



# Senior

KEW HIGH SCHOOL

STUDENT CURRICULUM HANDBOOK 2024





## PRINCIPAL'S MESSAGE

**Kew High School is a high-performing government school that provides an exceptionally rich learning environment for all students. The quality of the learning experience is evident in the school's VCE results and in the high proportion of students who successfully complete the VCE and achieve 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 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/carer 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/carers 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*

# Aspire. Strive

# Contents

04.....	Choosing a VCE Program
05.....	Year 11 & 12 Options
07.....	VET and the VCE
08.....	The VET Program at .....Kew High School
09.....	CHES
10.....	Unit 3 & 4 studies in Year 11
11.....	Policy & Procedure at VCE
16.....	Student Wellbeing
17.....	Connect
18.....	Programs & Services

## SUBJECT OUTLINES

22.....	Accounting
26.....	Applied Computing
28.....	Art
32.....	Biology
36.....	Business Management
40.....	Chemistry
44.....	Data Analytics
46.....	Economics
50.....	English/EAL
54.....	English language
58.....	Literature
62.....	Food Studies
66.....	Geography
70.....	Health & Human Development
74.....	History
79.....	Legal Studies
84.....	Languages
92.....	Mathematics
98.....	Media
102.....	Music
106.....	Philosophy
110.....	Physical Education
114.....	Physics
118.....	Psychology
122.....	Software Development
124.....	Theatre Studies
128.....	Visual Communication Design
132.....	VCE Vocational Major
148.....	Course fees

# e. Achieve.

“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.”

# 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

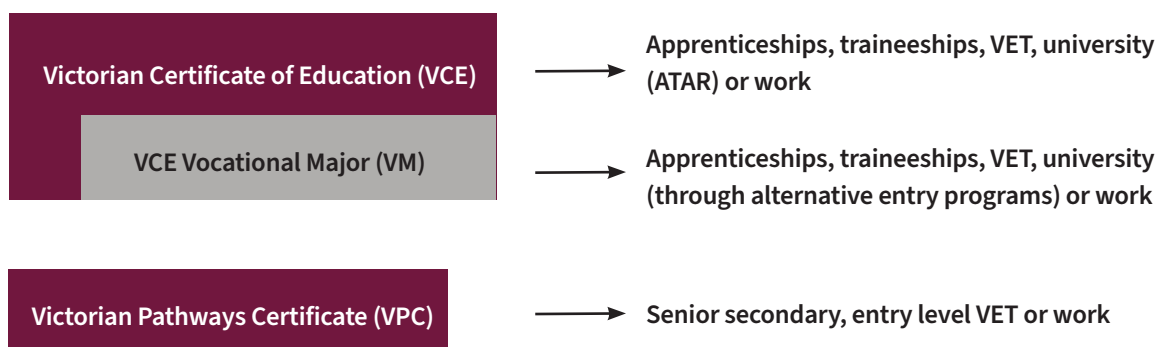
- Carefully assess your interests and skills and your capacity for sustained work.
- Include in your program studies subjects which will add depth of understanding as well as breadth and variety.
- Read the subject descriptors.
- Consider carefully the VET options open to you.

## 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.



## 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.



**A**ccountability  
**S**ocial equity  
**P**articipation  
**I**ntegrity  
**R**espect  
**E**xcellence



# 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.

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 will be available in the Kew High School VET handbook shortly. Most 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. If you would like further

information or explanation on the VET program offered at Kew High School please contact the Senior School office.

## 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 School 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 VET in schools.

## THE VET PROGRAM AT KEW HIGH SCHOOL

**Students and parents/carers 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 parents/carers.
- 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 VET course per year.

### 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 Coordinator and the Registered Training Organisation receives the relevant forms by the date indicated.

### COURSE INFORMATION

For information on all VET programs, please consult the Kew High School VET Handbook or contact the Senior School office.





## Centre for Higher Education Studies

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**

## 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.



# 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 may 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/carers. 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**

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:

1. The test component of the course and
2. The examination associated with the Mathematical Methods Units 1 and 2

- **Specialist Mathematics: Units 3 and 4**

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

#### 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.

### 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.



“Students need to feel happy, safe and connected to reach their full social, emotional and academic potential.”

# 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 as well as access to a Specialist - 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/carers, other students or they may self-refer. Parent/carer consent is required for students to access support from the school psychologist, provisional psychotherapist and the Adolescent Mental Health Care worker.**

Parents/carers 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.

If you have any wellbeing concerns for your young person, parents/carers are encouraged to contact either:

**Andrew Thickins**

*Wellbeing Leader*

[andrew.thickins@kew.vic.edu.au](mailto:andrew.thickins@kew.vic.edu.au)

**Rosemary Carter**

*School Chaplin*

[Rosemary.Carter@kew.vic.edu.au](mailto:Rosemary.Carter@kew.vic.edu.au)

**Anna Moriarty**

**Mental Health Care Practitioner**

[Anna.Moriarty@kew.vic.edu.au](mailto:Anna.Moriarty@kew.vic.edu.au)

## 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 fortnightly 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.



# 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

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.

### 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.

## MUSIC

At Year 10, students may become involved in the music program in the following ways:

- Classroom music: choosing to study Group or Solo Music in semester units.
- 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 lunch-time/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.

## SPORTS

**Sport is offered to students at three different levels:**

### 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, Softball, 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 Coordinator.



## 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 before school, at lunchtime and after school from Monday to Wednesday until 4:30pm. It will be 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 are able to borrow books for two weeks. If needed all loans can be extended. However, it is preferred all audio visual loans by Year 7 and 8 students are returned by the end of the day.

### 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.

# Subject

## VCE



Artwork - Ximena (Lynette) Sanchez Ruiz

## Outlines

# Accounting

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## UNIT 1: 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.

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## UNIT 2: ACCOUNTING AND DECISION-MAKING FOR A TRADING 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 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.



# Accounting

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## UNIT 3: 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

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## UNIT 4: 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.

# Applied Computing

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## UNIT 1: 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.

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## UNIT 2: 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.

# Art - Creative Practice

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## UNIT 1: INTERPRETING ARTWORKS AND EXPLORING THE CREATIVE PRACTICE

**In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.**

In this area of study students are introduced to the Structural and the Personal Lenses by researching and analysing three artists, their practices and their artworks. They analyse one artwork by each artist and interpret meanings and messages using the Structural and Personal Lenses. Students explore at least three art forms. They respond to a range of artworks, ideas and the practices of artists through experimentation and exploration. They build skills using materials, techniques and processes, and explore areas of personal interest to develop and make visual responses. Students develop their art practice by responding to the ways artists conceptualise, develop and make their artworks. They provide annotated documentation of their experiences in Making and Responding in a form appropriate to their art practice.

### AREAS OF STUDY

1. Artists, artworks and audiences
2. The Creative Practice
3. Documenting and reflecting on the Creative Practice

### OUTCOMES

**Outcome 1:** On completion of this unit the student should be able to discuss the practices of three artists, and apply the Structural Lens and the Personal Lens to analyse and interpret one artwork by each artist.

**Outcome 2:** On completion of this unit the student should be able to use the Creative Practice to develop and make visual responses informed by their exploration of personal interests and ideas.

**Outcome 3:** On completion of this unit the student should be able to document and evaluate the components of the Creative Practice used to make personal visual responses.



## UNIT 2: INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE

**In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists.**

**They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks**

**Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.**

In this area of study students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies in which it was created. They will apply the Cultural Lens to study the practices of at least three artists from different cultures and times. Students may focus their research on one or more selected themes to compare artists, their practices and their artworks. In this area of study students continue to develop their art practice as they explore collaborative practices to make and present artworks. Collaborative practice can include working with other students to create a collective artwork, working with practicing artists and outside specialists, or creating artworks that involve or collaborate with the audience through interaction and participation. students build on their knowledge and skills, and continue to document their art practice. They develop and evaluate their use of visual language. Students explore and reflect upon the relationship

between the artist, artwork and viewer or audience by researching the practices of artists and the context and presentation of artworks. They respond to artworks, and the collaborative practices of artists, to make and present their own artworks

### AREAS OF STUDY

1. The artist, society and culture
2. The collaborative Creative Practice
3. Documentation of collaboration using the Creative Practice

### OUTCOMES

**Outcome 1:** On completion of this unit the student should be able to use the Cultural Lens, and the other Interpretive Lenses as appropriate, to analyse and compare the practices of artists and artworks from different cultures and times.

**Outcome 2:** On completion of this unit the student should be able to use the Creative Practice to explore social and cultural ideas or issues to make and present at least one finished artwork using collaborative approaches.

**Outcome 3:** On completion of this unit the student should be able to critically reflect on, evaluate and document their use of the Creative Practice to develop and make collaborative visual responses.

# Art - Making & Exhibiting

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## UNIT 3: COLLECT, EXTEND AND CONNECT

**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.

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## UNIT 4: 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.

# Biology

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## UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS

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

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

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## UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY

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

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

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.

# Biology

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## UNIT 3: 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.**

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.

**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.



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## UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

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

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from 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.

### AREAS OF STUDY

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

### OUTCOMES

**Outcome 1:** Students 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:** Students 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:** Students 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.

# Business Management

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## UNIT 1: PLANNING A BUSINESS

**Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing.**

Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

### AREAS OF STUDY

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

### 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 internal business environment and analyse how factors from 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.

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## UNIT 2: ESTABLISHING A BUSINESS

**This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.**

In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

### AREAS OF STUDY

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

### OUTCOMES

**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.

# Business Management

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## UNIT 3: MANAGING A BUSINESS

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

### AREAS OF STUDY

1. Business Foundations
2. Human Resource Management
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.

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## UNIT 4: TRANSFORMING A BUSINESS

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

### AREAS OF STUDY

1. Reviewing Performance – the need for change
2. Implementing Change

### OUTCOMES

**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

# Chemistry

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## UNIT 1: 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.



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## UNIT 2; HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

**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.**

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.

# Chemistry

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## UNIT 3: 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 is increasing with population. Students compare different chemical energy resources including fossil fuels, biofuels, galvanic cells and fuel cells.

Students 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 reaction 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

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## UNIT 4: 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 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.

# Data Analytics

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## UNIT 3: 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.

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## UNIT 4: 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.

# Economics

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## UNIT 1: 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.

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

### AREAS OF STUDY

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



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## UNIT 2: 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.

# Economics

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## UNIT 3: 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 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.

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## UNIT 4: 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

### 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.

# English / EAL

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## UNIT 1: 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 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.

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## UNIT 2: 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.

# English/EAL

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## UNIT 3 ENGLISH/EAL

**In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing. They use these learnings to craft and create their own texts**

They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas.

They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways.

Sustained analytical writing about a text provides students with opportunities to further develop skills to engage with and challenge ideas, to refine their application of appropriate metalanguage, to integrate evidence from a text to support key points, and to improve their use of organisational structures such as formal essays.

Through participation in discussion, students test their thinking, clarify ideas and form views about a text that can be further developed in their writing.

Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation and demonstrate insight into ideas and effective writing strategies in their texts. They reflect on the deliberate choices they have made through their writing processes in their commentaries.

### AREAS OF STUDY

1. Reading and responding to Texts
2. Creating Texts

### OUTCOMES

#### Outcome 1

English: On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

EAL: On completion of this unit the student should be able to listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

#### Outcome 2

English: On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

EAL: On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.



## UNIT 4 ENGLISH/EAL

**In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. These texts must have appeared in the media since 1 September of the previous year. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.**

They apply reading and viewing strategies to engage with a text and discuss and analyse the ways authors construct meaning through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features.

They engage with the dynamics of a text and explore the explicit and implicit ideas and values presented in a text.

They recognise and explain the ways the historical context, and social and cultural values can effect a reader, and analyse how these values dependent on how they are read, viewed and understood by different audiences can position readers in different ways.

They read, view and/or listen to a variety of texts from the media and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

They explore and analyse the structures and features of argument presented in audio and/or audio visual texts and consider the unique structures and features that enhance argument in these contexts.

They consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect and work together to influence and/or convince an intended audience.

Students apply their understanding of the use of argument and language to create a point of view text

for oral presentation. Students evaluate arguments on a topic of their choice, and then plan and develop their own point of view text on that topic. They present their points of view as an oral presentation.

### AREAS OF STUDY

1. Reading and responding to texts
2. Analysing Argument

### OUTCOMES

#### Outcome 1

English: Analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

EAL: On completion of this unit the student should be able to discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

#### Outcome 2

English: Analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

EAL: On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

# English language

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## UNIT 1: 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 identify and describe types of language acquisition and discuss and investigate language acquisition in the context of linguistic theory

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 subsystems of language;

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

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## UNIT 2: 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.

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 identify and describe language change and its effect on the English language and analyse attitudes to language change.

**Outcome 2:** On completion of this unit the student should be able to identify and explain the effects of the global spread of English of 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 subsystems of language;

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

# English Language

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## UNIT 3: 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. Informality
2. Formality

### 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, describe 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, describe 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 subsystems of language;

- Phonetics and phonology
- Semantics
- Morphology
- Discourse and pragmatics
- Lexicology
- Syntax

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## UNIT 4: 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.

### 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 identify, describe and analyse varieties of English in Australian society the attitudes towards them and the identities they reflect.

**Outcome 2:** On completion of this unit the student should be able to. Identify, describe and analyse how variation in language, linguistic repertoires and language choices reflects and conveys people's 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
- Discourse and pragmatics
- Morphology
- Semantics
- Lexicology
- Syntax

# Literature

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## UNIT 1: 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.

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## UNIT 2: 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.

# Literature

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## UNIT 3: 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 texts.**

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.



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## UNIT 4: 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.

### 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.

### AREAS OF STUDY

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

# Food Studies

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## UNIT 1: FOOD ORIGINS

**In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world.**

### AREAS OF STUDY

1. Food around the world
2. Food in Australia

In Area of Study 1 students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures, with a focus on one selected region other than Australia.

In Area of Study 2 students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply. Students consider the development of food production, processing and manufacturing industries and how Australian food producers and consumers today have been influenced by immigration and other cultural factors. Students conduct research into foods and food preparation techniques introduced by immigrants over time and consider the resurgence of interest in indigenous food practices, while reflecting on whether Australia has developed a distinctive cuisine of its own. Students explore trends in food practices and food subcultures in Australia and their impact on health.

Practical activities enable students to demonstrate, observe and reflect on the use of ingredients indigenous to Australia. These activities also provide students with opportunities to extend and share their research into a selected cuisine brought by migrants to 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.*

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## UNIT 2: FOOD MAKERS

**In this unit students investigate food systems in contemporary Australia.**

### AREAS OF STUDY

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

In Area of Study 1 students focus on commercial food production in Australia, encompassing components of the food systems that include primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management.

Students explore the ever-changing and dynamic nature of our food industries and their ongoing importance to Australia's economy. They investigate the characteristics of the various food industries and analyse current and future challenges and opportunities, including the importance of food citizenship. Students reflect on the sustainability of Australia's food industry, including the impact on food security and food sovereignty. They consider the influences on food industries and, in turn, how the food industries influence people. Students investigate new food product development and innovations, and the processes in place to ensure a safe food supply.

In Area of Study 2 students further explore food production, focusing on domestic and small-scale food production. They compare similar food products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home. Students learn and apply food science terminology relating to physical and chemical changes that occur

during food preparation and cooking and undertake hands-on experimentation to demonstrate techniques and effects. Through practical activities, students design and adapt recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families.

### 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.*

# Food Studies

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## UNIT 3: FOOD IN DAILY LIFE

In this unit students investigate the many roles and everyday influences of food.

### AREAS OF STUDY

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

In Area of Study 1 students focus on the science of food, underpinned by practical activities. They investigate the science of food appreciation, physiology of digestion, absorption and utilisation of macronutrients: carbohydrates, including dietary fibre, fats and proteins. Students develop their capacity to analyse advice on food choices through investigating food allergies and intolerances, and the science behind the nutritional rationale and evidence-based recommendations of the Australian Dietary Guidelines. They apply this knowledge in the exploration of diets, which cater for a diverse range of needs, and in the analysis of practical activities. They explain the influence of diet on gut microbiota and how gut health contributes to overall health and wellbeing.

In Area of Study 2 students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choices, as well as the social and emotional roles of food in shaping and expressing identity and how food may link to psychological factors. They inquire into the role of politics and media as influences on the formation of food habits, beliefs and food sovereignty. Students investigate the principles of encouraging healthy food patterns in children and undertake practical activities to develop a repertoire of healthy meals suitable for children and families

### 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.*

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## UNIT 4: FOOD ISSUES, CHALLENGES & FUTURES

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

### AREAS OF STUDY

1. Navigating food information
2. Environment and ethics

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 in 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.

### 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.*

# Geography

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## UNIT 1: 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.

### 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.

### AREAS OF STUDY

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

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## UNIT 2: 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.

# Geography

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## UNIT 3: CHANGING THE LAND

**This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, 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.**

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.**

**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.



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## UNIT 4: 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.**

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

# Health & Human Development

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## UNIT 1: 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
3. Youth health and wellbeing

### 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.

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## UNIT 2: MANAGING HEALTH AND DEVELOPMENT

**This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood.**

This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### AREAS OF STUDY

1. Developmental transitions
2. Health care in Australia

### OUTCOMES

**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.

# Health & Human Development

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## UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

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

As 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 various population groups within Australian.

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 health promotion 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.

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## UNIT 4: 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.

# History

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## UNIT 1: MODERN HISTORY - CHANGE & 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.

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## 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.

# History

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## UNIT 2: 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.



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## UNIT 3: 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.

# History

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## UNIT 4: 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, 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 causes of the Russian Revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

# Legal Studies

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## UNIT 1: THE PRESUMPTION OF INNOCENCE

**In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts.**

Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused.

Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

### AREAS OF STUDY

1. Legal foundations
2. Proving guilt
3. Sanctions

### 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 evaluate 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 key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

# Legal Studies

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## UNIT 2: WRONGS AND RIGHTS

**Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded.**

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute.

Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years.

Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

### AREAS OF STUDY

1. Civil Liability
2. Remedies
3. Human 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 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.

**Outcome 2:** On completion of this unit the student should be able to explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.

**Outcome 3:** On completion of this unit the student should be able to explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

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## UNIT 3: RIGHTS AND JUSTICE

**The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access.**

In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes.

Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

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

Students investigate the extent to which the principles of justice are upheld in the justice system. 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 key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.

**Outcome 2:** On completion of this unit the student should be able to explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

# Legal Studies

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## UNIT 4: THE PEOPLE, THE LAW AND REFORM

**The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws.**

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making.

Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

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

### AREAS OF STUDY

1. The people and the law-makers
2. The people and reform

### 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 ability of parliament and courts to make law and evaluate the means by 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 explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.



Artwork -Eric Wang

# Languages

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## UNIT 1: 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.



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## UNIT 2: 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.

# Languages

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## UNIT 3: 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.

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## UNIT 4: 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.

# Languages

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## UNIT 1: 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.

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## UNIT 2: 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.

# Languages

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## UNIT 3: 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.

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## UNIT 4: 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.

# Mathematics

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## UNIT 1&2: 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.



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## UNIT 3 & 4: 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.

# Mathematics

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## UNIT 1&2: 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.

**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. Functions 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.

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## UNIT 3 & 4: 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 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.

# Mathematics

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## UNIT 1&2: 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.

### 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 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.

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## UNIT 3 & 4: 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.

# Media

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## UNIT 1: 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 the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.

**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.

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## UNIT 2: 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.

### 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

### AREAS OF STUDY

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

# Media

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## UNIT 3: MEDIA NARRATIVES, CONTEXTS AND PRE-PRODUCTION

**Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works.**

Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

### AREAS OF STUDY

1. Narratives and their contexts
2. Research, development and experimentation
3. Pre-production planning

### 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 the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.

**Outcome 2:** On completion of this unit the student should be able to research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.

**Outcome 3:** On completion of this unit the student should be able to develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.



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## UNIT 4: MEDIA PRODUCTION; AGENCY AND CONTROL IN AND OF 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 explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

### AREAS OF STUDY

1. Media production
2. Agency and control in 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 use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media.

# Music

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## UNIT 1: 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

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## UNIT 2: 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.

# Music

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## UNIT 3: 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.

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## UNIT 4: MUSIC REPERTOIRE PERFORMANCE

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. 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.

# Philosophy

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## UNIT 1: 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.

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## UNIT 2: 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.

# Philosophy

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## UNIT 3: 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.



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## UNIT 4: 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

# Physical Education

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## UNIT 1: 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.

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## UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

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

# Physical Education

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## UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

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.

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## UNIT 4: TRAINING TO IMPROVE PERFORMANCE

**In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.**

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.

# Physics

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## UNIT 1: 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.

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## UNIT 2: HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

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

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

In Area of Study 2, students choose one of eighteen options 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.

# Physics

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## UNIT 3: 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.



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## UNIT 4: 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.

# Psychology

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## UNIT 1: 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.

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## UNIT 2: HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

**In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.**

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

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

# Psychology

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## UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

**In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.**

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

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.

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## UNIT 4: HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

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.

# Software Development

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## UNIT 3: 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.

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## UNIT 4: 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.

# Theatre Studies

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## UNIT 1: 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.



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## UNIT 2: MODERN THEATRE

In this unit students study theatrical styles and stagecraft through working with play scripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with play scripts from the modern era, 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.

# Theatre Studies

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## UNIT 3: PLAY SCRIPT INTERPRETATION

In this unit students develop an interpretation of a play script through the stages of the theatrical production process: planning, development and presentation.

Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen play script excerpts.

Students also attend a performance 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.

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## UNIT 4: 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.

# Visual Communication Design

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## UNIT 1: FINDING, REFRAMING, AND RESOLVING DESIGN PROBLEMS

**This unit focuses on understanding human-centred design problems, and how visual language can communicate to an audience and shape human behaviours. What influences design is also a focus, as well as what design itself, can influence within society.**

In this unit students are introduced to the practices and processes used by designers to identify, reframe, and resolve human-centred design problems. They learn how design can improve life and living for people, communities, and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental, and social factors, and the potential for design to instigate change.

### AREAS OF STUDY

1. Reframing design problems
2. Solving communication design problems
3. Design's influence and influences on designs

### 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 use human-centred research methods to reframe a design problem and identify a communication need.

**Outcome 2:** On completion of this unit the student should be able to create visual language for a business or brand using the Develop and Deliver stages of the VCD design process.

**Outcome 3:** On completion of this unit the student should be able to develop a sustainable object, considering design's influence and factors that influence design.

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## UNIT 2: DESIGN CONTEXTS AND CONNECTIONS

**This unit focuses on how designs reflect and respond to the times and places in which they were made. It also focuses on how designers evolve culturally appropriate design practices. Additionally, interactive experiences are studied, with a focus on how visual communication can shape positive and inclusive encounters.**

In this area of study, students draw on conceptions of good design and their understanding of human-centred design problems when developing visual language for a brand or business. They learn that visual language serves as part of a larger strategy to increase engagement, influence behaviour, and reposition the brand or business among audiences or users.

Students apply the Develop and Deliver stages of the VCD design process as they respond to a given brief detailing the strategy of a brand or business, its communication need and associated design criteria. They manipulate type and imagery to visually communicate the story of a brand or business through defined language and voice, evoking emotional responses among audiences or users.

Students begin by reviewing the needs of stakeholders identified in the given brief, while adopting conventions to acknowledge sources of inspiration. They learn about the copyright and intellectual property obligations faced by designers working in brand strategy. Using divergent thinking strategies, conceptions of good design and an iterative process, students seek inspiration, brainstorm ideas, and use ideation sketching to document potential design concepts. They experiment with the design elements and principles, typographic conventions, and Gestalt principles of visual perception, while exploring a range of manual and digital methods, media, and materials. Annotations using descriptive and analytical design terminology are used to explain design decisions, and to evaluate the strengths and limitations of ideas.

Students present design ideas for critique, using this feedback together with convergent thinking strategies to guide the selection and refinement of concepts. Students present a resolved design solution that addresses the brief and its design criteria.

### AREAS OF STUDY

1. Design, place, and time
2. Cultural ownership and design
3. Designing interactive experiences

### 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 present an environmental design solution that draws inspiration from its context and a chosen design style.

**Outcome 2:** On completion of this unit the student should be able to apply culturally appropriate design practices and an understanding of the designer's ethical and legal responsibilities when designing personal iconography.

**Outcome 3:** On completion of this unit the student should be able to apply the VCD design process to design an interface for a digital product, environment or service.

# Visual Communication Design

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## UNIT 3: VISUAL COMMUNICATION IN DESIGN PRACTICE

**This unit requires students to investigate the visual communication practices used by designers. They also investigate how designers use visual language to communicate ideas and information to audiences or users. Students then explore how designers apply a design process to reframe problems and develop ideas.**

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once

for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

### AREAS OF STUDY

1. Professional design practice.
2. Design analysis
3. Design process: defining problems & developing 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 compare the ways in which visual communication practices are used by contemporary designers, using research methods and practical exploration.

**Outcome 2:** On completion of this unit the student should be able to compare and analyse design examples from selected field(s) of design practice, describing how aesthetic considerations contribute to the effective communication of information or ideas.

**Outcome 3:** On completion of this unit the student should be able to identify two communication needs for a client, prepare a brief and develop design ideas, while applying the VCD design process and design thinking strategies.

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## UNIT 4: DELIVERING DESIGN SOLUTIONS

**This unit focuses on how designers resolve design problems. It also focuses on how designers propose solutions to communication needs.**

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

### AREAS OF STUDY

1. Design Process: refining and resolving design concepts.
2. Presenting design solutions.

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

**Outcome 2:** On completion of this unit the student should be able to produce a design solution for each communication need defined in the brief, satisfying the specified design criteria.



*Artwork -Saskia Cehun*

# VCE Vocational Major - Literacy

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## UNIT 1 LITERACY - LITERACY FOR PERSONAL USE

In this unit students will read and watch a variety of texts for a personal purpose. These texts may include film, TV, online videos, song, poetry, biographies and digital content. Through discussions and class activities students will develop their understanding of the structures and features of a range of text types, and examine how they are influenced by purpose, context, audience, and culture.

Students will also investigate and discuss the reliability and effectiveness of a range of digital content and develop their capacity to explore and discuss the impact of these types of texts. As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

### AREAS OF STUDY

1. Literacy for personal use
2. Understanding and creating digital texts

### 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 demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.

**Outcome 2:** On completion of this unit the student should be able to apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.



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## UNIT 2 LITERACY - UNDERSTANDING ISSUES AND VOICES

In this unit students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students will practise their use of persuasive language and participate in discussion of issues, considering their own perspectives on issues and developing reasoned and logical responses to these discussions in a respectful and thoughtful manner.

### AREAS OF STUDY

1. Understanding issues and voices
2. Responding to opinions

### 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 purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations and written, oral and multimedia responses that reflect learning.

**Outcome 2:** On completion of this unit the student should be able to interpret the values and opinions of others and present in oral form points of view supported by evidence.

# VCE Vocational Major - Literacy

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## UNIT 3 LITERACY - ACCESSING AND UNDERSTANDING INFORMATIONAL, ORGANISATIONAL AND PROCEDURAL TEXTS

In this unit students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

There will be a focus on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students will read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they may interact with.

### AREAS OF STUDY

1. Accessing and understanding informational, organisational and procedural texts
2. Creating and responding to organisational, informational or procedural texts

### 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 demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.

**Outcome 2:** On completion of this unit the student should be able to create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

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## UNIT 4 LITERACY - UNDERSTANDING AND ENGAGING WITH LITERACY FOR ADVOCACY

In this unit students will investigate content for the advocacy of themselves, a product or a community group of their choice by researching the differences between texts used for more formal or traditional types of advocacy, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will complete an oral presentation that showcases their learning and are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills.

### AREAS OF STUDY

1. Understanding and engaging with literacy for advocacy
2. Speaking to advise or to advocate

### 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 illustrate understanding of the use of language in advocacy by producing a range of written, visual and multi-modal texts for the promotion of self, a product or a chosen community group.

**Outcome 2:** On completion of this unit the student should be able to negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

# VCE Vocational Major - Numeracy

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## UNIT 1 NUMERACY

In this unit students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

This unit is designed to provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### AREAS OF STUDY

There are four areas of study for Unit 1:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

### 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, use and apply the mathematical key knowledge and skills from the four areas of study, across the specific Numeracies.

**Outcome 2:** On completion of this unit, the student should be able to identify and use the mathematical problem-solving cycle in an applied learning context, relevant to the mathematical key skills and knowledge reflected in the areas of study and across the Numeracies.

**Outcome 3:** On completion of this unit, the student should be able to identify and use the appropriate mathematical tools.

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## UNIT 2 NUMERACY

In this unit students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

This unit is designed to provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### AREAS OF STUDY

There are four areas of study for Unit 2:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

### 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 use and apply the mathematical key knowledge and skills from the four areas of study, across the specific Numeracies.

**Outcome 2:** On completion of this unit, the student should be able to use and apply the mathematical problem-solving cycle to an applied learning context, relevant to the mathematical key skills and knowledge reflected in the areas of study and across the Numeracies.

**Outcome 3:** On completion of this unit, the student should be able to identify, select and apply a wider range of mathematical tools.

# VCE Vocational Major - Numeracy

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## UNIT 3 NUMERACY

**In this unit progression of student learning is evident with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.**

### AREAS OF STUDY

There are four areas of study in Unit 3:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

### 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, analyse and evaluate the key mathematical knowledge and skills from the four areas of study, across the specified Numeracies

**Outcome 2:** On completion of this unit, the student should be able to apply, analyse and evaluate the mathematical problem-solving cycle in an applied learning context, relevant to the mathematical key skills and knowledge reflected in the areas of study and across the Numeracies.

**Outcome 3:** On completion of this unit, the student should be able to select, use and apply tools from an extensive mathematical toolkit to a wide range of contexts effectively and accurately.

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## UNIT 4 NUMERACY

**In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.**

### AREAS OF STUDY

There are four areas of study for Unit 4:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

### 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, critically analyse, evaluate and justify the key mathematical knowledge and skills from the four areas of study, across the specified Numeracies.

**Outcome 2:** On completion of this unit, the student should be able to apply, critically analyse, evaluate and justify the mathematical problem-solving cycle in an applied learning context, relevant to the mathematical key skills and knowledge reflected in the areas of study and across the Numeracies.

**Outcome 3:** On completion of this unit, the student should be able to select, apply, evaluate and justify the use of tools from an extensive mathematical toolkit to a wide range of contexts effectively and accurately.

# VCE Vocational Major - Personal Development Skills

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## UNIT 1 PERSONAL DEVELOPMENT SKILLS - HEALTHY INDIVIDUALS

In this unit students will focus on the development of personal identity and individual pathways to optimal health and wellbeing. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing.

### AREAS OF STUDY

1. Personal identity and emotional intelligence
2. Community health and wellbeing
3. Promoting a healthy life

### 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 and discuss key concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity.

**Outcome 2:** On completion of this unit the student should be able to plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.

**Outcome 3:** On completion of this unit the student should be able to analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.



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## UNIT 2 PERSONAL DEVELOPMENT SKILLS - CONNECTING WITH COMMUNITY

In this unit students will focus on the benefits of community participation and how people can work together effectively to achieve a shared goal. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing.

Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

### AREAS OF STUDY

1. What is a community?
2. Community Cohesion
3. Engaging and supporting community

**Outcome 3:** On completion of this unit students should be able to discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

### 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 concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.

**Outcome 2:** On completion of this unit the student should be able to identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.

# VCE Vocational Major - Personal Development Skills

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## UNIT 3 PERSONAL DEVELOPMENT SKILLS - LEADERSHIP AND TEAMWORK

This unit considers the role of interpersonal skills and social awareness in different settings and contexts.

Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity.

### AREAS OF STUDY

1. Social awareness and interpersonal skills
2. Effective leadership
3. Effective teamwork

### 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 learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.

**Outcome 2:** On completion of this unit the student should be able to describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.

**Outcome 3:** On completion of this unit the student should be able to describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

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## UNIT 4 PERSONAL DEVELOPMENT SKILLS - COMMUNITY PROJECT

In this unit students will participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. They will conduct research, analyse findings and make decisions on how to present work. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

### AREAS OF STUDY

1. Planning a community project
2. Implementing a community project
3. Evaluating a community project

### 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 an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.

**Outcome 2:** On completion of this unit the student should be able to use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.

**Outcome 3:** On completion of this unit the student should be able to evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

# VCE Vocational Major -Work Related Skills

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## UNIT 1 WORK RELATED SKILLS - CAREERS AND LEARNING FOR THE FUTURE

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals.

### AREAS OF STUDY

1. Future careers
2. Presentation of career education 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 identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.

**Outcome 2:** On completion of this unit the student should be able to forecast potential employment possibilities, and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

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## UNIT 2 WORK RELATED SKILLS - WORKPLACE SKILLS AND CAPABILITIES

In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

### AREAS OF STUDY

1. Skills and capabilities for employment and further education
2. Transferable skills and capabilities

### 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 evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.

**Outcome 2:** On completion of this unit the student should be able to demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.

# VCE Vocational Major -Work Related Skills

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## UNIT 3 WORK RELATED SKILLS - INDUSTRIAL RELATIONS, WORKPLACE ENVIRONMENT AND PRACTICE

In this unit students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution

### AREAS OF STUDY

- |  |   |
|--|---|
| 1. Workplace wellbeing and personal accountability | networks, professional relationships and work effectively in diverse teams. |
| 2. Workplace responsibilities and rights           |   |
| 3. Communication and collaboration                 |   |

### 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 and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment.

**Outcome 2:** On completion of this unit the student should be able to outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.

**Outcome 3:** On completion of this unit the student should be able to apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop

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## UNIT 4 WORK RELATED SKILLS - PORTFOLIO PREPARATION AND PRESENTATION

In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

### AREAS OF STUDY

1. Portfolio development
2. Portfolio presentation

### 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 limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.

**Outcome 2:** On completion of this unit the student should be able to communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study.

## 2024 VCE COURSE FEES - YEAR 11\*

Subject Code	Subject Name	Base Levy
11MED	YR 11 MEDIA STUDIES	\$60
11MUS	YR 11 MUSIC	\$45
11SAR	YR 11 ART - MAKING AND EXHIBITING	\$150
11THS	YR 11 THEATRE STUDIES	\$130
11VCD	YR 11 VISUAL COMMUNICATION DESIGN	\$150
11CAC	YR 11 APPLIED COMPUTING	\$40
11EAL	YR 11 ENGLISH AS AN ADDITIONAL LANGUAGE	\$55
11ENG	YR 11 ENGLISH	\$55
11ENL	YR 11 ENGLISH LANGUAGE	\$55
11LIT	YR 11 LITERATURE	\$55
11PHL	YR 11 PHILOSOPHY	\$40
11FDS	YR 11 FOOD STUDIES	\$150
11HDE	YR 11 HEALTH & HUMAN DEVELOPMENT	\$60
11PE	YR 11 PHYSICAL EDUCATION	\$50
11HIS	YR 11 HISTORY	\$40
11ACC	YR 11 ACCOUNTING	\$55
11BSM	YR 11 BUSINESS MANAGEMENT	\$40
11ECO	YR 11 ECONOMICS	\$40
11GEO	YR 11 GEOGRAPHY	\$40
11LEG	YR 11 LEGAL STUDIES	\$40
11FRE	YR 11 FRENCH	\$35
11JAP	YR 11 JAPANESE	\$35
11MGM	YR 11 GENERAL MATHEMATICS	\$35
11MMM	YR 11 MATHEMATICAL METHODS	\$35
11MSM	YR 11 SPECIALIST MATHEMATICS	\$35
11BIO	YR 11 BIOLOGY	\$55
11CHE	YR 11 CHEMISTRY	\$60
11PHY	YR 11 PHYSICS	\$60
11PSY	YR 11 PSYCHOLOGY	\$50
11VSR	YR 11 VET SPORT & RECREATION UNIT 3&4	\$1800 - \$2000



## 2024 VCE COURSE FEES - YEAR 12\*

Subject Code	Subject Name	Base Levy
12MED	YR 12 MEDIA	\$60
12MUS	YR 12 MUSIC PERFORMANCE	\$45
12SAR	YR 12 ART - MAKING AND EXHIBITING	\$160
12THS	YR 12 THEATRE STUDIES	\$130
12VCD	YR 12 VISUAL COMMUNICATION DESIGN	\$200
12CDA	YR 12 DATA ANALYTICS	\$35
12CSD	YR 12 SOFTWARE DEVELOPMENT	\$35
12EAL	YR 12 ENGLISH AS AN ADDITIONAL LANGUAGE	\$70
12ENG	YR 12 ENGLISH	\$85
12ENL	YR 12 ENGLISH LANGUAGE	\$65
12LIT	YR 12 LITERATURE	\$65
12FDS	YR 12 FOOD STUDIES	\$100
12HDE	YR 12 HEALTH & HUMAN DEVELOPMENT	\$55
12PE	YR 12 PHYSICAL EDUCATION	\$60
12GEO	YR 12 GEOGRAPHY	\$35
12ACC	YR 12 ACCOUNTING	\$60
12BSM	YR 12 BUSINESS MANAGEMENT	\$35
12ECO	YR 12 ECONOMICS	\$35
12HIS	YR 12 HISTORY	\$35
12LEG	YR 12 LEGAL STUDIES	\$35
12FRE	YR 12 FRENCH	\$35
12JAP	YR 12 JAPANESE	\$75
12MGM	YR 12 GENERAL MATHEMATICS	\$60
12MMM	YR 12 MATHEMATICAL METHODS	\$60
12MSM	YR 12 SPECIALIST MATHEMATICS	\$60
12BIO	YR 12 BIOLOGY	\$85
12CHE	YR 12 CHEMISTRY	\$90
12PHY	YR 12 PHYSICS	\$90
12PSY	YR 12 PSYCHOLOGY	\$90
12PHL	YR 12 PHILOSOPHY	\$35

## 2024 VCE COURSE FEES - YEAR 11 & 12\*

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Subject Code	Subject Name	Base Levy
	Year 11 & 12 VOCATIONAL MAJOR - LITERACY	\$50
	Year 11 & 12 VOCATIONAL MAJOR - NUMERACY	\$50
	Year 11 & 12 VOCATIONAL MAJOR - PERSONAL DEVELOPMENT SKILLS	\$50
	Year 11 & 12 VOCATIONAL MAJOR - WORK RELATED SKILLS	\$50

*\* Please note: these costs are indicative only. Final costs will be confirmed during course confirmation*