

The background of the cover features a large, dark blue circle. Inside this circle, there are two stylized kangaroos. One kangaroo is positioned in the upper left, facing right, and the other is in the lower right, facing left. They are drawn with white outlines and some grey shading. The kangaroos are surrounded by green and blue foliage, including leaves and branches, which are also within the circular frame. The overall design is modern and artistic.

# VCE

CURRICULUM HANDBOOK 2022



**KEW**  
HIGH SCHOOL

# Principal's Message

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

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

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

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

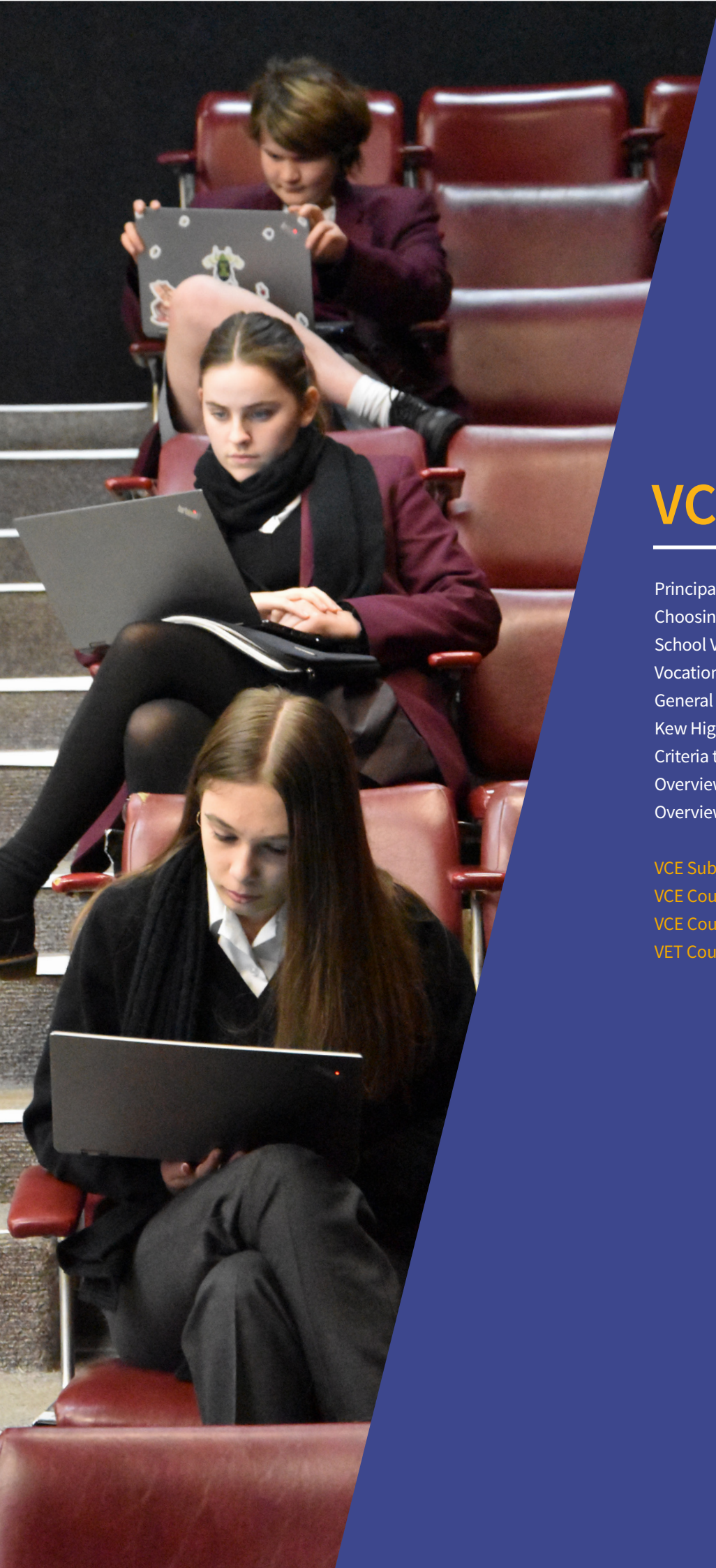
A key component of each student's academic success is parental involvement. We ask that every parent reads this handbook together with the student. With a shared understanding of the knowledge, skills and requirements of Year 10 and VCE students, teachers and parents will be empowered to have meaningful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



**Josie Millard**  
Principal







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# 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.

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

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.



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



# Vocational Education & Training & 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). The VET in Schools program at Kew High is made up of:

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

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

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

## IMPORTANT NOTES

VET Sport and Recreation is outlined in the Year 10 Subject list. This is a VET program offered to Year 10 students only. This course is delivered internally at Kew High and is only able to be started in Year 10 (ie. you cannot decide to do this course in Year 11). This program has a different enrolment procedure to the Inner Melbourne VET Cluster programs.

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

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



# General information on the VET program at Kew High School

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

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

## COURSE INFORMATION

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

## ENROLMENT

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



# Criteria to undertaking Unit 3 & 4 Studies in Year 11

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

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

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

## Selection Criteria

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

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

## NOTE

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

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

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



# Overview of Policy & Procedure at VCE

## PROMOTION

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

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

## CLASS ATTENDANCE

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

- To successfully complete VCE subjects, students must attend school regularly. It is school policy that students not be absent for more than 12 periods per unit, of which no more than 6 periods shall be without a valid medical certificate. Students who fail to meet this criteria will receive a 'Not Satisfactory' (N) for the unit. A student who arrives late to class may have that class regarded as an 'unapproved absence.'
- A student will be asked to leave the class if their behaviour is judged by the teacher to be counterproductive to the learning environment of other students. This may be recorded as an 'unapproved absence.'
- All absences must be explained, through provision of a note from parents. This explanation must be provided within 3 school days of returning to school after an absence. Variations are possible in exceptional circumstances.
- Students must attend SACs when scheduled. More specific information will be provided to students at the start of the school year by the Senior Sub School Leader.
- Kew High School strictly enforces the above policy to ensure classes are not adversely disrupted.

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

## ATTENDANCE AT SACs

If a student has an absence on the day of a SAC, the student will only be eligible to complete the SAC on another occasion if a medical certificate (or similar professional documentation) is provided for that day. The student must call the school prior to 8.45am and speak to their Year Level Coordinator to discuss arrangements to complete the SAC upon their return to school. This procedure applies to one SAC per semester. Failure to comply with these requirements will 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 10 Mathematics and progressed to Level 10 in the Number and Algebra Strand by the end of Year 10 will be recommended to study Mathematical Methods at Year 11

Specialist Mathematics: Units 1 and 2 as for Mathematical Methods

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

#### Recommendations for Year 11 to Year 12

Further Mathematics: Units 3 and 4

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

Mathematical Methods Units 3 and 4

# Overview of Policy & Procedure at VCE

- Only students who have gained at least Medium High on both the following will be recommended to study Mathematical Methods Unit 3 and 4:
  - The test component of the course and
  - The examination associated with the Mathematical Methods Units 1 and 2

## Specialist Mathematics: Units 3 and 4

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

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

## VCE SCIENCE: PHYSICS AND CHEMISTRY

### Recommendations for Year 10 to Year 11

#### Chemistry and Physics: Units 1 and 2

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

### Recommendations for Year 11 to Year 12 Physics and Chemistry

#### Chemistry and Physics Units 3 and 4

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

## ASSESSMENT

### SATISFACTORY COMPLETION OF A UNIT

Each VCE unit includes two to four learning outcomes. Satisfactory completion of a unit occurs when a student demonstrates achievement of all outcomes. This decision will be based on the

teacher's assessment of the student's overall performance on the designated Outcome Tasks for the unit.

Achievement of an outcome means:

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

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

## ASSESSMENT OF LEVEL OF PERFORMANCE

### VCE UNIT 1 & 2

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

### VCE UNIT 3 & 4

#### Forms of Assessment:

##### 1. School Assessed Coursework (SAC)

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



# Overview of Policy & Procedure at VCE

## 2. School Assessed Tasks (SATs)

- Completed only in Units 3 and 4 Media, Studio Art, Art and, 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 is as follows -

- The GAT will be held in mid-June.
- Performance and Languages Oral Examinations will be held in early October / November
- Written examinations 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. The GAT is held in June.

## 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 Studio Arts in August
- Final grades in December for:
  - Unit 3 and 4 School Assessed Coursework
  - School Assessed Tasks
  - VCE VET subjects
  - The GAT

### Statements of Results for Units 1 and 2

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

# Overview of Policy & Procedure at VCE

## Statements of Results for Units 3 and 4.

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

# Overview of Programs & Services

## STUDENT WELLBEING

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

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

## CAREERS COUNSELLING

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

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

## ACCELERATION, ENRICHMENT AND EXTENSION PROGRAMS

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

### ACCELERATION

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

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

### ENRICHMENT

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

## CONNECT

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



# Overview of Programs & Services

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

Students are provided with assistance to complete their applications and a school mentor assists them prior to, and after, the program. They are encouraged to extend their communication skills through writing about their experiences for school publications and addressing groups within the school.

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

## DEBATING

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

## PUBLIC SPEAKING - LEGACY AND PLAIN ENGLISH SPEAKING AWARD

Students can elect to participate in these national subject competitions.

## ANTIPODEANS

This opportunity is offered to middle school students. Over a period of 16 months, students work toward developing the skills needed to take on the challenge of a month-long tour in a developing country including money management and teamwork. The challenge includes orientation in the country, a trekking phase, a community service phase for a week where students make a valuable contribution to an underprivileged community and finally a week of well-deserved rest and relaxation.

## SCIENCE/STEM

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

## ARTS – 3IN6 FILM COMPETITION

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

## OTHER LEADERSHIP OPPORTUNITIES

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

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

## 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 lunchtime/after school. Students may use their bands to complement work studied in music classes.

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

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

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

# Overview of Programs & Services

## SPORT AT KEW HIGH SCHOOL

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

### HOUSE SPORT

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

### INTER-SCHOOL SPORT

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

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

### OTHER SCHOOL SPORTS

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

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

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

# Overview of Programs & Services

## THE LIBRARY

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

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

## HOURS

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

## ID CARDS

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

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

## BORROWING

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

## LAPTOP COMPUTERS

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





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**UNIT 1 ACCOUNTING**

## The Role of Accounting in Business

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

**UNIT 2 ACCOUNTING**

## Accounting and Decision-Making for a Trading Business

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

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

**For this unit students are required to demonstrate three outcomes:**

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

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

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

**UNIT 3 ACCOUNTING**

## Financial Accounting for a Trading Business

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

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

For this unit students are required to demonstrate two outcomes:

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

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

**UNIT 4 ACCOUNTING**

## Recording, Reporting, Budgeting & Decision-making

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

For this unit students are required to demonstrate two outcomes.

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

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



**UNIT 3 ALGORITHMICS****(HESS) Algorithmics Problem Solving**

This unit focuses on how algorithms are used for solving complex problems. Algorithms are systematic problem solving procedures that exist independently of computers. The study of algorithms lies at the heart of computer science and provides the formal foundation for computer programming.

Algorithmic problem solving is a technique that can be applied very broadly in addressing a wide range of complex practical problems.

Students develop and apply a range of knowledge and skills to model real-world information problems. This includes the design of data structures.

Students learn how to design algorithms following a variety of simple algorithm design patterns. They then apply this knowledge to design and implement an algorithm that works on data structures they determined earlier in the semester.

**AREAS OF STUDY**

1. Data modelling with abstract data types
2. Algorithm design
3. Applied algorithms

**OUTCOMES**

**Outcome 1:** Students devise formal representations for modelling various kinds of information problems using appropriate abstract data types and apply these to a real-world problem.

**Outcome 2:** Students design algorithms to solve information problems using basic algorithm design patterns, and implement the algorithms.

**Outcome 3:** Students evaluate and document algorithms and data representations, and solve a real-world problem, the solution for which requires the integration of algorithms and data types.

**UNIT 4 ALGORITHMICS****Algorithmics (HESS) Principles of Algorithmic**

This unit focuses on the performance of algorithms and the scope and limitations of algorithms. Students develop the knowledge and skills to identify the resources that an algorithm needs to function efficiently and effectively. They investigate the efficiency of algorithms and apply this to the formal analysis of a naïve algorithm for a given problem. They also learn about soft limits of computability, namely, problems that can in principle be solved, but cannot be solved for practical problem sizes due to time or space constraints.

Students then learn about a variety of more sophisticated algorithm design patterns and apply their knowledge of these to construct an improved solution for the problem posed earlier.

Students learn about hard limits of computability, namely, problems the solution of which cannot be computed at all by any kind of computational machinery.

**AREAS OF STUDY**

1. Formal algorithm analysis
2. Advanced algorithm design
3. Universality of computation and algorithms

**OUTCOMES**

**Outcome 1:** Student establish the efficiency of simple algorithms and explain soft limits of computability.

**Outcome 2:** Students solve a variety of information problems using algorithm design patterns and explain how heuristics can address the intractability of problems.

**Outcome 3:** Students explain the scope of algorithmics as an approach to computational problem solving and the universality of computation, and its limits, using core concepts from theoretical computer science.

**UNIT 1 APPLIED COMPUTING**

## Applied Computing

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

**AREAS OF STUDY**

1. Data Analysis
2. Programming

**OUTCOMES**

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

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

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

**UNIT 2 APPLIED COMPUTING**

## Applied Computing

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

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

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

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

**AREAS OF STUDY**

1. Innovative solutions
2. Network Security

**OUTCOMES**

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

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

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

**UNIT 1 ART**

## Artworks, Experience and Meaning

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks.

Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists.

Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making.

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

**AREAS OF STUDY**

1. Artworks and meaning
2. Art making and meaning
3. Interpretation of art ideas and use of materials and techniques

**OUTCOMES**

**Outcome 1:** On completion of this unit the student should be able to analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework.

**Outcome 2:** On completion of this unit the student should be able to use the art process to create visual responses that demonstrate their personal interests and ideas.

**UNIT 2 ART**

## Artworks and Contemporary Culture

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice.

They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks. In students' own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork. Students investigate how artworks can be created as forms of expression for specific cultural and contemporary contexts. Students may research contemporary artworks, public art, community and collaborative artworks, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions, performance art, ephemeral and environmental art and street art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions, social movements and events. They can reinforce a social group's sense of power and authority or they can challenge social attitudes and assumptions. Students begin to see the importance of the cultural context of artworks and analyse the varying social functions that art can serve. Students use the Contemporary Framework to examine artworks from different periods of time and cultures. In current contemporary artistic practice, many artists have reinterpreted traditional art forms and familiar representation, re-examining the traditions of realism and abstraction in conceptual artworks that challenge ideas about art. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. These practices may also include practices of appropriation, collaboration, participation and questioning of the notion of authorship of artworks.

**AREAS OF STUDY**

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

**OUTCOMES**

**Outcome 1:** On completion of this unit the student should be able to discuss and compare artworks from different cultures and times using the Cultural Framework and the Contemporary Framework

**Outcome 2:** On completion of this unit the student should be able to use the art process to produce at least one finished artwork that explores social and/or personal ideas or issues.

**UNIT 3 ART**

## Artworks, Ideas and Values

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

Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2.

Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks. In this unit, contemporary art is considered to be that which has been produced since 1990 and reflects the current way some artists create artworks with a new approach to media, techniques, purpose and presentation.

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

**AREAS OF STUDY**

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

**OUTCOMES**

**Outcome 1:** On completion of this unit the student should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990. Compare the meanings and messages of these artworks.

**Outcome 2:** On completion of this unit the student should be able to use the art process to produce at least one artwork. Use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.

**UNIT 4 ART**

## Artworks, Ideas and Viewpoints

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think. Attributed commentaries and viewpoints may include information from visiting artists and speakers, lecturers, educators or guides in galleries, film, pod or vodcasts, online programs, printed and online material in newspapers, periodicals, journals, catalogues or texts by art critics, curators and historians. Sources should be reliable, recognised, and relevant and reflect viewpoints that enrich the discussion about the artworks in relation to an art idea and related issues. From this research students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied in Unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues. In relation to their developing artwork, students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice.

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

**AREAS OF STUDY**

1. Discussing art
2. Realisation and resolution

**OUTCOMES**

**Outcome 1:** On completion of this unit the student should be able to examine and analyse an art idea and its related issues to inform their viewpoint.

**Outcome 2:** On completion of this unit the student should be able to apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.

## UNIT 1 BIOLOGY

## How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single cellular to the multicellular organism, and the requirements for sustaining cellular processes. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat.

The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

A student practical investigation related to the survival of an organism or species is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

## AREAS OF STUDY

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

## 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 investigate and explain how cellular structures and systems function to sustain life.

**Outcome 2:** On completion of this unit the student should be able explain how specialisation of cells in animals and plants work regulate internal levels.

**Outcome 3:** On completion of this unit the student should be able to design and undertake an investigation related to the function or regulation of cells or systems.

## UNIT 2 BIOLOGY

## How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is to be undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/ or Area of Study 2.

## AREAS OF STUDY

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 apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.

**Outcome 2:** On completion of this unit the student should be able to compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem



## UNIT 2 BIOLOGY (CONTINUED)

### How is continuity of life maintained?

cells in cell growth and cell differentiation and in medical therapies.

**Outcome 3:** On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to an issue in genetics, reproductive science or adaptations.

## UNIT 3 BIOLOGY

### How do cells maintain life?

In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomolecules and biochemical processes that are common to autotrophic and heterotrophic life forms.

Students build on their knowledge from Unit 2 and investigate the distinction between structural and regulatory genes. They also study how DNA codes for proteins through the processes of transcription and translation.

Students investigate the significant role of proteins in cell functioning; how technological advances have enabled scientists to determine differences in the molecular structure of proteins, how the structure of a protein relates to its function in an organism's tissues, and how technological advances have given rise to applications such as the design of proteins for specific purposes.

Students investigate how cells communicate with each other at molecular level in regulating cellular activities; how they recognise 'self' and 'non-self' in detecting possible agents of attack; and how physical barriers and immune responses can protect the organism against pathogens.

Also studied is the emerging area of immunotherapy and how cancer immunotherapy technology is being developed.

#### AREAS OF STUDY

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

#### 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 relationship between nucleic acids and proteins and evaluate tools and 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 respiration.

## UNIT 4 BIOLOGY

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### How does life change and respond to challenges over time?

In this unit students examine how do organisms respond to pathogens and evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about.

In addition to observable similarities and differences between organisms, students explore the universality of DNA, and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet.

Information obtained by studying genomes and functional genomics has provided insight into gene expression and regulation, and relationships between species.

Students investigate how cells communicate with each other at molecular level in regulating cellular activities; how they recognise 'self' and 'non-self' in detecting possible agents of attack; and how physical barriers and immune responses can protect the organism against pathogens.

Also studied is the emerging area of immunotherapy and how cancer immunotherapy technology is being developed.

## AREAS OF STUDY

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

## 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 immune response to specific antigens and compare the different ways that immunity may be acquired.

**Outcome 2:** On completion of this unit the student should be able to analyse evidence for evolutionary change, explain how relatedness between species is determined and elaborate on the consequences of biological change in human evolution.

**Outcome 3:** On completion of this unit the student should be able to design and undertake a practical investigation related to cellular processes and present their findings in a scientific poster (this can be completed in unit 3 or 4).

**UNIT 1 BUSINESS MANGEMENT**

## Planning a Business

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

Students are required to demonstrate achievement of three outcomes.

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

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

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

**UNIT 2 BUSINESS MANGEMENT**

## Establishing a Business

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

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

**UNIT 3 BUSINESS MANGEMENT**

## Managing a Business

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

**AREAS OF STUDY**

1. Business Foundations
2. Managing Employees
3. Operations Management

**OUTCOMES**

Students are required to demonstrate achievement of three outcomes.

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

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

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

**UNIT 4 BUSINESS MANGEMENT**

## Transforming a Business

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

## UNIT 1 CHEMISTRY

### How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Students are introduced to quantitative concepts in chemistry including the mole concept.

They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

A research investigation is undertaken in Area of Study 3 related to one of ten options that draw upon and extend the content from Area of Study 1 and/or Area of Study 2.

## AREAS OF STUDY

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

## OUTCOMES

Students are required to demonstrate achievement of three outcomes.

**Outcome 1:** On completion of this unit the student should be able to investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.

**Outcome 2:** On completion of this unit the student should be able to investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.

**Outcome 3:** On completion of this unit the student should be able to investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.



## UNIT 2 CHEMISTRY

### What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water.

In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox.

Students are introduced to stoichiometry, analytical techniques and instrumental procedures, and applying these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

A practical investigation into an aspect of water quality is undertaken in Area of Study 3. The investigation draws on content from Area of Study 1 and/ or Area of Study 2.

#### AREAS OF STUDY

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

#### 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 relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.

**Outcome 2:** On completion of this unit the student should be able to measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.

**Outcome 3:** On completion of this unit the student should be able to design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

## UNIT 3 CHEMISTRY

### How can chemical processes be designed to optimise efficiency?

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

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

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

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

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

#### AREAS OF STUDY

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

#### OUTCOMES

**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 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 to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised. Students should be able to explain how electrolysis is involved in the production of chemical and recharging batteries.

## UNIT 4 CHEMISTRY

### How are organic compounds categorised, analysed and used?

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

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

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

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

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

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

## AREAS OF STUDY

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

## OUTCOMES

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

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

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

**UNIT 3 CHINESE**

## Chinese First Language

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through Literature and the Arts; language and culture through VET. The student will be expected to present and discuss aspects of their detailed study in Sections 1 and 2, Presentation and Discussion, of the Oral Examination.

**AREAS OF STUDY**

The areas of study for Chinese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar.

They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

**OUTCOMES**

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

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

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

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

**UNIT 4 CHINESE**

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The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

**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 use information from written texts.

**Outcome 2:** On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of language and culture.

**UNIT 3 DATA ANALYTICS**

## Data Analytics

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

**AREAS OF STUDY**

1. Data Analytics
2. SAT: Analysis and design

**OUTCOMES**

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

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

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

**UNIT 4 DATA ANALYTICS**

## Data Analytics

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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



## UNIT 1 ECONOMICS

### The Behaviour of Consumers & Businesses

Economics is a dynamic and constantly evolving field. As a social science, Economics is interested in 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 way economic models and theories have been developed to explain the causes and effects of human action.

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact.

Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key 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.

#### AREAS OF STUDY

1. Thinking like an economist
2. Decision making in markets

#### 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 basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence 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.

## UNIT 2 ECONOMICS

### Contemporary Economic Issues

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

Students explore how the benefits of economic growth are shared in an economy and begin to appreciate that efforts to increase economic efficiency might lead to a more inequitable distribution of income. They evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards. Through the analysis of specific policy measures, students analyse and question the nature of this key trade-off and evaluate whether there is a degree of compatibility between equity and efficiency.

Students consider the influence on the world's living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved. They consider the perspectives of relevant stakeholders and evaluate the validity of individual and collective responses to global issues.

#### AREAS OF STUDY

1. Economic growth, long-term economic prosperity and environmental sustainability
2. Economic efficiency and equity
3. Global economic issues

#### 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 factors and policies that may influence economic growth, environmental sustainability and analyse the potential trade-off.

**UNIT 2 ECONOMICS (CONTINUED)**

## Contemporary Economic Issues

**Outcome 2:** On completion of this unit the student should be able to explain the factors and policies that may influence equity in the distribution of income and efficiency of resource allocation, and analyse the potential trade-off.

**Outcome 3:** On completion of this unit the student should be able to explain the factors that may influence global economic issue/s and evaluate potential consequences associated with actions to address the issue/s.

**UNIT 3 ECONOMICS**

## Australia's Economic Prosperity

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can 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.

In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards.

Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

**AREAS OF STUDY**

1. An introduction to microeconomics
2. Domestic macroeconomic goals
3. Australia and the world economy

**OUTCOMES**

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

**Outcome 1:** Explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes.

**Outcome 2:** Analyse key contemporary factors that may have influenced the Australian Government's domestic macroeconomic goals over the last 2 years and discuss how these impact our standard of living

**Outcome 3:** Explain the factors that may influence Australia's international transactions and evaluate how international transactions and trade liberalisation may influence the current account balance, the domestic macroeconomic goals, and our standard of living.

## UNIT 4 ECONOMICS

### Managing the Economy

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian Government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts that directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Area of Study 1 focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy. Students consider each of the transmission mechanisms through which changes to interest rates can affect the level of aggregate demand in the economy and how these changes might affect the achievement of the Australian Government's domestic macroeconomic goals. Students examine and analyse the effects of the last two Australian Government budgets, and how particular initiatives have helped to stabilise the level of aggregate demand and influenced the achievement of domestic macroeconomic goals.

In Area of Study 2 students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. If the productive capacity of the economy is expanding, growth in aggregate demand can be met and economic growth can be maintained both now and into the future. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives and consider how they increase competition and efficiency in the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity and the achievement of the Australian Government's domestic macroeconomic goals.

#### AREAS OF STUDY

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

#### OUTCOMES

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

**Outcome 1:** Discuss the nature and operation of aggregate demand policies and analyse how these policies may influence the Australian Government's domestic macroeconomic goals and living standards.

**Outcome 2:** Discuss the nature and operation of aggregate supply policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.

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

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

**AREAS OF STUDY**

1. Reading and Creating
2. Analysing and Presenting

**OUTCOMES**

1. On completion of this unit the student should be able to produce analytical and creative responses to texts.
2. On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

**UNIT 3 ENGLISH / EAL****English/ EAL**

The focus of this unit is on reading and responding to a variety of texts both analytically and creatively. Students analyse arguments and the use of persuasive language in texts.

**AREAS OF STUDY**

1. Reading and creating texts
2. Analysing argument
3. Listening to texts

**OUTCOMES**

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

1. On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.
2. On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

EAL students complete an additional Area of Study and Outcome.

3. On completion of this unit the student be able to comprehend a spoken text.

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

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

**AREAS OF STUDY**

1. Reading and Comparing
2. Analysing and Presenting an Argument

**OUTCOMES**

1. On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.
2. On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

**UNIT 4 ENGLISH / EAL****English/ EAL**

The focus of this unit is to compare the presentation of ideas, issues and themes in texts.

Students create an oral presentation intended to position audiences about an issue currently debated in the media.

**AREAS OF STUDY**

1. Reading and comparing texts
2. Presenting argument

**OUTCOMES**

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

1. On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
2. On completion of this unit the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

**UNIT 1 ENGLISH LANGUAGE**

## Language and Communication

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

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

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

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

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

**UNIT 2 ENGLISH LANGUAGE**

## Language Change

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

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

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

**AREAS OF STUDY**

1. English across time
2. Englishes in contact

**OUTCOMES**

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

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

**Outcome 2:** On completion of this unit the student should be able to describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts

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

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



## UNIT 3 ENGLISH LANGUAGE

## Language Variation &amp; Social Purpose

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

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

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

## AREAS OF STUDY

1. Informal language
2. Formal language

## OUTCOMES

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

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

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

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

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

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

## UNIT 4 ENGLISH LANGUAGE

## Language Variation and Identity

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

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

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

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

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

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

## UNIT 4 ENGLISH LANGUAGE (CONTINUED)

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### Language Variation and Identity

#### AREAS OF STUDY

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

#### OUTCOMES

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

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

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

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

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

**UNIT 1 ENGLISH LITERATURE**

## Approaches to Literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles.

Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

**AREAS OF STUDY**

1. Reading practices
2. Ideas and concerns in texts

**OUTCOMES**

**Outcome 1:** On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.

**Outcome 2:** On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

**UNIT 2 ENGLISH LITERATURE**

## Context and Connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings.

Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted.

Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

**AREAS OF STUDY**

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

**OUTCOMES**

**Outcome 1:** On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/ or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

**Outcome 2:** On completion of this unit the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

**UNIT 3 ENGLISH LITERATURE**

## Form and Transformation

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

They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed.

They consider how the perspectives of those adapting texts may inform or influence the adaptations.

Students draw on their study of adaptations and transformations to develop creative responses to texts.

Students develop their skills in communicating ideas in both written and oral forms

**AREAS OF STUDY**

1. Adaptations and transformations
2. Creative responses to texts

**OUTCOMES**

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

**Outcome 2:** On completion of this unit the student should be able to respond creatively to a text and comment on the connections between the text and the response.

**UNIT 4 ENGLISH LITERATURE**

## Interpreting Texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view.

They investigate literary criticism informing both the reading and writing of texts.

Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches.

Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

**AREAS OF STUDY**

1. Literary perspectives
2. Close analysis

**OUTCOMES**

**Outcome 1:** On completion of this unit students should be able to produce an interpretation of a text using different literary perspectives to inform their view.

**Outcome 2:** On completion of this unit the student should be able to analyse features of texts and develop and justify interpretations of texts.

**UNIT 1 FOOD STUDIES**

## Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

**AREAS OF STUDY**

1. Food around the world
2. Food 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 identify and explain major factors in the development of a globalised food supply, and demonstrate adaptations of selected food from earlier cuisines through practical activities. Practical activities are used to explore topics and concepts in this Outcome.

**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 use foods indigenous to Australia and those introduced through migration in the preparation of food products. Practical activities are used to explore topics and concepts in this Outcome.

*\*This Unit of study requires the payment of a food materials fee. Students must also wear a cap and apron, which must be purchased from the school, if they don't already have one.*

**UNIT 2 FOOD STUDIES**

## Food Makers

In this unit students investigate food systems in contemporary Australia. Commercial food production industries are focused on, as well as food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australia and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

They consider the effective provision and preparation of food in the home. Analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

**AREAS OF STUDY**

1. Food industries
2. Food in the home

**OUTCOMES**

**Outcome 1:** On completion of this unit the student should be able to describe Australia's major food industries, analyse relationships between food suppliers and consumers, discuss measures in place to ensure a safe food supply and design a brief and a food product that demonstrates the application of commercial principles.

Practical activities are used to explore topics and concepts in this Outcome.

**Outcome 2:** On completion of this unit the student should be able to compare and evaluate similar foods prepared in different settings, explain the influences on effective food provision and preparation in the home, and design and create a food product that illustrates potential adaptation in a commercial context. Practical activities are used to explore topics and concepts in this Outcome.

*\*This Unit of study requires the payment of a food materials fee. Students must also wear a cap and apron, which must be purchased from the school, if they don't already have one.*

## UNIT 3 FOOD STUDIES

### Food in Daily Life

This unit investigates the many roles and everyday influences of food. The science of food is explored: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

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

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

#### AREAS OF STUDY

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

#### OUTCOMES

**Outcome 1:** On completion of this unit the student should be able to explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products. Practical activities are used to explore topics and concepts in this Outcome.

**Outcome 2:** On completion of this unit the student should be able to explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families. Practical activities are used to explore topics and concepts in this Outcome.

*\*This Unit of study requires the payment of a food materials fee. Students must also wear a cap and apron, which must be purchased from the school, if they don't already have one.*

## UNIT 4 FOOD STUDIES

### Food Issues, Challenges & Futures

In this unit students examine debates about global and Australian food systems. The following issues are explored: the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students 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.

Students study individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and explore 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.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

#### AREAS OF STUDY

1. Environment and ethics
2. Navigating food information

#### OUTCOMES

**Outcome 1:** On completion of this unit the student should be able to explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals. Practical activities are used to explore topics and concepts in this Outcome.

**Outcome 2:** On completion of this unit the student should be able to explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines. Practical activities are used to explore topics and concepts in this Outcome.

*\*This Unit of study requires the payment of a food materials fee. Students must also wear a cap and apron, which must be purchased from the school, if they don't already have one.*



**UNIT 1 GEOGRAPHY**

## Hazards and Disasters

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

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

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

**UNIT 2 GEOGRAPHY**

## Tourism: Issues and Challenges

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

## UNIT 3 GEOGRAPHY

### Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change.

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

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

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

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

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

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

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

#### AREAS OF STUDY

1. Land cover change
2. Land use change

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

#### OUTCOMES

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

## UNIT 4 GEOGRAPHY

### Human Population: Trends and Issues

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

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

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

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

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

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

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

#### AREAS OF STUDY

1. Population dynamics
2. Population issues and challenges

#### OUTCOMES

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

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

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

**UNIT 1 HEALTH & HUMAN DEVELOPMENT**

## Understanding Health and Wellbeing

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

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

**AREAS OF STUDY**

1. Health perspectives and influences
2. Health and nutrition

**OUTCOMES**

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

**Outcome 1:** On completion of this unit the student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

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

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

**UNIT 2 HEALTH & HUMAN DEVELOPMENT**

## Managing Health and Development

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

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

**AREAS OF STUDY**

1. Developmental transitions
2. Health care in Australia

**OUTCOMES**

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

**Outcome 1:** On completion of this unit the student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

**Outcome 2:** On completion of this unit the student should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

**UNIT 3 HEALTH & HUMAN DEVELOPMENT**

## Australia's Health in a Globalised World

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

**Outcome 1:** On completion of this unit the student should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.

**Outcome 2:** On completion of this unit the student should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

**UNIT 4 HEALTH & HUMAN DEVELOPMENT**

## Global Health & Development

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

## UNIT 1 HISTORY (MODERN HISTORY)

### Change and Conflict

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

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

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

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

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

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

#### AREAS OF STUDY

1. Ideology and conflict
2. Social and cultural change

#### OUTCOMES

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

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

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



**UNIT 2 HISTORY (MODERN HISTORY)**

## The Changing World Order

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

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

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

**UNIT 3 HISTORY (REVOLUTIONS)**

## The French Revolution

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

**UNIT 4 HISTORY (REVOLUTIONS)**

## The Russian Revolution

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

**UNIT 1 LEGAL STUDIES**

## Guilt and Liability

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

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

**UNIT 2 LEGAL STUDIES**

## Sanctions, Remedies and Rights

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

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

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

**AREAS OF STUDY**

1. Sanction
2. Remedies
3. Rights

**OUTCOMES**

For this unit students are required to achieve three outcomes.

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

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

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

**UNIT 3 LEGAL STUDIES**

## Rights and Justice

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

**UNIT 4 LEGAL STUDIES**

## The People and the Law

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

**UNIT 1 LANGUAGES****French**

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

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

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

**UNIT 2 LANGUAGES****French**

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

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

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**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

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

**UNIT 3 LANGUAGES****French**

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

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**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

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

**UNIT 4 LANGUAGES****French**

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

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



**UNIT 1 LANGUAGES**

## Japanese

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

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

**UNIT 2 LANGUAGES**

## Japanese

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

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

**UNIT 3 LANGUAGES**

## Japanese

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

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

**AREAS OF STUDY**

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

**Detailed Study**

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

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

**OUTCOMES**

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

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

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

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

**UNIT 4 LANGUAGES**

## Japanese

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

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

**UNIT 1 & 2 MATHEMATICS**

## General Mathematics

For students completing Year 11 next year.

- Designed to cater for the needs of students intending to study Further Mathematics Units 3 and 4 in the following year
- Provides preparation for study of Further Mathematics at the Units 3 and 4 level.

For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study using the following rules:

- For each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- Courses intended as preparation for study at the Units 3 and 4 level should include a selection of topics from areas of study that provide a suitable background for these studies
- Content covered from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2

**AREAS OF STUDY**

1. Algebra and structure
2. Arithmetic and number
3. Discrete mathematics
4. Geometry, measurement and trigonometry
5. Graphs of linear and non-linear relations
6. Statistics

**OUTCOMES**

Students are required to demonstrate achievement of three outcomes.

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

**Outcome 2:** On completion of each unit the student should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

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

**UNIT 3 & 4 MATHEMATICS**

## Further Mathematics

Further Mathematics consists of two areas of study, a compulsory core area of study to be completed in Unit 3 and an applications area of study to be completed in Unit 4.

The Core comprises 'Data analysis' and 'Recursion and financial modelling'.

The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules.

Assumed knowledge and skills for the Core are derived from the General Mathematics Units 1 and 2 topics: Computation and Practical Arithmetic; 'Investigating and Comparing Data Distributions'; 'Investigating relationships between two numerical variables'; 'Linear graphs and modelling'; 'Linear relations and equations'; and 'Number patterns and recursion'.

**AREAS OF STUDY**

- Core:**
1. Data analysis and Recursion and financial modelling
  2. Applications which consist of two modules (school selects from):

**Module 1:** Geometry and measurement

**Module 2:** Graphs and relations

**Module 3:** Networks and decision mathematics \*

**Module 4:** Matrices \*

*\*school selected modules*

**OUTCOMES**

These outcomes will be assessed in unit 3 & 4 via the relevant areas of study for that unit.

**Outcome 1:** On completion of this outcome the student should be able to define and explain key concepts and hence apply related mathematical techniques and models as specified in the relevant area of study in routine contexts.

**Outcome 2:** On completion of this outcome the student should be able to select and apply the mathematical concepts, models and techniques as specified in Area of Study in a range of contexts of increasing complexity.

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

**UNIT 1 & 2 MATHEMATICS**

## Mathematical Methods

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

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

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

**AREAS OF STUDY**

- Functions and Graphs
- Algebra
- Calculus
- 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 requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.

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

**UNIT 3 & 4 MATHEMATICS**

## Mathematical Methods

Mathematical Methods Units 3 and 4 is intended to provide an appropriate background for further study in disciplines such as science, economics or medicine. Mathematical Methods Units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics Unit 3 and 4 or Further 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**

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

**OUTCOMES**

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

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

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

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

## UNIT 1 &amp; 2 MATHEMATICS

## Specialist Mathematics

Students undertaking this study must also be undertaking Mathematics Methods Units 1 and 2. Specialist Mathematics Units 1 and 2 provides preparation for study of Specialist Mathematics at the Units 3 and 4 level.

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 in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

For Units 1 and 2, to suit the range of students entering the study, and cover the four prescribed topics, content must be selected from the six areas of study using the following rules:

- For each unit, content covers four or more topics in their entirety, selected from at least three different areas of study
- Each unit must include two of the prescribed topics: Number systems and recursion; Vectors in the plane; Geometry in the plane and proof; and Graphs of non- linear relations
- Other topics can be selected from those included in the areas of study for Specialist Mathematics Units 1 and 2 and/or General Mathematics Units 1 and 2
- Courses intended as preparation for study at the Units 3 and 4 level should include selection of content from areas of study that provide a suitable background for these studies
- Content from an area of study provides a clear progression in knowledge and skills from Unit 1 to Unit 2

## AREAS OF STUDY

1. Algebra and structure
2. Arithmetic and number
3. Discrete mathematics
4. Geometry, measurement and trigonometry
5. Graphs of linear and non-linear relations
6. Statistics

## OUTCOMES

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

**Outcome 1:** On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

**Outcome 2:** On completion of each unit the student should be able to apply mathematical processes in non- routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

**Outcome 3:** On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

## UNIT 3 & 4 MATHEMATICS

### Specialist Mathematics

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4.

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

#### AREAS OF STUDY

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

#### OUTCOMES

For each unit the student is required to demonstrate achievement of three outcomes. As a set these outcomes encompass all of the areas of study for each unit. For each of Unit 3 and Unit 4 the outcomes apply to the content from the areas of study selected for that unit.

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

**Outcome 2:** On the completion of each unit the student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.

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



## UNIT 1 MEDIA STUDIES

### Media Forms, Representations & Australian stories

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

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

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

#### AREAS OF STUDY

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

#### OUTCOMES

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

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

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

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

## UNIT 2 MEDIA STUDIES

### Narrative Across Media Forms

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

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

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

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

#### AREAS OF STUDY

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

#### OUTCOMES

Students are required to demonstrate three outcomes.

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

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

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

## UNIT 3 MEDIA STUDIES

### Media Narratives and Pre-production

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

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

#### AREAS OF STUDY

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

#### OUTCOMES

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

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

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

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

## UNIT 4 MEDIA STUDIES

### Media Production and Issues in the Media

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

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

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

#### AREAS OF STUDY

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

#### OUTCOMES

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

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

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

**UNIT 1 MUSIC**

## Music Performance

Students electing to study 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 the associated requirements, including all practical assessments and exams.

Unit 1 focuses on building performance and musicianship skills in solo and group contexts, studying approaches to performance, developing skills in aural comprehension and analysis.

Students present solo and group performances demonstrate prepared technical work and perform previously unseen music.

**AREAS OF STUDY**

1. Performance: both solo and group
2. Performance technique
3. Musicianship (theory and analysis)

**OUTCOMES**

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study for the unit.

**Outcome 1:** On completion of this unit the student should be able to perform a program of musically engaging solo and group works.

**Outcome 2:** On completion of this unit the student should be able to demonstrate instrumental techniques used in performance.

**Outcome 3:** On completion of this unit the student should be able to describe and notate various elements of music and analyse music.

**UNIT 2 MUSIC**

## Music Performance

This unit further develops skills in practical music and performance in solo and group contexts. Students present a prepared program(s) of solo and group works, demonstrate prepared technical work, perform previously unseen music and develop skills in aural comprehension. Selected works are analysed to enhance performance interpretation and to understand their context, influences, characteristics and styles. This unit also focuses on music language that is relevant to performance and used to analyse, compose or improvise music.

**AREAS OF STUDY**

1. Performance: both solo and group
2. Performance technique
3. Musicianship (theory and analysis)
4. Organisation of Sound (composition)

**OUTCOMES**

For this unit students are required to demonstrate achievement of four outcomes. As a set these outcomes encompass all areas of study for the unit.

**Outcome 1:** On completion of this unit the student should be able to perform a program of musically engaging solo and group works.

**Outcome 2:** On completion of this unit the student should be able to demonstrate instrumental techniques used in performance and describe influences in their approach towards performance.

**Outcome 3:** On completion of this unit the student should be able to recognise, sing and write scales, intervals and chords; transcribe rhythms and melodies; use conventions in music notation; and describe how instruments are used in combination.

**Outcome 4:** On completion of this unit the student should be able to devise a composition or improvisation that uses music language drawn from analysis of selected works being prepared for performance.

**UNIT 3 MUSIC**

## Music Performance

This unit focuses on developing performance skills in interpreting styles and applying a range of technical and artistic techniques to present a program of works in both solo and group context.

The unit aims to develop aural perception and critical listening skills used by ensemble performers to prepare and present performances of music in a range of styles. The unit also analyses strategies and techniques for preparing and presenting performances.

**AREAS OF STUDY**

1. Performance: both solo and group
2. Performance technique
3. Musicianship (theory and analysis)

**OUTCOMES**

**Outcome 1:** On completion of this unit the student should be able to present and perform works in both solo and group contexts.

**Outcome 2:** On completion of this unit the student should be able to demonstrate performance techniques as relevant to the performance of selected works.

**Outcome 3:** On completion of this unit the student should be able to analyse the structure and sound of selected characteristics of music and describe and notate various theoretical elements of music.

**UNIT 4 MUSIC**

## Music Performance

This unit focuses on further developing and refining performance skills and applying a range of technical and artistic techniques to present a program of works in either a solo or group context. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers.

**AREAS OF STUDY**

1. Performance: both solo and group.
2. Performance technique.
3. Musicianship. (theory and analysis)

**OUTCOMES**

Students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study for the unit.

**Outcome 1:** On completion of this unit, the student should be able to present and perform works in a solo or group context demonstrating technical accuracy and control, and creative interpretation across a range of styles.

**Outcome 2:** On completion of this unit the student should be able to demonstrate performance techniques as relevant to the performance of selected works and to present an unprepared performance.

**Outcome 3:** On completion of this unit the student should be able to recognise and describe the structure and sound of selected characteristics of music and describe and notate various elements of music in theory, aural comprehension and analysis.

**UNIT 1 PHILOSOPHY**

## Existence, Knowledge and Reasoning

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

For this unit students are required to achieve three outcomes.

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

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

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

**UNIT 2 PHILOSOPHY**

## Questions of Value

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

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

**UNIT 3 PHILOSOPHY**

## Minds, Bodies and Persons

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

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

**AREAS OF STUDY**

1. Minds and bodies
2. Personal identity

**OUTCOMES**

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

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

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

**UNIT 4 PHILOSOPHY**

## The Good Life

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

Students are required to demonstrate achievement of two outcomes.

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

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



**UNIT 1 PHYSICAL EDUCATION**

## The Human Body in Motion

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

**UNIT 2 PHYSICAL EDUCATION**

## Physical Activity, Sport and Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

**Outcome 1:** On completion of this unit, the students should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

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

**UNIT 3 PHYSICAL EDUCATION**

## Movement Skills and Energy for Physical Activity

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

They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

**Outcome 1:** On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.

**Outcome 2:** On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

**UNIT 4 PHYSICAL EDUCATION**

## Training to Improve Performance

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

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

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

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

**AREAS OF STUDY**

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

**OUTCOMES**

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

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

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

## UNIT 1 PHYSICS

### What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at scales which are not always visible to the unaided human eye. Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world.

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

#### AREAS OF STUDY

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

#### OUTCOMES

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

**Outcome 1:** The student should be able to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.

**Outcome 2:** 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.

**Outcome 3:** The student should be able to describe the evolution of the universe, explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.

## UNIT 2 PHYSICS

### What do experiments reveal about the physical 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. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. For the second area of study students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest in greater depth.

Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation relates to content drawn from Area of Study 1 and/or Area of Study 2 and is undertaken in Area of Study 3.

#### AREAS OF STUDY

1. How can motion be described and explained?
2. Options: One option is chosen from the following topics:

- What are stars?
- Is there life beyond Earth's Solar System?
- How do forces act on the human body?
- How can AC electricity charge a DC device?
- How do heavy things fly?
- How do fusion and fission compare as viable nuclear energy power sources?
- How is radiation used to maintain human health?
- How do particle accelerators work?
- How can human vision be enhanced?
- How do instruments make music?
- How can performance in ball sports be improved?
- How does the human body use electricity?

3. Practical investigation

## UNIT 2 PHYSICS (CONTINUED)

### What do experiments reveal about the physical world?

#### OUTCOMES

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

**Outcome 1:** The student should be able to investigate, analyse and mathematically model the motion of particles and bodies.

**Outcome 2:** This outcome is dependent on the option chosen.

**Outcome 3:** The student should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

## UNIT 3 PHYSICS

### Physics

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

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

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

#### AREAS OF STUDY

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

#### OUTCOMES

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

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

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

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

## UNIT 4 PHYSICS

### Physics

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

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

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

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

#### AREAS OF STUDY

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

#### OUTCOMES

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

**Outcome 1:** The student should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.

**Outcome 2:** The student should be able to provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.

**Outcome 3:** The student should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

## UNIT 1 PSYCHOLOGY

### How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.

Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contributions that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

#### AREAS OF STUDY

1. How does the brain function?
2. What influences psychological development?
3. Student-directed research investigation.

#### 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 describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.

**Outcome 2:** On completion of this unit the student should be able to identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.

**Outcome 3:** On completion of this unit the student should be able to investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

## UNIT 2 PSYCHOLOGY

### How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

#### AREAS OF STUDY

1. What influences a person's perception of the world?
2. How are people influenced to behave in particular ways?
3. Student-directed practical investigation

#### 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 sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.

**Outcome 2:** On completion of this unit the student should be able to identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

**Outcome 3:** On completion of this unit the student should be able to design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

## UNIT 3 PSYCHOLOGY

### How does experience affect behaviour and mental processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain 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 the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

#### AREAS OF STUDY

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

#### OUTCOMES

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

**Outcome 1:** On completion of this outcome the student should be able to explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.

**Outcome 2:** On completion of this outcome the student should be able to apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

## UNIT 4 PSYCHOLOGY

### How is well being developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour.

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning.

Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing. A student practical investigation related to mental processes and psychological functioning is undertaken.

#### AREAS OF STUDY

1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?

#### OUTCOMES

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

**Outcome 1:** On completion of this outcome the student should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.

**Outcome 2:** On completion of this outcome the student should be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.

**Outcome 3:** On completion of this outcome the student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.



**UNIT 3 SOFTWARE DEVELOPMENT**

## Software Development

Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create a series of working modules.

They analyse a need or opportunity, select an appropriate development model, and develop their own software requirements specification and design a software solution.

They also build project management skills through the development and monitoring of a project plan.

**AREAS OF STUDY**

1. Programming
2. SAT: analysis and design

**OUTCOMES**

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

**Outcome 1:** Students interpret teacher- provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules.

**Outcome 2:** Students analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution.

**UNIT 4 SOFTWARE DEVELOPMENT**

## Software Development

Students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

**AREAS OF STUDY**

1. SAT: development and evaluation
2. Cybersecurity: software security

**OUTCOMES**

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

**Outcome 1:** Students develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of their project plan in monitoring progress.

**Outcome 2:** Students respond to a teacher- provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices.

**UNIT 1 STUDIO ART**

## Studio Inspiration and Techniques

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks.

Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

**AREAS OF STUDY**

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

**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 sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.

**Outcome 2:** On completion of this unit the student should be able to produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.

**Outcome 3:** On completion of this unit the student should be able to discuss the artistic practice of artists from different times and cultures, their sources of inspiration, materials and techniques for at least two artworks by each artist.

**UNIT 2 STUDIO ART**

## Studio Exploration and Concepts

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms.

Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks.

Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter. Comparisons of contemporary art with historical art styles and movements should be encouraged. The exhibition of artworks is integral to Unit 2 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

**AREAS OF STUDY**

1. Exploration of studio practice and development of artworks.
2. Ideas and styles in artworks.

**OUTCOMES**

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

**Outcome 1:** On completion of this unit the student should be able to develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.

**Outcome 2:** On completion of this unit the student should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

**UNIT 3 STUDIO ART**

## Studio Practices and Processes

**In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas.**

Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4. The exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.

They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience. Students are expected to visit at least two different exhibitions and study specific artworks displayed in these exhibitions during their current year of study.

**AREAS OF STUDY**

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

**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 prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.

**Outcome 2:** On completion of this unit the student should be able to progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.

**Outcome 3:** On completion of this unit the student should be able to examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

## UNIT 4 STUDIO ART

### Studio Practice and Art Industry Contexts

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

**Outcome 3:** On completion of this unit the student should be able to compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

### AREAS OF STUDY

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

### 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 at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.

**Outcome 2:** On completion of this unit the student should be able to provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.

**UNIT 1 THEATRE STUDIES**

## Pre-modern Theatre

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

They also study theatrical and performance analysis and apply their skills to the analysis of a play in performance.

**AREAS OF STUDY**

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

**OUTCOMES**

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

**Outcome 1:** On completion of this unit the student should be able to identify and describe the distinguishing features of premodern theatre play scripts.

**Outcome 2:** On completion of this unit the student should be able to apply acting and other stagecraft to interpret play scripts from the pre-modern era.

**Outcome 3:** On completion of this unit the student should be able to analyse a performance of a play script.

**UNIT 2 THEATRE STUDIES**

## Modern Theatre

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

**AREAS OF STUDY**

1. Modern Theatre
2. Interpretation Through Stagecraft
3. Analysing a Play in Performance

**OUTCOMES**

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

**Outcome 1:** On completion of this unit the student should be able to identify and describe the distinguishing features of play scripts from the modern era of theatre.

**Outcome 2:** On completion of this unit the student should be able to apply stagecraft to interpret play scripts from the modern era.

**Outcome 3:** On completion of this unit the student should be able to analyse and evaluate stagecraft in a performance of a play script from the modern era.

**UNIT 3 THEATRE STUDIES**

## Play Script Interpretation

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

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

Students also attend a performance and analyse and evaluate the interpretation of the play script in the performance.

**AREAS OF STUDY**

1. Production process
2. Theatrical Interpretation
3. Production analysis

**OUTCOMES**

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

**Outcome 1:** On completion of this unit, the student should be able to apply stagecraft to interpret a play script for performance to an audience.

**Outcome 2:** On completion of this unit, the student should be able to document an interpretation of excerpts from a play script and explain how stagecraft can be applied in the interpretation.

**Outcome 3:** On completion of this unit the student should be able to analyse and evaluate the interpretation of a written play script in production to an audience.

**UNIT 4 THEATRE STUDIES**

## Performance Interpretation

In this unit students study a scene and associated monologue and develop a theatrical treatment that includes the creation of a character by an actor, stage craft possibilities, and appropriate research.

Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation.

**AREAS OF STUDY**

1. Monologue Interpretation
2. Scene Interpretation
3. Performance Analysis

**OUTCOMES**

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

**Outcome 1:** On completion of this unit the student should be able to interpret a monologue from a play script and justify their interpretive decisions.

**Outcome 2:** On completion of this unit the student should be able to develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene.

**Outcome 3:** On completion of this unit the student should be able to analyse and evaluate acting in a production.

**UNIT 3 VIETNAMESE****Vietnamese First Language**

Student should understand and appreciate aspects of language and culture through the study of texts in Vietnamese drawn from Literature and the Arts, which focus on the selected sub-topic.

It will include study of the author's/director's/ composer's intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience.

These might include aural and visual, as well as written texts, for example a short novel, a film and a poem or song, or they could all be written resources, such as a collection of poems or short stories by one author.

**AREAS OF STUDY**

The areas of study for Vietnamese comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

**OUTCOMES**

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

**Outcome 1:** Student should be able to express ideas through the production of original texts.

**Outcome 2:** Student should be able to analyse and use information from spoken texts.

**Outcome 3:** Student should be able to exchange information, opinions and experiences.

**UNIT 4 VIETNAMESE****Vietnamese First Language**

Student should understand and appreciate aspects of language and culture through the study of texts in Vietnamese drawn from Literature and the Arts, which focus on the selected sub-topic.

It will include study of the author's/director's/ composer's intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience.

These might include aural and visual, as well as written texts, for example a short novel, a film and a poem or song, or they could all be written resources, such as a collection of poems or short stories by one author.

**AREAS OF STUDY**

The areas of study for Vietnamese comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

**OUTCOMES**

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

**Outcome 1:** Student should be able to analyse and use information from written texts.

**Outcome 2:** Student should be able to respond critically to spoken and written texts that reflect aspects of the language and culture of Vietnamese-speaking communities.



**UNIT 1 VISUAL COMMUNICATION DESIGN**

## Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts.

This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts.

Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived.

Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

**AREAS OF STUDY**

1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communication design in context

**OUTCOMES**

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

**Outcome 1:** On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.

**Outcome 2:** On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.

**Outcome 3:** On completion of this unit the student should be able to describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

**UNIT 2 VISUAL COMMUNICATION DESIGN**

## Applications of Visual Communication within Design Fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design.

Students apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

**AREAS OF STUDY**

1. Technical drawing in context
2. Type and imagery in context
3. Applying the design process

**OUTCOMES**

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

**Outcome 1:** On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field

**Outcome 2:** On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

**Outcome 3:** On completion of this unit the student should be able to apply stages of the design process to create a visual communication appropriate to a given brief.

**UNIT 3 VISUAL COMMUNICATION DESIGN**

## Visual Communication Design Practices

**In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists.**

Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students use their research and analysis of the process of visual communication designers to support the development of their own designs.

They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work.

Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

**AREAS OF STUDY**

1. Analysis and practice in context
2. Design Industry practice
3. Developing a brief and generating ideas

**OUTCOMES**

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

**Outcome 1:** On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.

**Outcome 2:** On completion of this unit the student should be able to discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.

**Outcome 3**

On completion of this unit the student should be able to apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

**UNIT 4 VISUAL COMMUNICATION DESIGN**

## Visual Communication Design Development, Evaluation & Presentation

**The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.**

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials.

Students investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

**AREAS OF STUDY**

1. Development, refinement and evaluation
2. Final Presentations

**OUTCOMES**

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

**Outcome 1:** On completion of this unit the student should be able to develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.

**Outcome 2:** On completion of this unit the student should be able to produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

## VCE Course fees - Year 11<sup>\*</sup>

Subject Code	Subject Name	Base Levy
11ART	YR 11 ART	\$130
11MED	YR 11 MEDIA STUDIES	\$35
11MUS	YR 11 MUSIC PERFORMANCE	\$20
11SAR	YR 11 STUDIO ART	\$130
11THS	YR 11 THEATRE STUDIES	\$75
11VCD	YR 11 VISUAL COMMUNICATION DESIGN	\$130
11CAC	YR 11 APPLIED COMPUTING	\$20
11EAL	YR 11 ENGLISH AS AN ADDITIONAL LANGUAGE	\$25
11ENG	YR 11 ENGLISH	\$25
11ENL	YR 11 ENGLISH LANGUAGE	\$0
11LIT	YR 11 LITERATURE	\$0
11PHL	YR 11 PHILOSOPHY	\$0
11FDS	YR 11 FOOD STUDIES	\$100
11HDE	YR 11 HEALTH & HUMAN DEVELOPMENT	\$30
11PE	YR 11 PHYSICAL EDUCATION	\$30
11HIS	YR 11 HISTORY	\$0
11ACC	YR 11 ACCOUNTING	\$35
11BSM	YR 11 BUSINESS MANAGEMENT	\$0
11ECO	YR 11 ECONOMICS	\$0
11GEO	YR 11 GEOGRAPHY	\$0
11LEG	YR 11 LEGAL STUDIES	\$0
11FRE	YR 11 FRENCH	\$0
11JAP	YR 11 JAPANESE	\$0
11MGM	YR 11 GENERAL MATHS	\$5
11MMM	YR 11 MATHS METHODS	\$5
11MSM	YR 11 SPECIALIST MATHS	\$5
11BIO	YR 11 BIOLOGY	\$45
11CHE	YR 11 CHEMISTRY	\$35
11PHY	YR 11 PHYSICS	\$35
11PSY	YR 11 PSYCHOLOGY	\$35
11VSR	YR 11 VET SPORT & RECREATION UNIT 3&4	\$1100 - \$1300

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

## VCE Course fees - Year 12\*

Subject Code	Subject Name	Base Levy
12ART	YR 12 ART	\$130
12MED	YR 12 MEDIA	\$30
12MUS	YR 12 MUSIC PERFORMANCE	\$20
12SAR	YR 12 STUDIO ART	\$145
12THS	YR 12 THEATRE STUDIES	\$75
12VCD	YR 12 VISUAL COMMUNICATION DESIGN	\$185
12CDA	YR 12 DATA ANALYTICS	\$0
12CSD	YR 12 SOFTWARE DEVELOPMENT	\$20
12EAL	YR 12 ENGLISH AS AN ADDITIONAL LANGUAGE	\$35
12ENG	YR 12 ENGLISH	\$70
12ENL	YR 12 ENGLISH LANGUAGE	\$40
12LIT	YR 12 LITERATURE	\$35
12FDS	YR 12 FOOD STUDIES	\$80
12HDE	YR 12 HEALTH & HUMAN DEVELOPMENT	\$110
12PE	YR 12 PHYSICAL EDUCATION	\$125
12GEO	YR 12 GEOGRAPHY	\$0
12ACC	YR 12 ACCOUNTING	\$50
12BSM	YR 12 BUSINESS MANAGEMENT	\$25
12ECO	YR 12 ECONOMICS	\$0
12HIS	YR 12 HISTORY	\$25
12LEG	YR 12 LEGAL STUDIES	\$25
12CHI	YR 12 CHINESE AS FIRST LANGUAGE	\$0
12FRE	YR 12 FRENCH	\$0
12JAP	YR 12 JAPANESE	\$65
12VIET	YR 12 VIETNAMESE AS FIRST LANGUAGE	\$0
12MFM	YR 12 FURTHER MATHS	\$40
12MMM	YR 12 MATHS METHODS	\$40
12MSM	YR 12 SPECIALIST MATHS	\$15
12SPL	YR 12 MATHS METHODS SPL	\$15
12MMA	YR 12 MATHS METHODS*	\$40
12BIO	YR 12 BIOLOGY	\$75
12CHE	YR 12 CHEMISTRY	\$75
12PHY	YR 12 PHYSICS	\$75
12PSY	YR 12 PSYCHOLOGY	\$75
12PHL	YR 12 PHILOSOPHY	\$0

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

## VET Cluster Course Fees<sup>\*\*</sup>

Unit description	Gross Amount
VET ALLIED HEALTH 2021	\$470.00
VET ANIMAL STUDIES 2021	\$680.00
VET AUTOMOTIVE 2021	\$390.00
VET BUILDING & CONSTRUCTION 21	\$580.00
VET COMMUNITY SERVICES 2021	\$270.00
VET ENGINEERING 2021	\$440.00
VET APPLIED FASHION 2021	\$460.00
VET HOSPITALITY & KITCHEN 2021	\$530.00
VET INTERIOR DESIGN RETAIL 2021	\$410.00
VET LABORATORY SKILLS 2021	\$590.00
VET MAKE-UP 2021	\$450.00
VET SPORT & REC U 1 /2 2021	\$650.00
VET SCREEN&MEDIA (GAME DESIGN)	\$240.00

*\*\* Please note: these fees are approximate only. The final materials fee will be available in the VET handbook.*

