquiring learners, leaders, decision makers and responsible global citizens.

To assist students in being the best learners they can be a comprehensive course selection and counselling program has been implemented. It is our aim that every student enrolls in an academic program which best suits their interests, aptitude and future career prospects.

A key component of each student's academic success is parental involvement. We ask that every parent reads this handbook together with the student. With a shared understanding of the knowledge, skills and requirements of Year 10 and VCE students, teachers and parents will be empowered to have meaningful conversations about the learning goals that have been set and reached, the responses to feedback and the engagement in practice and assessment that has occurred throughout the learning process.



Josie Millard
Principal





Senior Contents

Principal's Message.....	2
Choosing a VCE Program.....	4
Year 11 and 12 Options.....	5
School Values	6
Vocational Education & Training & the VCE	7
Centre for Higher Education Studies (CHES)	8
General information on the VET program at Kew High School.....	9
Criteria to Undertaking Unit 3 & 4 Studies in Year 11..	10
Overview of Policy & Procedure at VCE	11 – 14
Overview of Programs & Services.....	15 – 18
 Subject Index	 19 – 20
Subject Outlines.....	21 – 80
VCE Course Fees Year 11	81
VCE Course Fees Year 12	82
VET Cluster Course Fees	83

Choosing a VCE Program

WHAT IS A PROGRAM?

A program is the collection of studies you elect to do over the two or more years it takes you to complete your VCE. Students can select either the Victorian Certificate of Education (VCE) or the VCE Vocational Major (VM).

Your program is the pathway to your future, and should reflect your chief interests and goals, whether these include further study or employment. For example, if you hope to study at a university, or a TAFE college after leaving school, you must check carefully that you are doing studies (subjects) that are required by the institution of which you wish to study. All students will have an individual counselling session to help them devise a program when moving from Year 10 into VCE and again when moving from Year 11 to Year 12.

When organising your program, you should consider your career options and ensure that your study selections will help you to reach your goal. You should be aware of any requirements for a specific career or course you have in mind.

CONSULT THE CAREERS TEACHER

- Carefully assess your interests and skills and your capacity for sustained work.
- Include in your program studies subjects which will add depth of understanding as well as breadth and variety.
- Read the subject descriptors.
- Consider carefully the VET options open to you.

THE VCE AND POST SCHOOL OPTIONS

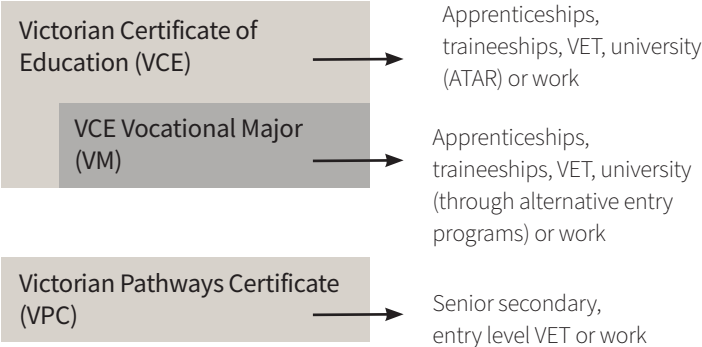
The VCE aims to provide all students with an appropriate pathway through post compulsory schooling. All of the following are pathways, which can be catered for in the VCE:

- The pursuit of higher education
- A desire to gain employment
- The pursuit of further training

These pathways should be viewed as a beginning. In some cases, it will be the beginning of a very long process running through school, university, professional training and so on. In other cases, the pathway might be quite short, finishing just after school-based training.

When organising your program, you should consider your career options and ensure that your study selections will help you to reach your goal. You should be aware of any requirements for a specific career or course you have in mind.

Year 11 and 12 Options



What is the VCE Vocational Major (VM)?

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an ‘Applied Learning approach’. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students’ knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two-year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

Accountability
Social equity
Participation
Integrity
Respect
Excellence



Vocational Education & Training (VET) and the VCE

The Vocational Education and Training (VET) in Schools Program is a combination of VCE studies and Vocational Training. VET in Schools enables students to complete a nationally recognised vocational qualification as part of the Victorian Certificate of Education (VCE or the VCE Vocational Major (VM)). The VET in Schools program at Kew High is made up of:

- VCE/VET units comprising units of competency, recognised by the VCAA that are provided by schools or registered training organisations, such as TAFE institutes and industry organisations
- A work placement in industry where appropriate (many courses have compulsory work placements of between 40-80 hours per year)

A range of VET certificates are offered because of our membership of the Inner Melbourne VET Cluster (IMVC). Examples of programs students have undertaken in the past include Community Services, Building & Construction, Creative Industries – Media, Animal Studies, Dance, Acting, Digital Media and Furniture Making.

A finalised list of programs is available in the Kew High School VET handbook. Most IMVC VET programs are conducted in a block class each week, with a holiday block and Work Placement required for some courses. VET is fully incorporated into the VCE, and most programs have a Unit 1 to 4 structure. Most VET programs contribute directly to the ATAR score; some act as a 5th or 6th subject with a 10% increment. Some VET programs allow Block Credit arrangements at Unit 1&2 level but have no ATAR contribution. Further information on each VET studies contribution to the VCE can be found in the Kew High School VET handbook. If you would like further information or explanation on the VET program offered at Kew High School please see VET coordinator.

IMPORTANT NOTES

VET Sport and Recreation is outlined in the Year 10 Subject list. This is a VET program offered primarily to Year 10 students. This course is delivered internally at Kew High and is only offered to Year 11 students if there is a place available in the class.. This program has a different enrolment procedure to the Inner Melbourne VET Cluster programs.

The Inner Melbourne VET Cluster's policy is that preference is given to Year 11 VET applicants. Year 10 students applying for IMVC VET courses are advised that even though they may apply and are approved by Kew High, Year 11 applicants (across all cluster schools) will be given priority.

**IMVC and other VET programs may involve a cost that must be paid prior to commencement.*

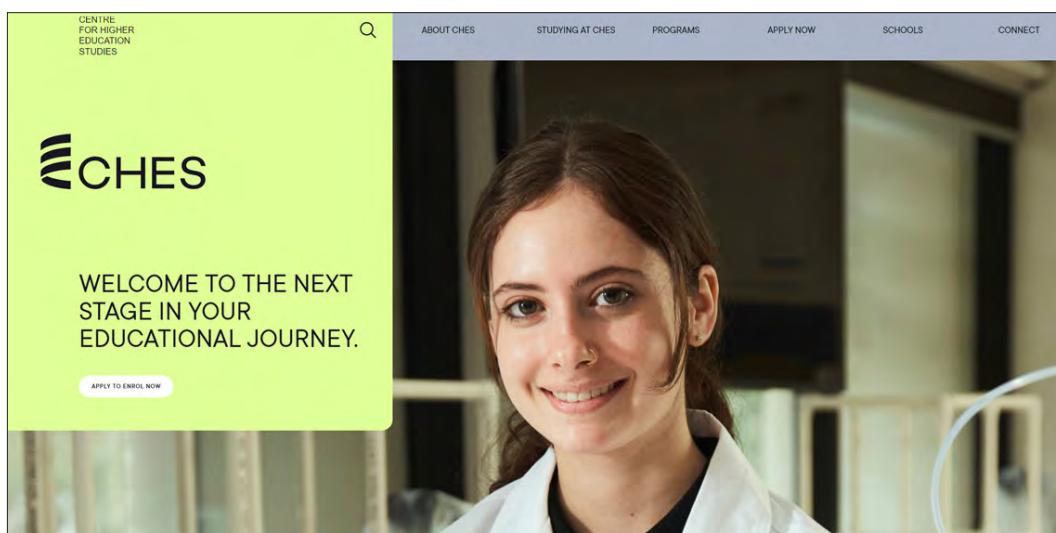


Centre for Higher Education Studies (CHES)

The Victorian Government has established the Centre for Higher Education Studies (CHES) to provide senior secondary students from right across the state with opportunities for even greater stretch and challenge in their studies. CHES will enable students to access first year university-level studies and select VCE subjects, accompanied by an innovative enrichment program. Through CHES, students can study a subject aligned to their skills and interests that may contribute to their ATAR, and potentially earn university credits, providing a head start on their undergraduate degree. To accommodate as many eligible students as possible, these programs will be available through a hybrid and flexible approach, with opportunities to study online, on-site at CHES, or a combination of the two.

Through CHES students can meet other high-achieving students from across Victoria and establish new connections with students, CHES teachers and university academics, while maintaining your existing friendships at school. CHES provides a strong foundation for future university study.

For more information please see the [CHES website Home - Centre for Higher Education Studies](#)



General information on the VET program at Kew High School

Students and parents are advised that due to the popularity of VET programs, and the special requirements for students attending classes outside Kew High School, there will be a selection process undertaken for entry to the courses. It is also important that prospective students understand:

- Most certificates are two-year programs. Students will not receive a Certificate unless all Units of Competency are completed satisfactorily. They may, however, receive a Statement of Attainment for units completed at the end of the first year.
- Students must satisfactorily complete every prescribed Unit of Competence to gain their Certificate, as well as any compulsory Work Placement if required.
- Students must satisfactorily complete the Unit 1 & 2 Units of Competence or they will not be eligible to enter the second year of their course.
- Students enrolling in VET programs will be required to attend a compulsory information session with their parent/s (delivered by the Inner Melbourne VET Cluster)
- While VET programs are partially subsidized by a government VET grant, students may be required to pay compulsory materials fees. The course cost must be paid in full on enrolment. If a student is not successful in gaining a place after the selection process, a refund will be made according to the school's refund policy. See the information sheet distributed by VET Co-ordinator for details on actual course costs.
- As with all other VCE subject offerings, VET programs will be delivered dependant on adequate student enrolments in each course.
- Students may only undertake one IMVC VET course per year.

COURSE INFORMATION

For information on all VET programs, please consult the Kew High School VET Handbook, available via Compass.

ENROLMENT

All prospective VET students must complete the relevant Expression of Interest Form in the enrolment pack, and the application process outlined on Compass. All programs require attendance at a compulsory information evening. Failure to do so will result in the student being withdrawn from the program. Students will not be considered for selection unless the VET Co-ordinator and the Inner Melbourne VET Cluster receives the relevant forms by the date indicated.

Criteria to undertaking Unit 3 & 4 Studies in Year 11

The school offers students the opportunity to undertake Unit 3 & 4 subjects in Year 11. Undertaking a Unit 3 & 4 study in Year 11 provides students with a significant challenge and opportunity. It has the advantage of enhancing ATAR results, as students may have more subjects to contribute to their ATAR score.

It should be remembered though, that the work is quite demanding and requires a high level of commitment and maturity.

Approval to do a Unit 3 & 4 study in Year 11 is not automatic and is subject to the criteria outlined below.

Selection Criteria

- Student's academic ability
- Ability to meet deadlines
- Commitment to completing set tasks in class
- Homework completion
- Organisation and Planning
- Attendance

For further information please refer to the Year 10 and VCE subject selection action plan and the acceleration application which are both available on Compass.

NOTE

Students are required to undertake at least 5 subjects in Year 12 irrespective of whether they successfully complete a Unit 3 & 4 sequence in Year 11.

It should be noted that timetable blocking and class size may prevent some students from being admitted to their chosen study.

VCE students should avoid extended holidays during school terms. See VCE attendance guidelines.



Overview of Policy & Procedure at VCE

PROMOTION

Students at Year 11 proceed to Year 12 if they have demonstrated the following:

- Satisfactory completion of English (or EAL), plus 5 other units across the year;
- A willingness to learn and a respect for other students' right to learn;
- Satisfactory attendance, in accordance with the School's VCE attendance policy;
- Adherence to the school code of behaviour.

CLASS ATTENDANCE

The VCAA stipulates that to successfully attain the Victorian Certificate of Education, students must not only demonstrate successful completion of the published outcome statements but also have a satisfactory attendance record. At Kew High School this translates to the following:

- To successfully complete VCE subjects, students must attend school regularly. It is school policy that if student's attendance falls below 80% they may be at risk of a Not Satisfactory (N) result for the unit. If their attendance falls below 70%, the student will receive an N for the unit.
- A student will be asked to leave the class if their behaviour is judged by the teacher to be counterproductive to the learning environment of other students. This may be recorded as an 'unapproved absence.'
- All absences must be explained, through provision of a note from parents. This explanation must be provided within 3 school days of returning to school after an absence. Variations are possible in exceptional circumstances.
- Students must attend SACs when scheduled. More specific information will be provided to students at the start of the school year by the Senior Sub School Leader.
- Kew High School strictly enforces the above policy to ensure classes are not adversely disrupted.

** Absences do not include school approved activities such as camps, excursions, or sports days.*

ATTENDANCE AT SACS

If a student has an absence on the day of a SAC, the student will only be eligible to complete the SAC on another occasion if a medical certificate (or similar professional documentation) is provided for that day. The student must call the school prior to 8.45am and speak to their Year Level Coordinator to discuss arrangements to complete the SAC upon their return to school. Failure to comply with these requirements may result in a zero score being awarded for that SAC.

PREREQUISITES

VCE MATHEMATICS:

Recommendations for Year 10 to Year 11

General Mathematics Units 1 and 2

- Only students who have successfully completed Year 10 Mathematics will be recommended to study General Mathematic at Year 11.

Mathematical Methods Units 1 and 2

- Only students who have successfully completed Year 10A Mathematics and progressed to Level 10 in the Number and Algebra Strand by the end of Year 10 will be recommended to study Mathematical Methods at Year 11

Specialist Mathematics: Units 1 and 2 as for Mathematical Methods

- Note: This subject must be taken in conjunction with Mathematical Methods.

Recommendations for Year 11 to Year 12

General Mathematics: Units 3 and 4

- Only students who have successfully completed a Unit 1 and 2 Mathematics sequence will be approved to study General Mathematics Units 3 and 4

Mathematical Methods Units 3 and 4

- Only students who have gained at least Medium High on both the following will be recommended to study Mathematical Methods Unit 3 and 4:
 - The test component of the course and

Overview of Policy & Procedure at VCE

- The examination associated with the Mathematical Methods Units 1 and 2

Specialist Mathematics: Units 3 and 4

- Only students who have gained at least a medium high on both the following will be recommended for Specialist Mathematics Unit 3 and 4:
 - The test component and examination in Mathematical Methods Units 1 and 2 and
 - The test component and examination in Specialist Mathematics Units 1 and 2

Note: This subject must be taken in conjunction with Mathematical Methods

VCE SCIENCE: PHYSICS AND CHEMISTRY

Recommendations for Year 10 to Year 11

Chemistry and Physics: Units 1 and 2

- Only students who have satisfactorily completed General Science or Chemical and Physical Science will be approved to study Unit 1 and 2 Chemistry or Physics at Year 11.

Recommendations for Year 11 to Year 12 Physics and Chemistry

Chemistry and Physics Units 3 and 4

- Only students who have satisfactorily completed Units 1 & 2 Chemistry and Physics will be eligible to undertake studies in Units 3 and 4.

ASSESSMENT

SATISFACTORY COMPLETION OF A UNIT

Each VCE unit includes two to four learning outcomes. Satisfactory completion of a unit occurs when a student demonstrates achievement of all outcomes. This decision will be based on the teacher's assessment of the student's overall performance on the designated Outcome Tasks for the unit.

Achievement of an outcome means:

- The work meets the required standard

- The work was submitted on time
- The work is clearly the student's own
- There has been no substantive breach of rules (including the school's attendance policy)

Following successful completion of the outcome the student will also sit an assessment task (SAC or SAT) which allows the teacher to rank the student within their cohort for that particular outcome.

ASSESSMENT OF LEVEL OF PERFORMANCE

VCE UNIT 1 & 2

- Grades are determined by the school. The VCAA does not report graded results for Unit 1 and 2.
- All Unit 1 and 2 studies will assess level of performance in SACs using grades ranging from Very Low to Very High.
- NA (Not assessed) will only be awarded in special circumstances.

VCE UNIT 3 & 4

Forms of Assessment:

1. School Assessed Coursework (SAC)

- Assesses each student's overall level of achievement on the outcomes listed in the study design. The study design specifies a range of assessment tasks (e.g. assignment, essay, test, report in multi-media format) to assess the achievement of each of the unit's outcomes.
- Is part of the regular teaching and learning program.
- Is completed within a limited time frame.

Overview of Policy & Procedure at VCE

2. School Assessed Tasks (SATs)

- Completed only in Units 3 and 4 Media, Art: Making and Exhibiting, Visual Communication & Design.
- Designed to assess specific sets of skills for products or models.
- Tasks that will be teacher assessed according to criteria set by the VCAA.
- Scores given by teachers for a SAC or SAT are subject to moderation by the VCAA.

3. Examinations

The VCE examination timetable includes:

- The General Achievement Test (GAT).
- Performance and Languages Oral Examinations which will be held in early October / November.
- Written examinations which will be held from late October into November.

4. GAT - General Achievement Test

All students enrolled in a Unit 3 and 4 study will be required to sit for the GAT. The GAT is a 3 hour written examination and is administered through the VCAA. It is used to verify student results by comparing individual GAT, SAC and SAT results.

SECOND LANGUAGE STATUS

ENGLISH AS A SECOND LANGUAGE

Students whose first language is not English may be eligible for EAL status. Before attempting a Unit 3 or 4 study students must formally apply for this status through the EAL Coordinator and supply appropriate documentation.

Enrolment in EAL is available only to students who have an approved English as an Additional Language status.

A student may be eligible for EAL status if they meet both conditions 1 and 2 as set out below:

1. (a) He/She has been a resident in Australia or New Zealand or other predominantly English speaking country for no more than seven (7) years. Note: The period of seven (7) years is to

be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country.

OR

(b) He/she is an Aboriginal student whose first language is not English.

AND

2. English has been the student's major language of instruction for a total period of not more than seven (7) years over the period of his/her education.

In some circumstances a student who does not satisfy both of the above conditions may be granted EAL status on special grounds. The school must apply in writing to the VCAA in these circumstances, supplying relevant documentation.

REPORTING

Kew High School will provide Unit 1 and 2 summative semester reports. Summative semester reports will be issued at the end of Terms 2 and 4. Learning outcomes are awarded either as Satisfactory (S) or Not Satisfactory (N). School Assessed Coursework is assessed from Not Satisfactory to Very High.

The VCAA will provide students with the following statements:

- Final grades for SAT results for Art - Making and Exhibiting in August
- Final grades in December for:
 - Unit 3 and 4 School Assessed Coursework
 - School Assessed Tasks
 - VCE VET subjects
 - The GAT

Statements of Results for Units 1 and 2

- The statement will report S or N for the satisfactory or non-satisfactory completion of each unit.
- Recognised VET units are also reported.

Overview of Policy & Procedure at VCE

Statements of Results for Units 3 and 4.

- The statement reports S or N for the satisfactory or non-satisfactory completion of each unit.
- Graded assessments and a Study Score for each sequence undertaken in that year. The statement is cumulative and reports current and prior year's results. The ATAR score will be calculated using the SAC, Exam and SAT scores attained in the student's Unit 3 and 4 studies.
- Recognised VET units.
- Results for each of the three GAT components.
- A declaration that the student has satisfactorily completed the VCE.
- Summary Statement of Grades. The summary statement reports grades obtained on all graded assessments for all units 3 and 4 VCE and VCE/VET studies attempted in the current year.

Overview of Programs & Services

STUDENT WELLBEING

Student wellbeing is integral to student learning. Students need to feel happy, safe and connected to reach their full social, emotional and academic potential. We have a dedicated wellbeing team to cater for the needs of students including a Student Wellbeing Coordinator, Chaplain, Psychologist, Psychotherapist and a Adolescent Mental Health Care worker. We deal with a range of issues including mental health issues, family issues, learning difficulties, social difficulties and conflict. Students may be referred for support by teachers, parents, other students or they may self-refer. Parent consent is required for students to access support from the school psychologist and the Adolescent Mental Health Care worker.

Parents are encouraged to contact our Student Wellbeing Coordinator or Chaplain if they have any concerns about their child.

Student wellbeing is integral to student learning and flourishing. Students need to feel happy, safe and connected to reach their full social, emotional and academic potential. AT Kew High School, we have a dedicated and highly experienced wellbeing team to cater to the wellbeing needs and growth of our students. This includes a Student Wellbeing Leading Teacher, a psychotherapist and an Occupational therapy qualified Mental Health Practitioner.

The Wellbeing Team works in conjunction with the Junior, Middle and Senior Schools as well as with teachers in ensuring that there is a whole school approach to wellbeing and student flourishing.

We support students and families through a range of issues that young people may experience, including: mental health, family conflict, social issues, disordered eating, school refusal and absenteeism as well as social integration and developing a healthy internal narrative and growth mindset.

Kew High School is also at the forefront of responding pro-actively to the wellbeing needs of young people in a rapidly changing world. We are passionate about and proud of the fact that we are an inclusive and progressive school community.

Students often self-refer, or approach wellbeing with the support of a friend, though teachers and parents are also encouraged to refer students to the wellbeing team for a wellbeing conversation. Parents are encouraged to contact either:

- Mike Nelson, Wellbeing Leader, mike.nelson@kew.vic.edu.au
- Rosemary Carter, School Chaplain, Rosemary.Carter@kew.vic.edu.au
- Jenny Wu, Mental Health Care Practitioner, Jenny.Wu@kew.vic.edu.au

If you have any wellbeing concerns for your young person.

CONNECT

The Connect program has been implemented to build community, promote connectedness and enhance student learning and wellbeing. It creates the opportunity for one staff member to become a significant adult figure in the life of each student who can provide care and support on a personal level. Research shows that a positive relationship with an adult figure outside the immediate family acts as a protective factor in a young person's life. Students participate in a weekly session with the same staff member who mentors them through their time at the school. Connect sessions provide a student with a smaller group of peers with whom they can interact to develop meaningful, supportive relationships. Building strong, positive relationships is central to the health and wellbeing of all individuals in a community and the Connect program provides a forum for this to occur. The Connect program material has been designed to support student learning in Values Education, Careers Competencies and the Personal Learning and Interpersonal Development domains of the Victorian Curriculum.

Overview of Programs & Services

CAREERS COUNSELLING

Early in Semester 2, all Year 9, 10 and 11 students will have a one on one interview with a member of staff to discuss their pathways and subject choices. Students may also follow this up with individual counselling with the Careers Leader. This process provides considerable benefits in assisting students to select subjects for their VCE program and due care is given to selecting the necessary subjects that accord with particular tertiary requirements.

Throughout the year, students receive weekly Careers News bulletins sent to their individual school email addresses.

ACCELERATION, ENRICHMENT AND EXTENSION PROGRAMS

Kew High School has an extensive acceleration, enrichment and extension program at all levels to enable students to reach their full potential.

ACCELERATION

Acceleration is possible in a number of subject areas at VCE; students may proceed with some Unit 1 and 2 studies while in Year 10 and Unit 3 and 4 subjects during their Year 11 year.

Students who show exceptional potential have the opportunity in Year 12 to study a first year University subject outside school time at one of the Enhancement Cluster study centres. Any student interested in one of these programs should investigate the websites of the following universities: Melbourne University, Monash University, La Trobe University and Swinburne University.

ENRICHMENT

At the VCE level, student focus is on their chosen subjects, but there are also many opportunities for extension or enrichment activities. By participating in these programs, students are encouraged to broaden their horizons and gain valuable insight into career opportunities.

Costing varies between programs, but in many cases financial assistance is available through various agencies. Notification of these opportunities is via Compass newsfeeds.

Students are provided with assistance to complete their applications and a school mentor assists them prior to, and after, the program. They are encouraged to extend their communication

skills through writing about their experiences for school publications and addressing groups within the school.

Kew High School offers a wide range of opportunities for students to extend their learning in many different areas. For some of these programs, students are asked to express interest in being involved, and for others, groups are formed on teacher recommendation. Students should ensure they regularly read the various school publications and electronic noticeboards for notification of details of the following programs:

DEBATING

Students can choose to take part in Debating and represent Kew High School in the Interschool Debating Competition organised by the Debating Association of Victoria.

PUBLIC SPEAKING - LEGACY AND PLAIN ENGLISH SPEAKING AWARD

Students can elect to participate in these national subject competitions.

SCIENCE/STEM

A number of opportunities exist for students to participate in intensive Science and/or STEM enrichment opportunities for example the Science Experience Program or the National Youth Science Forum.

ARTS – 3IN6 FILM COMPETITION

An opportunity for students to work in a small group to design, write, create and produce a film using stimulus and only a day to complete the final product.

OTHER LEADERSHIP OPPORTUNITIES

Other one-off opportunities come up throughout the year in which students will be welcome to participate.

These will be posted on electronic noticeboards, and students will be notified in the daily news feed. The Leader of Student Learning and Pedagogy and Learning Area Leaders are able to provide further information on the above programs.

Overview of Programs & Services

MUSIC

At VCE, students may become involved in the music program in the following ways:

- Instrumental music: learning an instrument in the instrumental music program.
- Out of class rehearsals: students may set up their own bands by using the music facilities at lunchtime/after school. Students may use their bands to complement work studied in music classes.

Students in the music program are expected to participate in a variety of performances within school such as end of term performance week, as well as outside in the community for example the Kew Festival.

Students are encouraged to work with each other in preparing programs for the many concerts and events, which occur during the school year. Many of our students also perform in bands (classical, jazz and rock), outside school time, and get a lot out of the experiences that this offers.

Students may continue with their music right through to Year 12 and are adequately prepared to face the world of music at a tertiary level if they choose to audition for a tertiary music course.

SPORT AT KEW HIGH SCHOOL

Sport is offered to students at three different levels. These are:

HOUSE SPORT

Maximum participation is encouraged in the whole school activities of Swimming, Cross-Country, and Athletics. House Captains organise sporting competitions throughout the year. These may include: Soccer, Basketball, Volleyball, Netball etc.

INTER-SCHOOL SPORT

Through our affiliation with the School Sport Victoria (SSV) students have the opportunity to compete at Division, Region and State Level in the following sports:

Term 1	Swimming, Baseball, Cricket, Golf, Soft ball, Tennis, Volleyball.
Term 2	Athletics, Cross-Country, Badminton, Football, Netball, Soccer.
Term 3	Basketball, Hockey, Table Tennis.

OTHER SCHOOL SPORTS

In addition to the above-mentioned sports, middle school students also have the opportunity to participate in the following sports:

- Volleyball Program - all year
- Snow sports
- School cycling

Other sports as suggested to the Sports-Co-ordinator.

Overview of Programs & Services

THE LIBRARY

The Library sources and provides print, digital and audio-visual resources for use by students and staff in pursuit of school curriculum and recreational goals. The Library staff, services and resources aim to encourage all members of the school community to be independent lifelong learners in this rapidly changing information world.

Students are encouraged to use the Library space for class work and private study, as well as chess and other recreational interests.

HOURS

The Library is open at 8:00am, at lunchtime and after school from Monday to Wednesday until 4:30pm. It is closed early on Fridays and on staff meeting days.

ID CARDS

All students are asked to present their ID cards when borrowing resources from the Library. ID cards are also needed for access to the photocopier.

Replacement ID cards can be ordered from the General Office. The replacement cards cost \$10 and payment is required before the order is sent to Compass.

BORROWING

Students can borrow books for two weeks. If needed all loans can be extended. However, it is preferred all audio-visual loans are returned by the end of the day unless prior approval is sought.

LAPTOP COMPUTERS

Students can borrow a laptop from the Library when required. If a personal laptop is in the ICT office for repairs; if a personal laptop is not charged; and if a student has left their personal laptop at home.



VCE Subject Outlines

ACCOUNTING

The Role of Accounting in Business.....	21
Accounting and Decision-Making for a Trading Business.....	21
Financial Accounting for a Trading Business	22
Recording, Reporting, Budgeting & Decision-making	22

APPLIED COMPUTING

Applied Computing	23
-------------------------	----

ART - MAKING AND EXHIBITING

Explore, expand and investigate.....	24
Understand, develop and resolve	24
Collect, extend and connect	25
Consolidate, present and conserve.....	25

BIOLOGY

How do organisms regulate their functions.....	26
How does inheritance impact on diversity.....	26
How do cells maintain life?	27
How does life change and respond to challenges?	28

BUSINESS MANAGEMENT

Planning a Business	29
Establishing a Business.....	29
Managing a Business.....	30
Transforming a Business.....	30

CHEMISTRY

How can the diversity of materials be explained?.....	31
How do chemical reactions shape the natural world?.....	31
How can chemical processes be designed to optimise efficiency?	32
How are organic compounds categorised, analysed and used?	32

DATA ANALYTICS

Data Analytics.....	33
---------------------	----

ECONOMICS

Economic decision-making	34
Economic issues and living standards.....	34
Australia's living standards	35
Managing the Economy.....	35

ENGLISH

English / EAL	37
---------------------	----

ENGLISH LANGUAGE

Language and Communication	38
Language Change.....	38
Language Variation & Social Purpose.....	39
Language Variation and Identity.....	39

ENGLISH LITERATURE

Literature	41 – 42
------------------	---------

FOOD STUDIES

Food Origins.....	43
Food Makers	43
Food in Daily Life	44
Food Issues, Challenges & Futures	44

GEOGRAPHY

Hazards and Disasters.....	45
Tourism: Issues and Challenges.....	45
Changing the Land	46
Human Population: Trends and Issues.....	47

HEALTH AND HUMAN DEVELOPMENT

Understanding Health and Wellbeing	48
Managing Health and Development.....	48
Australia's Health in a Globalised World.....	49
Global Health & Development	49

HISTORY

Change and Conflict.....	50
The Changing World Order	51
The French Revolution	52
The Russian Revolution	52

LEGAL STUDIES

Guilt and Liability	53
Sanctions, Remedies and Rights	53
Rights and Justice	54
The People and the Law.....	54

VCE Subject Outlines

FRENCH

French 55 – 56

JAPANESE

Japanese..... 57 – 58

MATHEMATICS

General Mathematics59

Mathematical Methods60

Specialist Mathematics 61 – 62

MEDIA STUDIES

Media Forms, Representations & Australian stories63

Narrative Across Media Forms63

Media Narratives and Pre-production64

Media Production and Issues in the Media.....64

MUSIC

Organisation in Music.....65

Effects in Music65

Music Contemporary Performance.....66

Music Repertoire Performance67

PHILOSOPHY

Existence, Knowledge and Reasoning68

Questions of Value.....68

Minds, Bodies and Persons69

The Good Life.....69

PHYSICAL EDUCATION

The Human Body in Motion70

Physical Activity, Sport and Society70

Movement Skills and Energy for Physical Activity71

Training to Improve Performance.....71

PHYSICS

How is energy useful to society?.....72

How does physics help us to understand the world?72

Physics73

PSYCHOLOGY

How are behaviour and mental processes shaped?74

How do internal and external factors influence behaviour and mental processes?.....74

How does experience affect behaviour and mental processes? .75

How is mental wellbeing supported and maintained?.....75

SOFTWARE DEVELOPMENT

Software Development76

THEATRE STUDIES

Pre-modern Theatre.....77

Modern Theatre77

Play Script Interpretation.....78

Performance Interpretation.....78

VISUAL COMMUNICATION DESIGN

Introduction to Visual Communication Design.....79

Applications of Visual Communication within Design Fields79

Visual Communication Design Practices.....80

Visual Communication Design Development, Evaluation &

Presentation80

VCE COURSE FEES YEAR 1181

VCE COURSE FEES YEAR 1282

VET CLUSTER COURSE FEES83

UNIT 1 ACCOUNTING

The Role of Accounting in Business

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

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

AREAS OF STUDY

1. The role of accounting.
2. Recording financial data and reporting accounting information for a service business.

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes:

Outcome 1: On completion of this unit the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success of the business.

Outcome 2: On completion of this unit the student should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

UNIT 2 ACCOUNTING

Accounting and Decision-Making for a Trading Business

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

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

AREAS OF STUDY

1. Accounting for inventory.
2. Accounting for and managing accounts receivable and accounts payable.
3. Accounting for and managing non-current assets.

OUTCOMES

For this unit students are required to demonstrate three outcomes:

Outcome 1: On completion of this unit the student should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.

Outcome 2: On completion of this unit the student should be able to record and report for accounts receivable and accounts payable. Analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

Outcome 3: On completion of this unit the student should be able to record and report for non-current assets and depreciation

UNIT 3 ACCOUNTING

Financial Accounting for a Trading Business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, highlight the role of accounting as an information system.

Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

AREAS OF STUDY

1. Recording and analysing financial data.
2. Preparing and interpreting accounting reports.

OUTCOMES

For this unit students are required to demonstrate two outcomes:

Outcome 1: On completion of this unit the student should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.

Outcome 2: On completion of this unit the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business

UNIT 4 ACCOUNTING

Recording, Reporting, Budgeting & Decision-making

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

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business.

They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

AREAS OF STUDY

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

OUTCOMES

For this unit students are required to demonstrate two outcomes.

Outcome 1: On completion of this unit the student should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.

Outcome 2: On completion of this unit the student should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

UNIT 1 APPLIED COMPUTING

Applied Computing

Students are introduced to the problem-solving methodology and prepare, document and monitor project plans. They focus on how data can be used within software tools such as databases and spreadsheets to analyse patterns in data and create visualisations. Students select and use a programming language to interpret designs and develop a working software solution.

AREAS OF STUDY

1. Data Analysis
2. Programming

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: Students interpret teacher- provided solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings. This outcome provides a basis for studying Unit 3 Data Analytics.

Outcome 2: Students interpret teacher- provided solution requirements to design, develop and evaluate a software solution using a programming language. This outcome provides a basis for studying Unit 3 Software Development.

UNIT 2 APPLIED COMPUTING

Applied Computing

Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest.

These include, but are not limited to: machine learning; wearable technology; nanosatellites; games development; augmented and virtual reality; and blockchain technology.

The innovative solution can be presented as a proof of concept, a prototype or a product. As an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information.

They propose strategies to protect the data accessed using a network.

AREAS OF STUDY

1. Innovative solutions
2. Network Security

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: Students, in collaboration with other students, analyse, design, develop and evaluate an innovative solution to an identified need or opportunity involving a digital system.

Outcome 2: Students respond to a teacher- provided case study to examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

UNIT 1 ART - MAKING AND EXHIBITING

Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

AREAS OF STUDY

1. Explore – materials, techniques and art forms
2. Expand – make, present and reflect
3. Investigate – research and present

OUTCOMES

Outcome 1: On completion of this unit the student should be able to explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.

Outcome 2: On completion of this unit the student should be able to make and present at least one finished artwork and document their art making in a Visual Arts journal

Outcome 3: On completion of this unit the student should be able to research Australian artists and present information about them in a format appropriate for a proposed exhibition.

UNIT 2 ART - MAKING AND EXHIBITING

Understand, develop and resolve

In this unit students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent

UNIT 2 ART - MAKING AND EXHIBITING (CONTINUED)

ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

AREAS OF STUDY

1. Understand – ideas, artworks and exhibition
2. Develop – theme, aesthetic qualities and style
3. Resolve – ideas, subject matter and style

OUTCOMES

Outcome 1: On completion of this outcome the student should be able to select a range of artworks from an exhibition and other sources to design their own thematic exhibition

Outcome 2: On completion of this outcome the student should be able to explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.

Outcome 3: On completion of this outcome the student should be able to progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

UNIT 3 ART - MAKING AND EXHIBITING**Collect, extend and connect**

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.

AREAS OF STUDY

1. Collect – inspirations, influences and images
2. Extend – make, critique and reflect
3. Connect – curate, design and propose

OUTCOMES

Outcome 1: On completion of this outcome the student should be able to collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.

Outcome 2: On completion of this outcome the student should be able to make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

Outcome 3: On completion of this outcome the student should be able to research and plan an exhibition of the artworks of three artists.

UNIT 4 ART- MAKING AND EXHIBITING**Consolidate, present and conserve**

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

AREAS OF STUDY

1. Consolidate – refine and resolve
2. Present – plan and critique
3. Conserve – present and care

OUTCOMES

Outcome 1: On completion of this outcome the student should be able to refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.

Outcome 2: On completion of this outcome the student should be able to plan and display at least one finished artwork in a specific art form and present a critique.

Outcome 3: On completion of this outcome the student should understand the presentation, conservation, and care of artworks, including the conservation and care of their own artworks.

UNIT 1 BIOLOGY

How do organisms regulate their functions

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

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

AREAS OF STUDY

1. How do cells function?
2. How do plants and animals function?
3. Student investigation

OUTCOMES

Outcome 1: On completion of this unit the student should be able to explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.

Outcome 2: On completion of this unit the student should be able to explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.

On completion of this unit the student should be able to adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

UNIT 2 BIOLOGY

How does inheritance impact on diversity

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

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

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

AREAS OF STUDY

1. How is inheritance explained?
2. How do inherited adaptations impact on diversity? of life?
3. Investigation of an issue

OUTCOMES

Outcome 1: On completion of this unit the student should be able to explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.

Outcome 2: On completion of this unit the student should be able to analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.

Outcome 3: On completion of this unit the student should be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

UNIT 3 BIOLOGY

How do cells maintain life?

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

Outcome 2: On completion of this unit the student should be able to analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

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

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts. Further explanation of these terms can be found in the 'Terms used in this study' section on pages 16 and 17.

A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined on pages 11 and 12.

AREAS OF STUDY

1. What is the role of nucleic acids and proteins maintaining life?
2. How are biochemical pathways regulated?

OUTCOMES

Outcome 1: On completion of this unit the student should be able to analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.

UNIT 4 BIOLOGY

How does life change and respond to challenges?

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

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

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

The application of ethical understanding in VCE Biology involves the consideration of approaches to bioethics and ethical concepts. Further explanation of these terms can be found in the 'Terms used in this study' section on pages 16 and 17.

A student-designed scientific investigation involving the generation of primary data related to cellular processes and/or how life changes and responds to challenges is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format as outlined on pages 11 and 12.

AREAS OF STUDY

1. How do organisms respond to pathogens?
2. How are species related over time?
3. Practical Investigation

OUTCOMES

Outcome 1: On completion of this unit the student should be able to analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.

Outcome 2: On completion of this unit the student should be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.

Outcome 3: On completion of this unit the student should be able to design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.

UNIT 1 BUSINESS MANGEMENT

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

Students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to describe how and why business ideas are created, developed and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.

Outcome 2: On completion of this unit the student should be able to describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Outcome 3: On completion of this unit the student should be able to describe the internal business environment and analyse how factors from within it may affect business planning.

UNIT 2 BUSINESS MANGEMENT

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

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.

Outcome 2: On completion of this unit the student should be able to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.

Outcome 3: On completion of this unit the student should be able to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.

UNIT 3 BUSINESS MANGEMENT

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

Students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

Outcome 2: On completion of this unit the student should be able to explain theories of motivation, apply them to a range of contexts, analyse and evaluate strategies related to the management of employees.

Outcome 3: On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

UNIT 4 BUSINESS MANGEMENT

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

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

Outcome 2: On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business

UNIT 1 CHEMISTRY

How can the diversity of materials be explained?

In this area of study students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures. They use metal recycling as a context to explore the transition in manufacturing processes from a linear economy to a circular economy.

The selection of learning contexts should allow students to develop practical techniques to investigate the properties and reactions of various materials. Students develop their skills in the use of scientific equipment and apparatus. Students may conduct flame tests to identify elements in the periodic table. They may model covalent, metallic and ionic structures using simple ball-and-stick models and may use computer simulations of the three-dimensional representations of molecules and lattices to better understand structures. They use solubility tables to experimentally identify unknown ions in solution. They respond to challenges such as developing their own reactivity series by reacting samples of metals with acids, oxygen and water.

AREAS OF STUDY

1. How do the chemical structures of materials explain their properties and reactions?
2. How are materials quantified and classified?
3. Research investigation

OUTCOMES

Outcome 1: On completion of this unit the student should be able to explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.

Outcome 2: On completion of this unit the student should be able to calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.

Outcome 3: On completion of this unit the student should be able to investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

UNIT 2 CHEMISTRY

How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water. It draws on the key science skills and key knowledge from Unit 2 Area of Study 1 and/or Area of Study 2.

AREAS OF STUDY

1. How do chemicals interact with water
2. How are chemicals measured and analysed
3. Physical investigation

OUTCOMES

Outcome 1: On completion of this unit the student should be able to explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.

Outcome 2: On completion of this unit the student should be able to calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.

Outcome 3: On completion of this unit the student should be able to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

UNIT 3 CHEMISTRY

How can chemical processes be designed to optimise efficiency?

In this unit students explore energy options and the chemical production of materials.

The global demand for energy and material and material is increasing with population. Students compare different chemical energy resources including fossil fuels, biofuels, galvanic cells and fuel cells.

Student undertake the investigation of the combustion of fuels using stoichiometry to calculate the amount of reactants and products.

Students investigate the design and purpose of galvanic cells, fuel cells and electrolytic cells including batteries. In this context students use the electrochemical series to predict and write half and overall redox equations which are applied to determine the products and reactants of cells.

Students apply Faraday's laws to calculate quantities of chemicals produced in electrolytic reactions. Students analyse manufacturing process including factors that affect reactions rates and extent. Students apply equilibrium law to reaction systems to predict how conditions will improve efficiency and yield of chemical process.

AREAS OF STUDY

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

OUTCOMES

Outcome 1: On completion of this unit the student should be able compare fuels quantitatively referring to combustion products and energy produced. They can apply knowledge of the electrochemical series to design and construct galvanic cells, ultimately evaluating energy sources on energy efficiency, renewability and environmental impact.

Outcome 2: On completion of this unit the student should be able apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised. Students should be able to explain how electrolysis is involved in the production of chemical and recharging batteries.

UNIT 4 CHEMISTRY

How are organic compounds categorised, analysed and used?

In this unit, students investigate the unique characteristics of carbon that explain the diversity and number of organic compounds that are found in fuels, foods, medicines and living tissues.

Students investigate the structural features, bonding, typical reactions and uses of major families of organic compounds.

Students process data from instrumental analyses of organic compounds to confirm or deduce organic structures.

Students perform their own volumetric analyses to determine the concentration of organic chemicals in mixtures.

Students investigate key food molecules, exploring their chemical structure, reactions which they are broken down, and the condensation reaction which there a rebuilt to form new molecules. The reactions of enzymes and coenzymes in facilitating chemical reaction is explored.

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

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

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

Outcome 3: Students undergo a student- designed or adapted practical investigation related to energy or food in Units 3 or 4. The investigation requires the student to identify an aim, develop a question formulate a hypothesis and plan a course of action to answer the question. Students collect primary qualitative or quantitative data, analyses and evaluates the data, and develops and conclusion in response the question.

UNIT 3 DATA ANALYTICS

Data Analytics

Students identify and extract large datasets and, through the use of software tools such as databases and spreadsheets, analyse and find patterns in the data. They then use data visualisation software to create interactive visualisations that articulate their findings. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. They also build project management skills through the development and monitoring of a project plan.

AREAS OF STUDY

1. Data Analytics
2. SAT: Analysis and design

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: Students respond to teacher- provided solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings.

Outcome 2: Students, individually, determine and propose a research question. They formulate a project plan, collect and analyse data, generate alternative design ideas and represent the preferred design for creating infographics or dynamic data visualisations.

UNIT 4 DATA ANALYTICS

Data Analytics

Students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets.

They evaluate the effectiveness of their visualisation, and of their project plan. Students also examine the security strategies used by an organisation to protect data and information from threats.

AREAS OF STUDY

1. SAT: development and evaluation
2. Cybersecurity: data and information security

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: Students develop and evaluate infographics or interactive data visualisations that present findings in response to a research question and assess the effectiveness of the project plan in monitoring progress.

Outcome 2: Students respond to a teacher- provided case study to investigate the current data and information security strategies of an organisation, examine the threats to the security of data and information, and recommend strategies to improve current practices.

UNIT 1 ECONOMICS

Economic decision-making

Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society. In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy.

Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

Students consider the insights of behavioural economics and how those insights contrast with the traditional model of consumer behaviour. They investigate at least one behavioural economics experiment, and analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

AREAS OF STUDY

1. Thinking like an economist
2. Decision-making in markets
3. Behavioural economics

OUTCOMES

Outcome 1: On completion of this unit the student should be able to describe the basic economic problem, discuss the role of consumers, businesses and the government in the economy, and analyse the factors that affect economic decision-making.

Outcome 2: On completion of this unit the student should be able to explain the role of relative prices and other non-price factors in the allocation of resources in a market-based economy and analyse the extent of competition in markets.

Outcome 3: On completion of this unit the student should be able to explain how behavioural economics complements traditional

UNIT 1 ECONOMICS (CONTINUED)

understandings of decision-making, and analyse the effects of behavioural economics insights on consumers and other economic agents.

UNIT 2 ECONOMICS

Economic issues and living standards

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics.

Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level.

Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

AREAS OF STUDY

1. Economic activity
2. Applied economic analysis of local, national and international economic issues

OUTCOMES

Outcome 1: On completion of this unit the student should be able to explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth, discuss the costs and benefits of economic growth and examine the impact of economic activity on living standards using alternative measures.

Outcome 2: On completion of this unit the student should be able to explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

UNIT 3 ECONOMICS

Australia's living standards

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but government also plays a significant role in resource allocation.

Students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes.

Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students assess the extent to which the Australian economy has achieved these macroeconomic goals during the past two years.

Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

AREAS OF STUDY

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

OUTCOMES

Outcome 1: On completion of this unit the student should be able to analyse how markets operate to allocate resources and evaluate the role of markets and government intervention in achieving efficient outcomes.

Outcome 2: On completion of this unit the student should be able

UNIT 3 ECONOMICS (CONTINUED)

to analyse key contemporary factors that may have affected domestic macroeconomic goals over the past two years, evaluate the extent to which the goals have been achieved and discuss the effects on living standards.

Outcome 3: On completion of this unit the student should be able to analyse the factors that may affect the exchange rate, terms of trade and Australia's international competitiveness, and discuss their impact on Australia's international transactions and the achievement of the domestic macroeconomic goals and living standards.

UNIT 4 ECONOMICS

Managing the economy

The ability of the Australian economy to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. Policymakers, including the Australian Government and the Reserve Bank of Australia (RBA), can utilise a wide range of policy instruments to affect these goals and to affect living standards. This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals.

Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

Students consider and evaluate the strengths and weaknesses of the aggregate demand policies in achieving the domestic macroeconomic goals and living standards.

Students consider how the Australian Government utilises selected aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards over the long term.

AREAS OF STUDY

1. Aggregate demand policies and domestic economic stability
2. Aggregate supply policies

UNIT 4 ECONOMICS

OUTCOMES

Outcome 1: On completion of this unit the student should be able to discuss the operation of aggregate demand policies and analyse their intended effects on the achievement of the domestic macroeconomic goals and living standards.

Outcome 2: On completion of this unit the student should be able to discuss the operation of aggregate supply policies and analyse the effect of these policies on the domestic macroeconomic goals and living standards.

UNIT 1 ENGLISH / EAL**English/ EAL**

In this unit, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot. Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative texts.

They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot.

They investigate of the point of view and/or the voice of the text and strengthen inferential reading and viewing skills.

They consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

They read and engage imaginatively and critically with mentor texts that model effective writing.

They develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts.

They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

AREAS OF STUDY

1. Reading and exploring texts
2. Crafting texts

OUTCOMES

Outcome 1: On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.

Outcome 2: On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose.

UNIT 2 ENGLISH / EAL**English/ EAL**

In this unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, and to extend their writing in response to text. Through a range of issues, they read, view and listen to a range of texts that attempt to position an intended audience in a particular context.

They read or view a text, engaging with the ideas and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning.

They examine the ways readers understand text considering its historical context, and social and cultural values.

They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world.

They consider the way arguments are developed and delivered in many forms of media.

They explore the structure of a range of texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies.

They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience.

They apply their knowledge of argument to create a point of view text for oral presentation.

AREAS OF STUDY

1. Reading and exploring texts
2. Exploring argument

OUTCOMES

Outcome 1: On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.

Outcome 2: On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

UNIT 1 ENGLISH LANGUAGE

Language and Communication

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others.

Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered.

Students investigate children’s ability to acquire language and the stages of language acquisition across a range of subsystems.

AREAS OF STUDY

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

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Outcome 2: On completion of this unit the student should be able to describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

The Role of the Subsystems in Unit 1: Students are expected to use the following metalanguage, associated with the following five subsystems of language;

- Phonetics and phonology
- Morphology and lexicology
- Syntax
- Semantics
- Discourse

UNIT 2 ENGLISH LANGUAGE

Language Change

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process.

Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered.

Students explore the various functions of language and the nature of In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English

AREAS OF STUDY

- 1. English across time
- 2. Englishes in contact

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to describe language change as represented in a range of texts and analyse a range of attitudes to language change.

Outcome 2: On completion of this unit the student should be able to 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

The Role of the Subsystems in Unit 2: Students are expected to use the following metalanguage, associated with the following five subsystems of language;

- Phonetics and phonology
- Morphology and lexicology
- Syntax
- Semantics
- Discourse

UNIT 3 ENGLISH LANGUAGE

Language Variation & Social Purpose

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed.

Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person’s language choices, as do the values, attitudes and beliefs held by participants and the wider community.

Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion

AREAS OF STUDY

- 1. Informal language
- 2. Formal language

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to identify and analyse distinctive features of informal language in written and spoken texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Outcome 2: On completion of this unit the student should be able to identify and analyse distinctive features of formal language in written and spoken texts.

The Role of the Subsystems in Unit 3: Students are expected to use the following metalanguage, associated with the following five subsystems of language;

- Phonetics and phonology
- Morphology and lexicology
- Syntax
- Semantics
- Discourse

UNIT 4 ENGLISH LANGUAGE

Language Variation and Identity

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations.

Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non- Standard English varieties also play a role in constructing users’ social and cultural identities.

Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of

spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us.

Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between ‘us’ and ‘them’, creating solidarity and reinforcing social distance.

UNIT 4 ENGLISH LANGUAGE (CONTINUED)

Language Variation and Identity

AREAS OF STUDY

1. Language variation in Australian society
2. Individual and group identities

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to investigate and analyse varieties of Australian English and attitudes towards them.

Outcome 2: On completion of this unit the student should be able to analyse how people's choice of language reflects and constructs their identities.

The Role of the Subsystems in Unit 4 - Students are expected to use the following metalanguage, which will facilitate the acquisition of the necessary skills and knowledge for the two areas of study in Unit 4:

- Phonetics and phonology
- Morphology
- Syntax
- Discourse analysis
- Semantics

UNIT 1 LITERATURE**Literature**

In this unit students consider how language, structure and stylistic choices are used in different literary forms and types of text and reflect on the contribution of form and style to meaning. They explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

They closely examine the literary forms, features and language of texts. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

They begin to identify and explore textual details to develop a close analysis response to a text.

They explore texts from a selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping.

They engage with the ideas and concerns shared by the texts through language and structural features whilst they experiment with the assumptions and representations embedded in the texts.

AREAS OF STUDY

1. Reading practices
2. Exploration of literary movements and genres

OUTCOMES

Outcome 1: On completion of this unit the student should be able to respond to a range of texts through close analysis.

Outcome 2: On completion of this unit the student should be able to explore conventions common to a selected movement or genre from at least one complete text considered characteristic of the selected movement or genre.

UNIT 2 LITERATURE**Literature**

In this unit students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples.

They focus on the text and its historical, social and cultural context.

They reflect on representations of a specific time period and/or culture within a text and develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text.

They explore the text to understand its point of view and what it reflects or comments on.

They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts.

AREAS OF STUDY

1. Voices of country
2. The text in its context

OUTCOMES

Outcome 1: On completion of this unit the student should be able to explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.

Outcome 2: On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

UNIT 3 LITERATURE**Literature**

In this unit students focus on how the form of a text contributes to its meaning. They explore the form of a set text by constructing a close analysis of that text. They explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.s.

They reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation.

They draw on their study of adaptations and transformations to consider how adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

They develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.

These student interpretations should consider the historical, social and cultural context in which a text is written and set.

AREAS OF STUDY

1. Adaptations and transformations
2. Developing interpretations

OUTCOMES

Outcome 1: On completion of this unit the student should be able to analyse aspects of a text and discuss the extent to which meaning changes when that text is adapted to a different form.

Outcome 2: On completion of this unit the student should be able to develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

UNIT 4 LITERATURE**Literature**

In this unit students focus on the imaginative techniques used for creating and recreating a literary work. They use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. Students focus on a detailed scrutiny of the language, style, concerns and construction of texts.

They learn how authors develop representations of people and places.

They develop an understanding of language, voice, form and structure.

They draw inferences from the original text in order to create their own writing.

They attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.

They consider literary forms, features and language, and the views and values of the text.

AREAS OF STUDY

1. Creative responses to texts
2. Close analysis of texts

OUTCOMES

Outcome 1: On completion of this unit the student should be able to respond creatively to a text and comment critically on both the original text and the creative response.

Outcome 2: On completion of this unit the student should be able to analyse literary forms, features and language to present a coherent view of a whole text.

UNIT 1 FOOD STUDIES**Food Origins**

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

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

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

AREAS OF STUDY

1. Food around the world
2. Food in Australia

OUTCOMES

Outcome 1: On completion of this unit the student should be able to analyse major factors in the development of a globalised food supply, and through practical activities critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.

Outcome 2: On completion of this unit the student should be able to describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods indigenous to Australia and those foods introduced through migration.

** This Unit of study requires the payment of a food materials fee.*

UNIT 2 FOOD STUDIES**Food Makers**

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

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

AREAS OF STUDY

1. Australia's food systems
2. Food in the home

OUTCOMES

Outcome 1: On completion of this unit the student should be able to analyse relationships, opportunities and challenges within Australia's food systems, and respond to a design brief that produces a food product and demonstrates the application of commercial food production principles.

Outcome 2: On completion of this unit the student should be able to use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptation in a commercial context.

** This Unit of study requires the payment of a food materials fee.*

UNIT 3 FOOD STUDIES

Food in Daily Life

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

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

AREAS OF STUDY

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

OUTCOMES

Outcome 1: On completion of this unit the student should be able to explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply principles of nutrition in practical activities to examine specific dietary needs.

Outcome 2: On completion of this unit the student should be able to analyse factors affecting food behaviours of individuals through examining the relationships between food access, values, beliefs and choices, and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.

**This Unit of study requires the payment of a food materials fee.*

UNIT 4 FOOD STUDIES

Food Issues, Challenges & Futures

UNIT 4 FOOD STUDIES (CONTINUED)

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

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

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

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

AREAS OF STUDY

1. Navigating food information
2. Environment and ethics

OUTCOMES

Outcome 1: On completion of this unit the student should be able to analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and claims on food packaging and advertisements, and undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines.

Outcome 2: On completion of this unit the student should be able to critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

**This Unit of study requires the payment of a food materials fee.*

UNIT 1 GEOGRAPHY

Hazards and Disasters

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

There may be considerable interconnection between the causes and types of hazards. For example, a region may be at risk from a number of hazards: high seasonal rainfall may result in a primary flood hazard which may in turn generate a secondary hazard of landslides.

Students undertake fieldwork and produce a fieldwork report using the structure provided.

AREAS OF STUDY

- 1. Characteristics of hazards
- 2. Response to hazards and disasters

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to analyse the nature of hazards and the impacts of hazard events at a range of scales.

Outcome 2: On completion of this unit the student should be able to analyse and evaluate the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

UNIT 2 GEOGRAPHY

Tourism: Issues and Challenges

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. For example, the interconnections of climate, landforms, culture and climate change help determine the characteristics of a place that can prove attractive to tourists. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, and cultural preservation and acculturation. The growth of tourism at all scales requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable.

Students undertake fieldwork and produce a fieldwork report using the structure provided.

AREAS OF STUDY

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

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to analyse the nature of tourism at a range of scales.

Outcome 2: On completion of this unit the student should be able to analyse the impacts of tourism on people, places and environments, and evaluate the effectiveness of strategies for managing tourism.

UNIT 3 GEOGRAPHY

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, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.

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

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

Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation.

They investigate the distribution and causes of the two processes.

They select one location for each of the processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication and recreation. Land use change is a characteristic of both urban and rural environments and occurs at both spatial and temporal scales.

At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change.

Students undertake fieldwork and produce a fieldwork report using the structure provided. They develop a research question and hypothesis and use both primary and secondary sources to collect data. Fieldwork techniques including geospatial technologies are employed to collect and present data.

AREAS OF STUDY

1. Land cover change
2. Land use change

Students undertake fieldwork and produce a fieldwork report using the structure provided.

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

UNIT 4 GEOGRAPHY

Human Population: Trends and Issues

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.

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

analyse the nature of significant population issues and challenges in selected countries and evaluate strategies in response to these.

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining.

Populations change through growth and decline in fertility and mortality, and by people moving to different places. The Demographic Transition Model and population structure diagrams provide frameworks for investigating the key dynamics of population.

Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to environmental, economic, social, and cultural conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

AREAS OF STUDY

1. Population dynamics
2. Population issues and challenges

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to analyse and discuss population dynamics on a global scale.

Outcome 2: On completion of this unit the student should be able to

UNIT 1 HEALTH & HUMAN DEVELOPMENT

Understanding Health and Wellbeing

As a foundation to the understanding of health, students investigate the World Health Organization's (WHO) definition and also explore other interpretations.

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

AREAS OF STUDY

1. Health perspectives and influences
2. Health and nutrition

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to 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.

Outcome 2: On completion of this unit the student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

Outcome 3: On completion of this unit the student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

UNIT 2 HEALTH & HUMAN DEVELOPMENT

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

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to 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.

Outcome 2: On completion of this unit the student should be able to 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.

UNIT 3 HEALTH & HUMAN DEVELOPMENT

Australia's Health in a Globalised World

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry.

As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Students also focus on health promotion and improvements in population health over time including 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 approaches should be seen within a global context.

AREAS OF STUDY

1. Understanding health and wellbeing
2. Promoting health and wellbeing.

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to 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.

Outcome 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.

UNIT 4 HEALTH & HUMAN DEVELOPMENT

Global Health & Development

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

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.

Outcome 2: On completion of this unit the student should be able to analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

UNIT 1 HISTORY (MODERN HISTORY)**Change and Conflict**

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

The late 19th century marked a challenge to existing empires, alongside growing militarism and imperialism. Empires continued to exert their powers as they competed for new territories, resources and labour across Asia-Pacific, Africa and the Americas, contributing to tremendous change. This increasingly brought these world powers into contact and conflict. Italian unification and German unification changed the balance of power in Europe, the USA emerged from a bitter civil war and the Meiji Restoration brought political revolution to Japan. Meanwhile, China under the Qing struggled to survive due to foreign imperialism. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.

New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people and other minorities intensified, resulting, during World War Two, in the Holocaust. In the Union of Soviet Socialist Republics (USSR), millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became

increasingly militarised and anti-Western. Turkey emerged out of the ruins of the Ottoman Empire and embarked on reforms to establish a secular democracy. In the United States of America (USA), foreign policy was shaped by isolationism, and the consumerism and material progress of the Roaring Twenties was tempered by the Great Depression in 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

AREAS OF STUDY

1. Ideology and conflict
2. Social and cultural change

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

Outcome 2: On completion of this unit the student should be able to explain patterns of social and cultural change in everyday life in the first half of the twentieth century, and analyse the conditions which influenced these changes.

UNIT 2 HISTORY (MODERN HISTORY)

The Changing World Order

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

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The period also saw continuities in and challenges and changes to the established social, political and economic order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Ethnic and sectarian conflicts also continued and terrorism became increasingly global.

The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, as well as new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations.

The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq. The Global Financial Crisis challenged and contributed to some change in the social, political and economic features and structures; however, many continuities remained. Technology also played a key role in shaping social and political change in different contexts. The internet significantly changed everyday life and revolutionised communication and the sharing of information and ideas, some of which challenged authority, most notably the Arab Spring.

AREAS OF STUDY

1. Causes, course and consequences of the Cold War
2. Challenge and change

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to explain the causes of the Cold War and analyse its consequences on nations and people.

Outcome 2: On completion of this unit the student should be able to explain the challenges to social, political and/or economic structures of power and evaluate the extent to which continuity and change occurred.

UNIT 3 HISTORY (REVOLUTIONS)

The French Revolution

In this unit, students investigate the causes and consequences of the French Revolution of 1789. In Area of Study 1, students analyse the causes of the French Revolution from the accession of Louis XVI to throne to the night of 4 August 1789. What were the significant causes of revolution? How did the actions of popular movements and particular individuals contribute to triggering a revolution? To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

In Area of Study 2, students analyse the consequences of the French Revolution from 5 August 1789 to the dissolution of the Convention Year III in 1795. How did the consequences of the revolution shape the new order? How did the new regime consolidate its power? How did the revolution affect the experiences of those who lived through it? To what extent was society changed and revolutionary ideas achieved.

AREAS OF STUDY

- 1. Causes of the French Revolution
- 2. Consequences of the French Revolution

OUTCOMES

For this unit, students are required to achieve two outcomes.

Outcome 1: On completion of this unit the student should be able to analyse the causes of the French Revolution, and evaluate the contribution of significant events, ideas, individuals and popular movements.

Outcome 2: On completion of this unit the student should be able to analyse the consequences of the French Revolution and evaluate the extent of continuity and change in the post-revolutionary society.

UNIT 4 HISTORY (REVOLUTIONS)

The Russian Revolution

In this unit, students investigate the causes and consequences of the Russian Revolution of October 1917.

In Area of Study 1, students analyse the causes of the Russian Revolution from the coronation of Tsar Nicholas in 1896 to the announcement of the Soviet government on 26 October 1917. What were the significant causes of revolution? How did the actions of popular movements and particular individuals contribute to triggering a revolution? To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

In Area of Study 2, students analyse the consequences of the Russian Revolution from October 1917 to the end of the NEP in 1927. How did the consequences of revolution shape the new order? How did the new regime consolidate its power? How did the revolution affect the experiences of those who lived through it? To what extent was society changed and revolutionary ideas achieved?

AREAS OF STUDY

- 1. Causes of the Russian Revolution
- 2. Consequences of the Russian Revolution

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit, the student should be able to analyse the causes of the Russian Revolution from 1896 to October 1917, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Outcome 2: On completion of this unit, the student should be able to analyse the consequences of Russian Revolution from October 1917 to 1927 and evaluate the extent of change brought to society.

UNIT 1 LEGAL STUDIES

Guilt and Liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.

Students investigate key concepts of criminal law and civil law and apply these to actual and/ or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

AREAS OF STUDY

1. Legal foundations
2. The presumption of innocence
3. Civil liability

OUTCOMES

For this unit, students are required to achieve three outcomes.

Outcome 1: On completion of this unit the student should be able to describe the main sources and types of law, and assess the effectiveness of laws.

Outcome 2: On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

Outcome 3: On completion of this unit the student should be able to explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/ or hypothetical scenarios.

UNIT 2 LEGAL STUDIES

Sanctions, Remedies and Rights

In this unit, students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice.

Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.

They examine a significant case in relation to the protection of rights in Australia.

AREAS OF STUDY

1. Sanction
2. Remedies
3. Rights

OUTCOMES

For this unit students are required to achieve three outcomes.

Outcome 1: On completion of this unit the student should be able to explain key concepts in the determination of a criminal case, and discuss the principles of justice in relation to the determination of criminal cases, sanctions and sentencing approaches.

Outcome 2: On completion of this unit the student should be able to explain key concepts in the resolution of a civil dispute, and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

Outcome 3: Students should be able to evaluate the ways in which rights are protected in Australia, compare this approach with that adopted by another country and discuss the impact of an Australian case on the rights of individuals and the legal system.

UNIT 3 LEGAL STUDIES

Rights and Justice

In this unit, students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

AREAS OF STUDY

1. The Victorian criminal justice system
2. The Victorian civil justice system

OUTCOMES

For this unit, students are required to achieve two outcomes.

Outcome 1: On completion of this unit the student should be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

Outcome 2: On completion of this unit the student should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice

UNIT 4 LEGAL STUDIES

The People and the Law

In this unit, students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution

They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Throughout this unit, students apply legal reasoning and information to actual scenarios.

AREAS OF STUDY

1. The people and the Australian Constitution
2. The people, the parliament and the courts

OUTCOMES

For this unit, students are required to achieve two outcomes.

Outcome 1: On completion of this unit the student should be able to discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.

Outcome 2: On completion of this unit the student should be able to discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

UNIT 1 LANGUAGES

French

The study of French develops students’ ability to understand and use a language which is widely learned internationally, and which is the lingua franca of many world organisations and international events.

The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

Knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

The language to be studied and assessed is the modern standard version of French. Students are expected to know that dialects exist, but they are not required to study them.

AREAS OF STUDY

- 1. Prescribed Themes and Topics: the individual, the French-speaking communities, the world around us
- 2. Text Types: Students come into contact with a wide range of texts and practise listening, speaking, reading, writing, and viewing skills through texts of all types.
- 3. Styles of Writing: Personal, informative, persuasive, imaginative, evaluative
- 4. Vocabulary
- 5. Grammar

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to exchange meaning in a spoken interaction in French.

Outcome 2: On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in French, and respond in writing in French and in English.

Outcome 3: On completion of this unit the student should be able to present information, concepts and ideas in writing in French on the selected subtopic and for a specific audience and purpose.

UNIT 2 LANGUAGES

French

The study of French develops students’ ability to understand and use a language which is widely learned internationally, and which is the lingua franca of many world organisations and international events.

The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

Knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

The language to be studied and assessed is the modern standard version of French. Students are expected to know that dialects exist, but they are not required to study them.

AREAS OF STUDY

- 1. Prescribed Themes and Topics: the individual, the French-speaking communities, the world around us
- 2. Text Types: Students come into contact with a wide range of texts and practise listening, speaking, reading, writing, and viewing skills through texts of all types.
- 3. Styles of Writing: Personal, informative, persuasive, imaginative, evaluative
- 4. Vocabulary
- 5. Grammar

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to respond in writing in French to spoken, written or visual texts presented in French.

Outcome 2: On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in French.

Outcome 3: On completion of this unit the student should be able to explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken.

UNIT 3 LANGUAGES**French**

The study of French develops students' ability to understand and use a language which is widely learned internationally, and which is the lingua franca of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

Knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

The language to be studied and assessed is the modern standard version of French. Students are expected to know that dialects exist, but they are not required to study them.

AREAS OF STUDY

1. Prescribed Themes and Topics: the individual, the French-speaking communities, the world around us
2. Text Types: Students come into contact with a wide range of texts and practise listening, speaking, reading, writing, and viewing skills through texts of all types.
3. Styles of Writing: Personal, informative, persuasive, imaginative, evaluative
4. Vocabulary
5. Grammar

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to participate in a spoken exchange in French to resolve a personal issue.

Outcome 2: On completion of this unit the student should be able to interpret information from texts and write responses in French.

Outcome 3: On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in French.

UNIT 4 LANGUAGES**French**

The study of French develops students' ability to understand and use a language which is widely learned internationally, and which is the lingua franca of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

Knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

The language to be studied and assessed is the modern standard version of French. Students are expected to know that dialects exist, but they are not required to study them.

AREAS OF STUDY

1. Prescribed Themes and Topics: the individual, the French-speaking communities, the world around us
2. Text Types: Students come into contact with a wide range of texts and practise listening, speaking, reading, writing, and viewing skills through texts of all types.
3. Styles of Writing: Personal, informative, persuasive, imaginative, evaluative
4. Vocabulary
5. Grammar

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in French.

Outcome 2: On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in French.

Outcome 3: On completion of this unit the student should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

UNIT 1 LANGUAGES

Japanese

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries.

The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

The language to be studied and assessed is modern standard Japanese in both written and spoken forms. Some dialect variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal levels of language as prescribed in this syllabus. Hiragana and Katakana syllabaries and a prescribed number of Kanji (Chinese characters) will be studied.

AREAS OF STUDY

1. Themes, Topics and Sub Topics
2. Text Types
3. Styles of writing
4. Vocabulary
5. Grammar

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Outcome 2: On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

Outcome 3: On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

UNIT 2 LANGUAGES

Japanese

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries.

The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

The language to be studied and assessed is modern standard Japanese in both written and spoken forms. Some dialect variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal levels of language as prescribed in this syllabus. Hiragana and Katakana syllabaries and a prescribed number of Kanji (Chinese characters) will be studied.

AREAS OF STUDY

1. Themes, Topics and Sub Topics
2. Text Types
3. Styles of writing
4. Vocabulary
5. Grammar

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Outcome 2: On completion of this unit the student should be able to listen to, read and extract and use information from written and spoken texts.

Outcome 3: On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

UNIT 3 LANGUAGES**Japanese**

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries.

The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education. The language to be studied and assessed is modern standard Japanese in both written and spoken forms. Some dialect variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal levels of language as prescribed in this syllabus. Hiragana and Katakana syllabaries and a prescribed number of Kanji (Chinese characters) will be studied.

AREAS OF STUDY

1. Themes, Topics and Sub Topics
2. Text Types
3. Styles of writing
4. Vocabulary
5. Grammar

Detailed Study

The student is required to undertake a detailed study during Units 3 and 4 and will be expected to discuss their detailed study in Section 2, discussion, of the oral examination.

The detailed study will be based on a sub-topic related to one or more of the prescribed topics.

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit, the student should be able to express ideas through the production of original texts.

Outcome 2: On completion of this unit, the student should be able to analyse and use information from spoken texts.

Outcome 3: On completion of this unit, the student should be able to exchange information, opinions and experiences.

UNIT 4 LANGUAGES**Japanese**

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries.

The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education. The language to be studied and assessed is modern standard Japanese in both written and spoken forms. Some dialect variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal levels of language as prescribed in this syllabus. Hiragana and Katakana syllabaries and a prescribed number of Kanji (Chinese characters) will be studied.

AREAS OF STUDY

1. Themes, Topics and Sub Topics
2. Text Types
3. Styles of writing
4. Vocabulary
5. Grammar
6. Detailed Study

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: For this unit, students are required to demonstrate achievement of two outcomes.

Outcome 2: On completion of this unit, the student should be able to analyse and use information from written texts.

Outcome 3: On completion of this unit, the student should be able to respond critically to spoken and written texts, which reflect aspects of the language and culture of Japanese-speaking communities.

UNIT 1 & 2 MATHEMATICS

General Mathematics

For students completing Year 11 next year.

- Designed to cater for a range of student interests and provide preparation for the study of VCE General Mathematics Units 3 and 4 in the following year.
- Contain assumed knowledge and skills for General Mathematics Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

AREAS OF STUDY

1. Data Analysis, Probability and Statistics
2. Algebra, Number and Structure
3. Functions, Relations and Graphs
4. Discrete Mathematics
5. Space and Measurement

OUTCOMES

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

UNIT 3 & 4 MATHEMATICS

General Mathematics

General Mathematics Units 3 and 4 focus on real-life applications of mathematics and consist of the areas of study 'Data Analysis, Probability and Statistics' and 'Discrete Mathematics'.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2.

In undertaking these units, students are expected to be able to apply techniques, routines and processes with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

AREAS OF STUDY**1. Data Analysis, Probability and Statistics**

- Investigating Data Distributions
- Investigating Association Between Two Variables
- Investigating and Modelling Linear Associations
- Investigating and Modelling Time Series Data

2. Discrete Mathematics

- Recursion and Financial Modelling
- Matrices
- Networks and Decision Maths

OUTCOMES

Outcome 1: On completion of this unit students should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit students should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit students should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

UNIT 1 & 2 MATHEMATICS

Mathematical Methods

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The subject uses computer algebra system (CAS) technology to support and develop the teaching of mathematics throughout the course.

The focus of Unit 1 is the study of algebraic functions. In Unit 2 students focus on the study of transcendental functions and the calculus of simple algebraic functions.

AREAS OF STUDY

1. Functions, Relations and Graphs
2. Algebra, Number and Structure
3. Calculus
4. Data Analysis, Probability and Statistics

OUTCOMES

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

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

UNIT 3 & 4 MATHEMATICS

Mathematical Methods

Mathematical Methods Units 3 and 4 is intended to provide an appropriate background for further study in disciplines such as science, economics or medicine. Mathematical Methods Units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics Unit 3 and 4 or General Mathematics Unit 3 and 4. This subject uses computer algebra system (CAS) technology to support and develop the teaching of mathematics throughout the course and in coursework assessment.

Mathematical Methods Units 3 and 4 extends the introductory study of simple elementary functions of a single real variable, to include combinations of these and their applications in a variety of practical and theoretical contexts.

Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content and skills from the areas of study.

AREAS OF STUDY

1. Functions, Relations and Graphs
2. Algebra, Number and Structure
3. Calculus
4. Data Analysis, Probability and Statistics

OUTCOMES

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

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

UNIT 1 & 2 MATHEMATICS

Specialist Mathematics

Students undertaking this study must also be undertaking Mathematical Methods Units 1 and 2. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

This study has a focus on interest in the discipline of mathematics 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.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

AREAS OF STUDY

1. Algebra, Number and Structure
2. Discrete Mathematics
3. Data Analysis, Probability and Statistics
4. Space and Measurement
5. Functions, Relations and Graphs

OUTCOMES

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

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able

UNIT 3 & 4 MATHEMATICS

Specialist Mathematics

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2 and the key knowledge and key skills from Specialist Mathematics Units 1 and 2.

Students undertaking this study must also be undertaking Mathematical Methods Units 3 and 4 or have completed this study in the past.

In undertaking these units, students are expected to be able to apply techniques, routines and processes with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

AREAS OF STUDY

1. Discrete Mathematics
2. Functions, Relations and Graphs
3. Algebra, Number and Structure Calculus
4. Space and Measurement
5. Data Analysis, Probability and Statistics

OUTCOMES

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

Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2: On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

Outcome 3: On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

UNIT 1 MEDIA STUDIES

Media Forms, Representations & Australian stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products.

Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style.

Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

AREAS OF STUDY

1. Media Representation
2. Media forms in production
3. Australian stories

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to explain how media representations in range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences.

Outcome 2: On completion of this unit the student should be able to use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.

Outcome 3: On completion of this unit the student should be able to analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

UNIT 2 MEDIA STUDIES

Narrative Across Media Forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions.

New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception. In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms.

Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

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

AREAS OF STUDY

1. Narrative, style and genre.
2. Narratives in production.
3. Media and change.

OUTCOMES

Students are required to demonstrate three outcomes.

Outcome 1: On completion of this unit the student should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms.

Outcome 2: On completion of this unit the student should be able to apply the media production process to create, develop and construct narratives.

Outcome 3: On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

UNIT 3 MEDIA STUDIES**Media Narratives and Pre-production**

In this unit students explore stories that circulate in society through media narratives.

They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

AREAS OF STUDY

1. Narrative and ideology
2. Media production development
3. Media production design

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences.

Outcome 2: On completion of this unit the student should be able to research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production.

Outcome 3: On completion of this unit the student should be able to develop and document a media production design in a selected media form for a specified audience.

UNIT 4 MEDIA STUDIES**Media Production and Issues in the Media**

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation.

Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry.

Students consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions, audiences and analyse the role of the Australian government in regulating the media.

AREAS OF STUDY

1. Media production
2. Agency and control in and of the media

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to produce, refine and resolve a media product designed in Unit 3.

Outcome 2: On completion of this unit the student should be able to discuss issues of agency and control in the relationship between the media and its audience.

UNIT 1 MUSIC

Organisation in Music

Students electing to do Music at Units 1 & 2/3 & 4 are very strongly advised to have an instrumental music teacher. This is necessary for the practical components of the course regarding technique and repertoire. In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source.

AREAS OF STUDY

1. Performing
2. Creating
3. Analysing and Responding

OUTCOMES

Outcome 1: On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works which demonstrate knowledge drawn from their investigation of music organisation.

Outcome 2: On completion of this unit the student should be able to create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.

Outcome 3: On completion of this unit the student should be able to describe how music is organised in music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation

UNIT 2 MUSIC

Effects in Music

In this unit, students focus on the way music can be used to create an intended effect. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technique and musicianship using their chosen instrument/sound source. They compose works that reflect their understanding of music. Students analyse and respond to music and become familiar with elements and concepts of music and compositional devices.

AREAS OF STUDY

1. Performing
2. Creating
3. Analysing and Responding

OUTCOMES

Outcome 1: On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).

Outcome 2: On completion of this unit students should be able to create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.

Outcome 3: On completion of this unit the student should be able to identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.

UNIT 3 MUSIC**Music Contemporary Performance**

This study offers pathways for students whose performance includes improvisation and using non traditional forms of notation to learn pieces. Students may present with any instrument or combination of instruments which will be suitable to convey understanding of the knowledge and skills with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B. Students prepare a program for assessment in a live performance. They may be assessed as a group or solo performer. Original works may also be included in the program. In this unit students begin developing the program they will present in Unit 4. Students analyse interpretation in a range of recorded music, responding and analysing music elements, concepts, compositional devices and music language. Students also learn music language concepts such as scales, melodies, chords, harmony and rhythm.

AREAS OF STUDY

1. Performing
2. Analysing for Performance
3. Responding

OUTCOMES

Outcome 1: On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works which demonstrate knowledge drawn from their investigation of music organisation.

Outcome 2: On completion of this unit the student should be able to create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.

Outcome 3: On completion of this unit the student should be able to describe how music is organised in music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation.

UNIT 4 MUSIC**Music Contemporary Performance**

Students continue to work towards building a performance program for their end-of-year examination in line with their Statement of Intent. They continue to study the work of other performers and approaches to interpretation and further develop strategies to address the challenges relevant to works they are preparing for performance. Students listen and respond to a range of recorded music in contemporary styles and continue to study music language concepts that relate to contemporary music.

AREAS OF STUDY

1. Performing
2. Analysing for Performance
3. Responding

OUTCOMES

Outcome 1: On completion of this unit the student should be able to perform a program of works, including one work demonstrating a creative reimagining of an existing work, relevant to their performer's Statement of Intention.

Outcome 2: On completion of this unit students should be able to demonstrate and discuss performance development techniques and reimagining approaches relevant to performance of selected works.

Outcome 3: On completion of this unit the student should be able to discuss a performer's interpretation and manipulation of music elements and concepts in works, identifying and transcribing short examples of music using appropriate notation.

UNIT 3 MUSIC

Music Repertoire Performance

This study is designed for students whose musical interests are in the interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. Students identify challenges relevant to works they are preparing. They listen and respond to a wide range of music by a variety of performers and study music language such as scales, harmony and rhythmic materials. Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical musics outside the Western tradition (for example, Indian, Chinese). Students may present primarily as a soloist or as an ensemble musician. However, students must present at least one ensemble work (a performance with at least one other live musician) as part of their program.

AREAS OF STUDY

- 1. Performing
- 2. Analysing for Performance
- 3. Responding

OUTCOMES

Outcome 1: On completion of this unit the student should be able to explain the artistic and practical considerations used to select a program of works for performance, and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works including one work from the prescribed list intended for their final recital program and at least one ensemble work.

Outcome 2: On completion of this unit the student should be able to demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.

Outcome 3: On completion of this unit the student should be able to discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

UNIT 4 MUSIC

Music Repertoire Performance

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. They use music analysis skills to refine strategies for further developing and presenting their recital. Students analyse challenges relevant to the works they are preparing and present these strategies for assessment. They analyse interpretation in a wide range of music, responding to and analysing musical elements. Students learn to recognise and notate music language such as scales, melodies, chords, harmony and rhythm.

AREAS OF STUDY

- 1. Performing
- 2. Analysing for Performance
- 3. Responding

OUTCOMES

Outcome 1: On completion of this unit the student should be able to perform a final recital of up to 20 minutes' duration, demonstrating a diverse range of techniques and expressive qualities reflecting an understanding of a range of music styles and performance conventions.

Outcome 2: On completion of this unit the student should be able to demonstrate and discuss technical and expressive techniques relevant to the performance and development of a personal interpretation of works selected for performance.

Outcome 3: On completion of this unit the student should be able to discuss the interpretation of expressive elements of music in pre-recorded works and develop their auditory discrimination and memory skills through identifying, re-creating and notating short examples.

UNIT 1 PHILOSOPHY

Existence, Knowledge and Reasoning

This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics.

The emphasis is on philosophical inquiry- “doing philosophy”- and hence the study and practice of techniques of logic are central to this unit.

As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems.

AREAS OF STUDY

1. Metaphysics
2. Epistemology
3. Introduction to logic and reasoning

OUTCOMES

For this unit students are required to achieve three outcomes.

Outcome 1: On completion of this unit the student should be able to analyse metaphysical problems, evaluate viewpoints and arguments arising from these, and identify philosophical issues in relevant contemporary debates.

Outcome 2: On completion of this unit the student should be able to analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical problems in relevant contemporary debates.

Outcome 3: On completion of this unit the student should be able to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

UNIT 2 PHILOSOPHY

Questions of Value

This unit invites students to explore these questions in relation to different categories of value judgement within the realms of morality, political and social philosophy and aesthetics.

Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

AREAS OF STUDY

1. Ethics and moral philosophy.
2. Further problems in value theory.
3. Techniques of reasoning.

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to analyse problems in ethics and moral theory and related contemporary debates, evaluate viewpoints and arguments in response to these problems, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates.

Outcome 2: On completion of this unit the student should be able to analyse selected problems in value theory, evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates.

Outcome 3: On completion of this unit the student should be able to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments including those in value theory.

UNIT 3 PHILOSOPHY

Minds, Bodies and Persons

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time?

Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

AREAS OF STUDY

1. Minds and bodies
2. Personal identity

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to discuss concepts relating to the mind, psyche and body, and analyse and evaluate viewpoints and arguments concerning the relationship between the mind and body, and psyche and body, found within and across the set texts and in contemporary debates.

Outcome 2: On completion of this unit the student should be able to analyse, compare and evaluate theories of personal identity in the set texts and discuss related contemporary debates.

UNIT 4 PHILOSOPHY

The Good Life

This unit considers the crucial questions of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life?

How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live, and use their understandings to inform their analysis of contemporary debates.

AREAS OF STUDY

1. Conceptions of the good life
2. Living the good life in the twentieth century

OUTCOMES

Students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.

Outcome 2: On completion of this unit the student should be able to discuss contemporary debates related to the good life and the interplay between social and technological developments and conceptions of the good life

UNIT 1 PHYSICAL EDUCATION

The Human Body in Motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

AREAS OF STUDY

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

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit, students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions. Students investigate and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

Outcome 2: On completion of this unit, students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

UNIT 2 PHYSICAL EDUCATION

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 as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts.

Students study and apply the social-ecological model and/ or the Youth Physical Activity Promotion Model to critique a range of individual- and settings- based strategies that are effective in promoting participation in some form of regular physical activity.

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

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: 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 and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

Outcome 2: On completion of this unit, the students should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/ or sport in a local, national or global setting.

UNIT 3 PHYSICAL EDUCATION

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.

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. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

AREAS OF STUDY

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

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: 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.

Outcome 2: On completion of this unit the student 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.

UNIT 4 PHYSICAL EDUCATION

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.

Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

AREAS OF STUDY

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

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the students should be able to analyse data from an activity analysis and fitness testing to determine and assess the fitness components and energy system requirements of the activity.

Outcome 2: On completion of this unit, students should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

UNIT 1 PHYSICS

How is energy useful to society?

In this area of study, students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They use these to understand observations made of the world such as mirages and rainbows. They investigate energy transfers and explore how light and thermal energy relate to one another. They apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change.

AREAS OF STUDY

1. How are light and heat explained?
2. How is energy from the nucleus utilised?
3. How can electricity be used to transfer energy

OUTCOMES

Outcome 1: On completion of this unit the student should be able to model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.

Outcome 2: On completion of this unit the student should be able to explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.

Outcome 3: On completion of this unit the student should be able to 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.

UNIT 2 PHYSICS

How does physics help us to understand the world?

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

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

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

AREAS OF STUDY

1. How is motion understood?
2. How does physics inform contemporary issues and application in society?

OUTCOMES

Outcome 1: On completion of this unit the student should be able to investigate, analyse, mathematically model and apply force, energy and motion.

Outcome 2: On completion of this unit the student should be able to investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.

UNIT 3 PHYSICS**Physics**

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators.

Students explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

AREAS OF STUDY

1. How do things move without contact?
2. How are fields used to make electrical energy?
3. How fast can things go?

OUTCOMES

Outcome 1: The student should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors, particle accelerators and the orbits of satellites.

Outcome 2: The student should be able to analyse and evaluate an electricity generation and distribution system.

Outcome 3: The student should be able to investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

UNIT 4 PHYSICS**Physics**

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

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

Students design and undertake investigations involving at least two continuous independent variables.

A student-designed practical investigation related to waves, fields or motion is undertaken and assessed in Unit 4. The findings of the investigation are presented in a scientific poster format.

AREAS OF STUDY

1. How can waves explain the behaviour of light?
2. How are light and matter similar?
3. Practical Investigation

OUTCOMES

Outcome 1: The student should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.

Outcome 2: The student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.

Outcome 3: The student should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

UNIT 1 PSYCHOLOGY

How are behaviour and mental processes shaped?

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

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

AREAS OF STUDY

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

OUTCOMES

Outcome 1: On completion of this outcome the student should be able to discuss complexity of psychological development over the life span and evaluate ways of understanding and representing psychological development.

Outcome 2: On completion of this outcome the student should be able to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.

Outcome 3: On completion of this outcome the student should be able to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

UNIT 2 PSYCHOLOGY

How do internal and external factors influence behaviour and mental processes?

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

AREAS OF STUDY

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

OUTCOMES

Outcome 1: On completion of this outcome the student should be able to analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.

Outcome 2: On completion of this outcome the student should be able to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.

Outcome 3: On completion of this outcome the student should be able to adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data

UNIT 3 PSYCHOLOGY

How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

AREAS OF STUDY

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

OUTCOMES

Outcome 1: On completion of this outcome the student should be able to analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.

Outcome 2: On completion of this outcome the student should be able to apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.

UNIT 4 PSYCHOLOGY

How is mental wellbeing supported and maintained?

UNIT 4 PSYCHOLOGY (CONTINUED)

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

A student-designed scientific investigation involving the generation of primary data related to mental processes and mental wellbeing is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

AREAS OF STUDY

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

OUTCOMES

Outcome 1: On completion of this outcome the student should be able to analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.

Outcome 2: On completion of this outcome the student should be able to discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.

Outcome 3: On completion of this outcome the student should be able to design and conduct a scientific investigation related to mental processes and psychological functioning, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

UNIT 3 SOFTWARE DEVELOPMENT

Software Development

Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create a series of working modules.

They analyse a need or opportunity, select an appropriate development model, and develop their own software requirements specification and design a software solution.

They also build project management skills through the development and monitoring of a project plan.

AREAS OF STUDY

1. Programming
2. SAT: analysis and design

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes:

Outcome 1: Students interpret teacher- provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules.

Outcome 2: Students analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution.

UNIT 4 SOFTWARE DEVELOPMENT

Software Development

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

AREAS OF STUDY

1. SAT: development and evaluation
2. Cybersecurity: software security

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: Students develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of their project plan in monitoring progress.

Outcome 2: Students respond to a teacher- provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

UNIT 1 THEATRE STUDIES

Pre-modern Theatre

This unit focuses 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, focussing on works created up to 1920 in both their written form and in performance.

They also study theatrical and performance analysis and apply their skills to the analysis of a play in performance.

AREAS OF STUDY

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

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to identify and describe the distinguishing features of premodern theatre play scripts.

Outcome 2: On completion of this unit the student should be able to apply acting and other stagecraft to interpret play scripts from the pre-modern era.

Outcome 3: On completion of this unit the student should be able to analyse a performance of a play script.

UNIT 2 THEATRE STUDIES

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, focussing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills in the analysis of a play in performance.

AREAS OF STUDY

1. Modern Theatre
2. Interpretation Through Stagecraft
3. Analysing a Play in Performance

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to identify and describe the distinguishing features of play scripts from the modern era of theatre.

Outcome 2: On completion of this unit the student should be able to apply stagecraft to interpret play scripts from the modern era.

Outcome 3: On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a play script from the modern era.

UNIT 3 THEATRE STUDIES

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 and analyse and evaluate the interpretation of the play script in the performance.

AREAS OF STUDY

1. Production process
2. Theatrical Interpretation
3. Production analysis

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit, the student should be able to apply stagecraft to interpret a play script for performance to an audience.

Outcome 2: On completion of this unit, the student should be able to document an interpretation of excerpts from a play script and explain how stagecraft can be applied in the interpretation.

Outcome 3: On completion of this unit the student should be able to analyse and evaluate the interpretation of a written play script in production to an audience.

UNIT 4 THEATRE STUDIES

Performance Interpretation

In this unit students study a scene and associated monologue and develop a theatrical treatment that includes the creation of a character by an actor, stage craft possibilities, and appropriate research.

Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation.

AREAS OF STUDY

1. Monologue Interpretation
2. Scene Interpretation
3. Performance Analysis

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to interpret a monologue from a play script and justify their interpretive decisions.

Outcome 2: On completion of this unit the student should be able to develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene.

Outcome 3: On completion of this unit the student should be able to analyse and evaluate acting in a production.

UNIT 1 VISUAL COMMUNICATION DESIGN

Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts.

This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts.

Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived.

Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

AREAS OF STUDY

1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communication design in context

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.

Outcome 2: On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.

Outcome 3: On completion of this unit the student should be able to describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

UNIT 2 VISUAL COMMUNICATION DESIGN

Applications of Visual Communication within Design Fields

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

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design.

Students apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

AREAS OF STUDY

1. Technical drawing in context
2. Type and imagery in context
3. Applying the design process

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field

Outcome 2: On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

Outcome 3: On completion of this unit the student should be able to apply stages of the design process to create a visual communication appropriate to a given brief.

UNIT 3 VISUAL COMMUNICATION DESIGN

Visual Communication Design Practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists.

Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs.

They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work.

Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

AREAS OF STUDY

1. Analysis and practice in context
2. Design Industry practice
3. Developing a brief and generating ideas

OUTCOMES

For this unit students are required to demonstrate achievement of three outcomes.

Outcome 1: On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.

Outcome 2: On completion of this unit the student should be able to discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.

Outcome 3

On completion of this unit the student should be able to apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

UNIT 4 VISUAL COMMUNICATION DESIGN

Visual Communication Design Development, Evaluation & Presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials.

Students investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

AREAS OF STUDY

1. Development, refinement and evaluation
2. Final Presentations

OUTCOMES

For this unit students are required to demonstrate achievement of two outcomes.

Outcome 1: On completion of this unit the student should be able to develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.

Outcome 2: On completion of this unit the student should be able to produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

VCE Course fees - Year 11^{*}

Subject Code	Subject Name	Base Levy
11MED	YR 11 MEDIA STUDIES	\$50
11MUS	YR 11 MUSIC	\$40
11SAR	YR 11 ART - MAKING AND EXHIBITING	\$150
11THS	YR 11 THEATRE STUDIES	\$90
11VCD	YR 11 VISUAL COMMUNICATION DESIGN	\$150
11CAC	YR 11 APPLIED COMPUTING	\$40
11EAL	YR 11 ENGLISH AS AN ADDITIONAL LANGUAGE	\$40
11ENG	YR 11 ENGLISH	\$40
11ENL	YR 11 ENGLISH LANGUAGE	\$40
11LIT	YR 11 LITERATURE	\$35
11PHL	YR 11 PHILOSOPHY	\$0
11FDS	YR 11 FOOD STUDIES	\$150
11HDE	YR 11 HEALTH & HUMAN DEVELOPMENT	\$50
11PE	YR 11 PHYSICAL EDUCATION	\$50
11HIS	YR 11 HISTORY	\$0
11ACC	YR 11 ACCOUNTING	\$40
11BSM	YR 11 BUSINESS MANAGEMENT	\$0
11ECO	YR 11 ECONOMICS	\$0
11GEO	YR 11 GEOGRAPHY	\$0
11LEG	YR 11 LEGAL STUDIES	\$0
11FRE	YR 11 FRENCH	\$0
11JAP	YR 11 JAPANESE	\$0
11MGM	YR 11 GENERAL MATHEMATICS	\$20
11MMM	YR 11 MATHEMATICAL METHODS	\$20
11MSM	YR 11 SPECIALIST MATHEMATICS	\$20
11BIO	YR 11 BIOLOGY	\$50
11CHE	YR 11 CHEMISTRY	\$50
11PHY	YR 11 PHYSICS	\$50
11PSY	YR 11 PSYCHOLOGY	\$50
11VSR	YR 11 VET SPORT & RECREATION UNIT 3&4	\$1500 - \$1700

** Please note: these costs are indicative only. Final costs will be confirmed during course confirmation*

VCE Course fees - Year 12*

Subject Code	Subject Name	Base Levy
12MED	YR 12 MEDIA	\$45
12MUS	YR 12 MUSIC PERFORMANCE	\$40
12SAR	YR 12 ART - MAKING AND EXHIBITING	\$150
12THS	YR 12 THEATRE STUDIES	\$90
12VCD	YR 12 VISUAL COMMUNICATION DESIGN	\$200
12CDA	YR 12 DATA ANALYTICS	\$0
12CSD	YR 12 SOFTWARE DEVELOPMENT	\$40
12EAL	YR 12 ENGLISH AS AN ADDITIONAL LANGUAGE	\$40
12ENG	YR 12 ENGLISH	\$80
12ENL	YR 12 ENGLISH LANGUAGE	\$40
12LIT	YR 12 LITERATURE	\$35
12FDS	YR 12 FOOD STUDIES	\$100
12HDE	YR 12 HEALTH & HUMAN DEVELOPMENT	\$120
12PE	YR 12 PHYSICAL EDUCATION	\$130
12GEO	YR 12 GEOGRAPHY	\$0
12ACC	YR 12 ACCOUNTING	\$50
12BSM	YR 12 BUSINESS MANAGEMENT	\$25
12ECO	YR 12 ECONOMICS	\$0
12HIS	YR 12 HISTORY	\$25
12LEG	YR 12 LEGAL STUDIES	\$25
12FRE	YR 12 FRENCH	\$0
12JAP	YR 12 JAPANESE	\$65
12MGM	YR 12 GENERAL MATHEMATICS	\$50
12MMM	YR 12 MATHEMATICAL METHODS	\$40
12MSM	YR 12 SPECIALIST MATHEMATICS	\$25
12BIO	YR 12 BIOLOGY	\$85
12CHE	YR 12 CHEMISTRY	\$85
12PHY	YR 12 PHYSICS	\$85
12PSY	YR 12 PSYCHOLOGY	\$85
12PHL	YR 12 PHILOSOPHY	\$0

* Please note: these costs are indicative only. Final costs will be confirmed during course confirmation

VET Cluster Course Fees^{**}

Unit description	Gross Amount
VET ALLIED HEALTH 2021	\$470.00
VET ANIMAL STUDIES 2021	\$680.00
VET AUTOMOTIVE 2021	\$390.00
VET BUILDING & CONSTRUCTION 21	\$580.00
VET COMMUNITY SERVICES 2021	\$270.00
VET ENGINEERING 2021	\$440.00
VET APPLIED FASHION 2021	\$460.00
VET HOSPITALITY & KITCHEN 2021	\$530.00
VET INTERIOR DESIGN RETAIL 2021	\$410.00
VET LABORATORY SKILLS 2021	\$590.00
VET MAKE-UP 2021	\$450.00
VET SPORT & REC U 1 /2 2021	\$650.00
VET SCREEN&MEDIA (GAME DESIGN)	\$240.00

*** Please note: these fees are approximate only. The final materials fee will be available in the VET handbook.*

