DONCASTER SECONDARY COLLEGE

SENIOR PATHWAYS COURSE APPLICATION HANDBOOK 2021

Principal: Mrs Éva McMaster
Assistant Principal (Senior School): Ms Belinda McGee
Senior School Leader: Mr Ty Dennis

College Address: 123 Church Road Doncaster VIC, 3108
Phone Number: 9848 4677
Facsimile: 9840 1390
Email: Doncaster.sc@education.vic.gov.au
Website: https://www.doncastersc.vic.edu.au/

This handbook is the 2nd in a series of 3 publications regarding Senior School information.

Contents

YEAR 11 AND 12 PATHWAYS 2020 3
COURSE APPLICATION PROCESS 3
VCAL MAINSTREAM AND SCHOOL BASED APPRENTICESHIP/TRAINEESHIP 4
VOCATIONAL EDUCATION & TRAINING (VET) 7
VICTORIAN CERTIFICATE OF EDUCATION (VCE) COURSE 8
HOW TO SELECT AN ENGLISH STUDY: 10
STUDY OF LANGUAGES: 11
HOW TO SELECT A MATHEMATICS STUDY: 12
MAKING CHOICES 13
USEFUL RESOURCES 14
ACCOUNTING 15
ART 16
BIOLOGY 17
BUSINESS MANAGEMENT 18
CHEMISTRY 19
COMPUTING: SOFTWARE DEVELOPMENT 20
DRAMA (COMBINED CLASS) 21
ECONOMICS 22
ENGLISH 23
ENGLISH AS AN ADDITIONAL LANGUAGE 24
ENGLISH LANGUAGE 25
ENGLISH LITERATURE 26
ENVIRONMENTAL SCIENCE 27
EXTENDED INVESTIGATION 28
FOOD STUDIES 29
HEALTH AND HUMAN DEVELOPMENT 30
HISTORY 31
HISTORY (CONTINUED) 32
LANGUAGES: CHINESE (1ST LANGUAGE) 33
LANGUAGES: CHINESE (2ND LANGUAGE) STANDARD OR ADVANCED 34
LANGUAGES: FRENCH 35
LANGUAGES: ITALIAN 36
LEGAL STUDIES 37
MATHEMATICS FOUNDATION 38
MATHEMATICS FURTHER 39
MATHEMATICAL METHODS 40
SPECIALIST MATHEMATICS 41
MEDIA 42
MUSIC PERFORMANCE (COMBINED CLASS) 43
OUTDOOR & ENVIRONMENTAL STUDIES 44
PHYSICAL EDUCATION 45
PHYSICS 46
PRODUCT DESIGN AND TECHNOLOGY (WOOD) 47
PSYCHOLOGY 48
SOCIOLOGY 49
STUDIO ARTS 50
SYSTEMS ENGINEERING 51
VISUAL COMMUNICATION DESIGN 52

YEAR 11 AND 12 PATHWAYS 2020

Year 11 and 12 are important decision making times in your life. It is a time when you will be required to choose a course and make decisions about the direction of your schooling. Year 11 students should note that decisions about your Year 11 course may affect the programs that you can do in Year 12, so it is important that you begin to think carefully about your study selections. For students coming into Year 12, you have already made important decisions regarding the direction your programs will take you. You will need to think about whether these programs lead in the direction you want, into tertiary studies or employment. For enquiries about Year 11 and 12 courses or about the VCE in general, please contact one of the following Coordinators:

Careers Counsellor / VET Coordinator:	Mrs Anne Wakeham
Careers Development Coordinator:	Mrs Vanessa Ramsay
Senior School / VASS Administration:	Ms Zoe Rohrlach
Senior School Leader:	Mr Ty Dennis
Student Engagement Coordinator:	Mr Rowan Hore
Year 10 Coordinators:	Ms Asli Dulger & Mr Jonathan Tennent
Year 11 Coordinator:	Ms Ramya Annavarapu
Year 12 Coordinator:	Ms Elly Stewart
Assistant Principal (Senior School):	Ms Belinda McGee
Principal:	Mrs Éva McMaster

COURSE APPLICATION PROCESS

Students in Year 10 follow the process below for identifying strengths, interests and career direction to prepare them for senior school study.

Students attend the University Experience excursion in Semester 1, followed by an individual careers interview with a qualified careers counsellor. In creating their Career Action Plan, students can discuss their upcoming Careers Experience Placement and how this may impact their choices.
In DiSCovery classes, students will undertake significant preparation in ensuring that they clearly understand the requirements of each senior school program and how to make the most informed choices. Key information regarding prerequisites and teacher recommendations will be discussed and students must use this information to make their application. We invite parents to attend the course application interview to discuss their child's needs and to clarify any queries they may have.
Further details regarding this process will be provided to all parents closer to the date.

VCAL MAINSTREAM AND SCHOOL BASED APPRENTICESHIP/TRAINEESHIP

Doncaster Secondary College facilitates Mainstream VCAL and, working as part of the atEast consortium, School Based Apprenticeship/Traineeships (SBAT). The program allows students the opportunity to complete the Victorian Certificate of Applied Learning (VCAL) and potentially begin their apprenticeship/traineeship while completing year 11 and 12.

Please Note: Students cannot be enrolled as an SBAT if they do not have an employer willing to have them as an apprentice/trainee. Students should select VCE studies and include VCAL/SBAT within their preferences. Only students attending the College in the pre-enrolment Year 10 will be eligible to be offered the program.

Who is eligible?

- Students who wish to pursue a vocational pathway of learning
- Students who wish to gain a senior school certificate whilst working and studying at TAFE
- Students that are serious and motivated to begin their career pathway

To be successful in VCAL you must demonstrate that you can:

- Organise time and work commitments
- Be able to handle the responsibility and demands of School, TAFE and Work each week
- Meet deadlines
- Travel independently on public transport
- Accept responsibility for completion of documentation and paperwork
- Be prepared to work in groups, individually and within the community
- Follow the policies of School ,TAFE and Work

What does the VCAL Program comprise?

VCAL contains 4 strands at a school and 1 at tertiary that require satisfactory completion of competencies:

- Literacy
- Numeracy
- Personal Development
- Work Related Skills
- Industry Specific Skills

Each Strand has 2 levels offered at Doncaster Secondary College:

- Intermediate VCAL – typically year 11 students
- Senior VCAL – typically year 12 students

If students do not complete the competencies for their Intermediate Certificate within the Year 11 school year, they can continue it the following year instead of progressing to a Senior Certificate.

Assessments:

- Competency based learning
- Hands on activities
- Projects to complete – group and individual
- Demonstration of skills learned in each outcome for teachers to approve

Attendance Requirements:

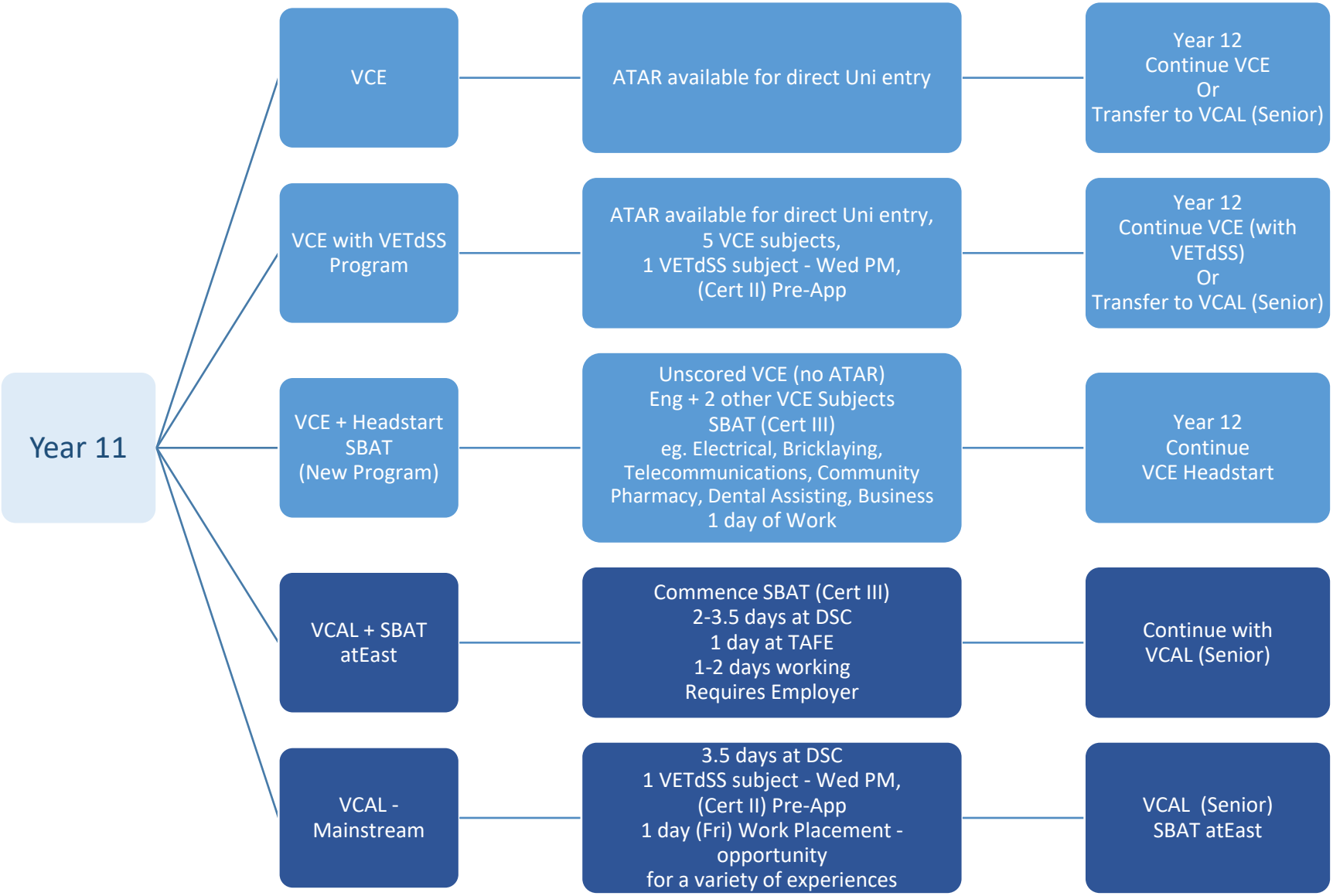
- Mainstream VCAL students will attend school 3.5 days per week, with an extra half day at TAFE and a day engaging in Structure Workplace Learning (SWL).
- VCAL SBAT students will only attend school on Mondays and Tuesdays each week. The remainder of the week is spent at TAFE on Wednesdays, and students will participate in full time work on Thursdays and Fridays.

Students who do VCAL may be interested in going to TAFE, starting an apprenticeship or getting a job after completing school. However, this does not preclude them from attending University should they change their mind. VCAL and SBAT can give you the knowledge and skills that are useful for a trade or industry certificate.

Students interested in this program should discuss this senior option with Lisa Chiuchiarelli, Vanessa Ramsay or Ty Dennis.

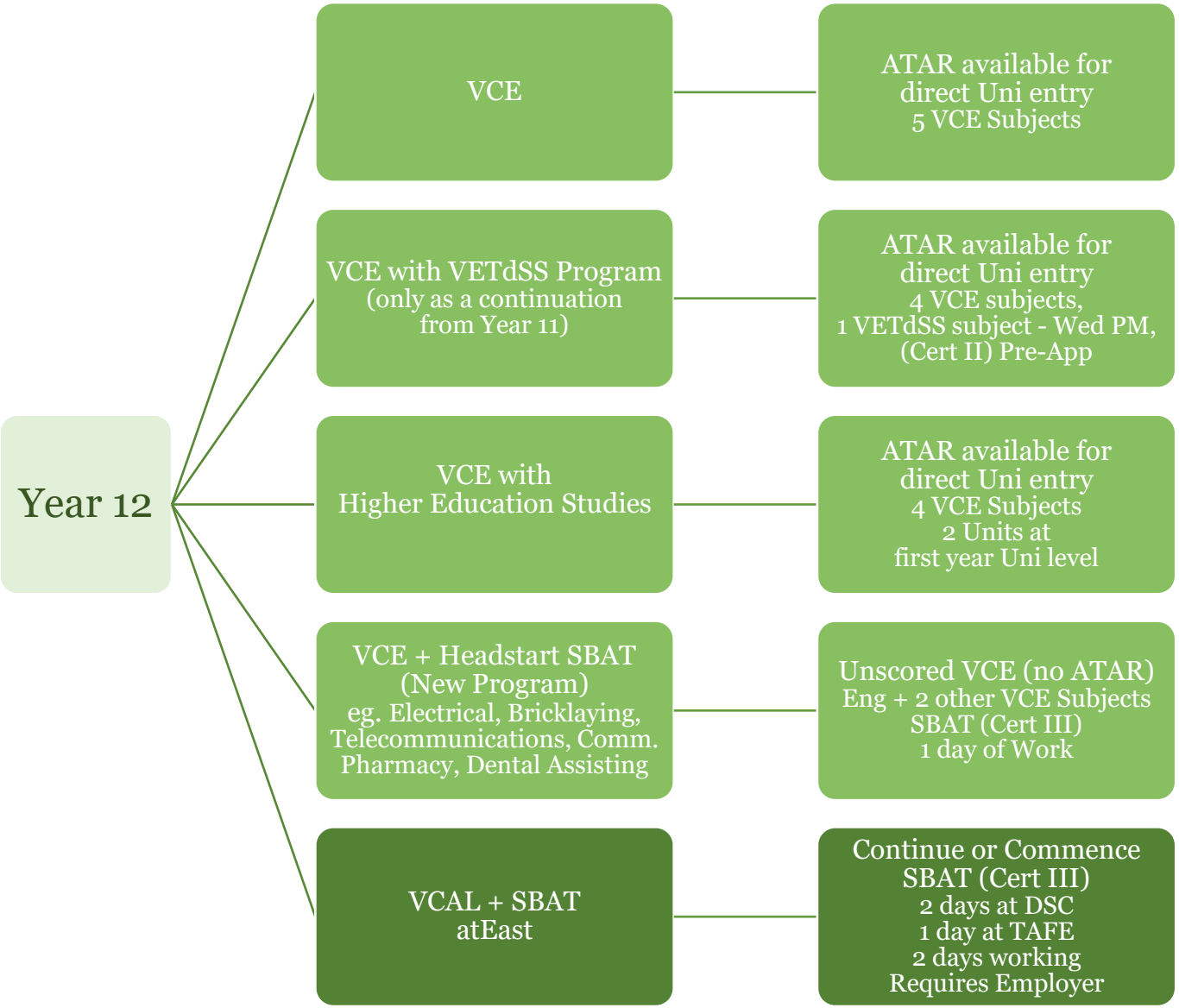
DSC OPTIONS FOR YEAR 11

VCAL: Victorian Certificate of Applied Learning
VCE: Victorian Certificate of Education
VETdSS: Vocational Education and Training delivered to Secondary Students
ATAR: Australian Tertiary Admission Rank
SBAT: School Based Apprenticeship & Traineeship



DSC OPTIONS FOR YEAR 12

VCAL: Victorian Certificate of Applied Learning
VCE: Victorian Certificate of Education
VETdSS: Vocational Education and Training delivered to Secondary Students
ATAR: Australian Tertiary Admission Rank
SBAT: School Based Apprenticeship & Traineeship



VOCATIONAL EDUCATION & TRAINING (VET)

Vocational Education and Training (VET) in your VCE studies combines general VCE studies with vocational training and experience in the workplace. VET is fully incorporated into the VCE. Like VCE studies, VET programs have a Unit 1 – 4 structure. VET programs offer a competency based assessment rather than a traditional class format. The aims of VET are:

- To increase the breadth of subject choice and style of delivery
- To provide students with a nationally recognised vocational qualification
- To provide pathways into further study
- To provide preparation for the workforce

Enrolment in a VET subject usually requires the completion of a work placement. A work placement enables a student to demonstrate and/or acquire skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. Students who wish to undertake a VET study need to be independent, well organised and enjoy learning by completing hands-on activities.

Doncaster Secondary College is a part of a local cluster of schools that allow external enrolments for VET Certificates, as well as the opportunity to enrol with Box Hill Institute of TAFE. In the past, we have been able to enrol students in studies such as:

Certificate II in Automotive Vocational Preparation	Certificate II in Applied Fashion Design and Technology	Certificate II in Building and Construction – Carpentry (partial completion)
Certificate III in Music Industry (sound)	Certificate II in Animal Studies	Certificate II in Hospitality
Certificate II in Equine Industry	Certificate II in Kitchen Operations	Certificate II and III in Acting (Screen)

For further information regarding VET, please see the VET Coordinator for an **'Expression of Interest'** form in term 3 of the year prior to commencing the VET subject. Students who attend a VET subject are expected to follow the Doncaster Secondary College rules.
NOTE: At Doncaster Secondary College, timetable constraints permit the undertaking of only ONE VCE VET study Unit 1 → 4 as all VET studies are run on Wednesday afternoons.

VET and your ATAR:
Scored VET units contribute to the satisfactory completion of the VCE. Like any other VCE subject, you will gain a study score. Unscored VET units still count toward the ATAR contributing 10% of the lowest study score of your primary four. See the VET Coordinator for specific information regarding the scoring of your VET for ATAR purposes.

VET Fees: There will be charges for materials requirements. In some instances, this may be in excess of approximately $1,200. A $100 deposit must be paid as part of the 'Expression of Interest' application process. If payments have not been finalised by course confirmation (end of November), students will automatically be placed in their next available preference.

VICTORIAN CERTIFICATE OF EDUCATION (VCE) COURSE

Restrictions on studies in the ATAR:

Only one of the following combinations can be used in the best six (that is, in the calculation of the ATAR):

- English/English as an Additional Language (EAL)
- Chinese (FL)/Chinese (SL)/Chinese (SL Advanced)
- Indonesian (FL)/Indonesian (SL)
- Japanese (FL)/Japanese (SL)
- Korean (FL)/Korean (SL)

In each of the study areas of English, Mathematics, History, Contemporary Australian Studies, Computing Software Development, Languages and Music:

- at most two results can contribute to the primary four
- at most three results can contribute to the ATAR – results from either VCE, Higher Education, or VET. Please note: VET industry area restrictions and VFE Block Credit restrictions also apply (See VET Coordinator).

VCE Results & 'Scaling':

Students who have successfully completed VCE gain a Study Score for each subject they have completed in Year 12. Scores are out of 50. The scores are adjusted to form ranks within the subject; for example, a score of 30 reflects average performance in comparison to all other students in that study, rather than actual performance.

More detail about Study Scores and the ATAR: http://www.vtac.edu.au/results-offers/atar-explained.html.

NOTE: It is not possible to "rig" your results using scaling. Under no circumstances should a student EVER select studies based on how he/she thinks scaling might alter their results.

VCE Studies Available:

Your other studies must be selected from the following list. While there are no specific studies that you must undertake other than English, you should thoroughly research what pre-requisites studies you need for any tertiary course you may be planning to apply for.

Subject Area	VCE Studies	
English	English English Language	English Literature English as an Additional Language
Mathematics	Mathematics Foundation Units 1+2 Mathematics Further Units 1-4	Mathematics Methods Units 1-4 Mathematics Specialists Units 1-4
Science	Biology Chemistry Environmental Science Extended Investigation	Physics Psychology Sociology
Health & Physical Education (HPE)	Physical Education Health & Human Development	Outdoor & Environmental Studies
Languages	French Italian	Mandarin *(Chinese First Language, Second Language, Second Language Advanced)*
Art / Technology	Art Computing: Software Development Drama Food Studies Media Studies	Music Performance Product Design and Technology *Wood* Studio Arts Systems Engineering Visual Communication and Design
Humanities	Accounting Business Management Economics	History – Ancient History History – 20th Century Legal Studies

Related Combinations of Studies:

Students need to consider a range of RELATED STUDIES (logical combinations) when thinking about their career direction. Below are some examples of such programs. This is **NOT** an exhaustive list, it merely illustrates some ways in which different studies are related.

Same Course Areas	Some Related VCE Subjects to Consider
Animal Care	Biology, Environmental Science, Mathematics, Physical Education
Architecture, Building & Construction Management	Accounting, Economics, Business Management, Visual Communication & Design, Environmental Science, Physics
Commerce	Accounting, Economics, Mathematics, Legal Studies, Psychology, Business Management, Languages, Computing Software Development, History, Media
Community Services	Health & Human Development, Psychology
Computers, Game Design& ICT	Physics, Mathematics, Computing Software Development
Education & Children's Services	Mathematics, Health & Human Development, Psychology, History, Literature, Languages, Physical Education, English Language
Engineering	Mathematics, Physics, Chemistry, Computing Software Development, English Language, Environmental Science
Environmental Science	Environmental Science, Health & Human Development, Mathematics, Physics, Chemistry, Biology, Outdoor &Environmental Studies
Fashion, Hair & Beauty	Art, Studio Arts, Visual Communication & Design, Business Management
Health & Medical Science	Chemistry, Mathematics, Biology, Psychology, Health & Human Development, Food & Technology, Physical Education
Hospitality, Tourism & Events	Food & Technology, Mathematics, Accounting, Business Management, Environmental Science, Outdoor &Environmental Studies
Humanities & Social Sciences	Languages, Literature, English Language, History, Legal Studies, Psychology, Health & Human Development, Environmental Science, Media
Law	Legal Studies, Economics, Business Management, English Language, History
Performing Arts	Music Performance, Drama, Literature, English Language, Languages, Media
Retail, Sales & Real Estate	Business Management, Accounting, Economics, Legal Studies
Science	Physics, Chemistry, Biology, Mathematics, Physical Education, Health & Human Development, Psychology, English Language
Sport & Fitness	Health & Human Development, Physical Education, Psychology, Chemistry, Mathematics, Outdoor &Environmental Studies
Trades	Mathematics, Business Management, VETis, Environmental Science, Accounting
Visual Art & Design	Art, Studio Arts, Visual Communication & Design, Media

HOW TO SELECT AN ENGLISH STUDY:

English is a compulsory study for VCE Units 1, 2, 3 & 4 and is the first subject considered when calculating the ATAR score. There are several English studies available for students to select.

English / EAL *Unit 1 & 2*	English / EAL *Unit 3 & 4*
English Literature *Unit 1 & 2*	English Literature *Unit 3 & 4*
English Language *Unit 1 & 2*	English Language *Unit 3 & 4*

Given that a student's English is the first subject considered when calculating the ATAR, it's important that students select an English course that suits their interests and aptitude. The vast majority of students will study VCE English as their English requirement. However, Doncaster Secondary College also offers both Literature and English Language as options, and students and parents are encouraged to read the subject descriptions carefully as well as consult with the student's English teacher to determine which English course is best suited to the individual. Students who are particularly engaged or capable in English subjects may wish to specialise by completing more than one English subject. In this instance, it is recommended that students pair English with either Literature or English Language.

English as an Additional Language (EAL):

A student may be eligible for EAL status if they meet both conditions 1 and 2:
Enrolment in EAL is available only to students who have approved EAL status. A student may be eligible for EAL status if they meet both of the following conditions:

1. They have been a resident in Australia or New Zealand or other predominantly English-speaking country for no more than seven years or they are a student of Aboriginal or Torres Strait Islander descent whose first language is not English.
2. English has been the student's major language of instruction for a total period of not more than seven years over the period of their education.

The period of seven 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. Time spent out of Australia during school vacations should be included in the accumulation towards the seven years because there would have been no disruption to education during these periods.

Special Circumstances:

If the student is from a non-English-speaking background, the following special circumstances could be considered by the VCAA in determining the student's eligibility for EAL status:

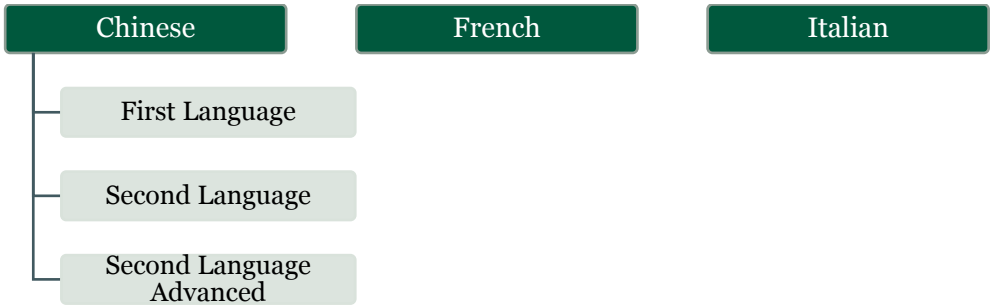
- Minimal or no primary school education
- Material interruptions to schooling during primary years, particularly if there were changes to the language
- of instruction
- Material interruptions to schooling after arrival in Australia.

There are specific entry requirements for English as an Additional Language (EAL) and the VCE Second Language studies in Chinese, Indonesian, Japanese, Korean and Vietnamese.

Please Note: Students cannot complete both EAL and VCE Second Languages studies Units 3 and 4.

STUDY OF LANGUAGES:

In an age of globalisation and multiculturalism, it is beneficial for VCE students to consider incorporating a language into their VCE program. For Chinese Language, please see eligibility requirements for enrolment into the different streams of Chinese. *Please see the LOTE and VASS Coordinator.*
The following languages are offered at Doncaster Secondary College:



If numbers of students choosing to study Chinese, French or Italian in Years 11 and 12 are low, we may be forced to consider a range of options of providing students with access to these subjects. Some of these options might be:

- Combining year levels for languages studies;
- Enrolment of students in the Victorian School of Languages or other community language schools for after-school or Saturday classes; or
- Combining classes with a nearby school.

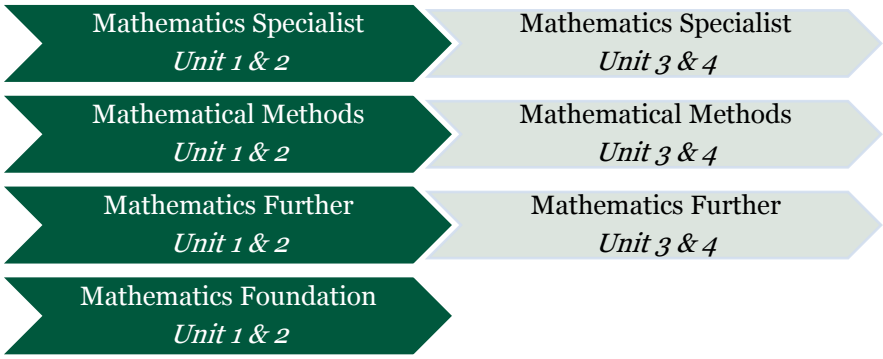
VCE Second Languages Requirements:

VCE Second Language studies in Chinese, Indonesian, Japanese, Korean and Vietnamese cater for students who have learnt all they know of the language in an Australian school or similar environment. All enrolments in VCE Second Language studies in Units 3 and 4 must be approved by the VCAA.

Language	Eligibility Requirements
Chinese Second Language	1. Student has had no more than 12 months of education in a school where Chinese is the medium of instruction. 2. Student has had no more than 3 years (36 months) of residence in any of the VCAA-nominated countries or regions (China, Taiwan, Hong Kong and Macau).
Chinese Second Language Advanced	1. Student has had no more than 7 years of education in a school where Chinese is the medium of instruction. 2. Student has had education in a school where Chinese is the medium of instruction and this education is no greater than the equivalent of Year 7 in a Victorian School.
Chinese Language, Culture and Society	1. Student has had no more than 6 months of education in a school where Chinese is the medium of instruction. 2. Student has resided no more than 24 months in any VCAA-nominated countries or regions.
Indonesian Second Language	1. Student has had no more than 7 years of education in a school where Indonesian or Malay is the medium of instruction.
Japanese Second Language	1. Student has had no more than 7 years of education in a school where Japanese is the medium of instruction.
Korean Second Language	1. Student has had no more than 7 years of education in a school where Korean is the medium of instruction.
Vietnamese Second Language	1. Student has had no more than 7 years of education in a school where Vietnamese is the medium of instruction.

HOW TO SELECT A MATHEMATICS STUDY:

Maths is **not a compulsory study** in VCE, however it is highly beneficial to complete some level of Maths in Year 11 at least. Many courses at University list Mathematics as a prerequisite study in VCE. Maths is the only VCE study area that is "streamed" by difficulty. The diagram below demonstrates the Mathematical studies available in VCE in increasing difficulty.



We strongly recommend that all students discuss these options with their Maths teacher as an entry into Mathematics units is based on academic performance and teacher recommendation. It is essential that students make an informed decision about completing VCE Maths, and if so, which is the best option.

Mathematics Further at Year 11 leads to Mathematics Further at Year 12.

Mathematics Foundation is designed for students who only need Year 11 Mathematics units. It is recommended for students who wish to study Mathematics in real life settings and applications.

Mathematical Methods at Year 11 is a prerequisite for students who wish to study Mathematical Methods and Mathematics Specialist at Year 12.

Mathematics Specialist at Year 11 is a prerequisite for students who wish to study Mathematics Specialist in Year 12.

Note: It is strongly recommended that students studying Mathematics Specialist in Year 11 or 12 are also studying Mathematics Methods and Physics, as it provides vital practice and preparation.
***Students studying Physics** must also study Mathematics Methods.*

MAKING CHOICES

When making choices you should take into account:

- Your Career Action Plan (CAP) / Managed Individual Pathways plan (MIPs)
- Your own interests, strengths and weaknesses;
- Keeping your options open by considering a broad range of studies;
- Where the studies you choose may lead e.g. employment or further study
- If considering Tertiary options (TAFE/University) you MUST look at prerequisites for courses.

ULTIMATELY IT IS THE STUDENT'S RESPONSIBILITY TO MAKE USE OF ALL THE RESOURCES AVAILABLE.

Using Your Strengths & Interests:

Students should consider their strengths and interests when applying for their VCE studies. VCE studies can be grouped into the following interest areas:

Practical & Technical:

- Any Maths Subject
- Environmental Science
- Computing Software Development
- Physics
- Systems Engineering (Unit 1 & 2)

Biological & Chemical:

- Biology
- Chemistry
- Food & Technology
- Physical Education
- Psychology
- Systems Engineering (Unit 1 & 2)

Business Sales & Management:

- Accounting
- Business Management
- Economics
- Food & Technology
- Legal Studies

Art & Design:

- Art
- Drama
- Media
- Music Performance
- Product Design & Technology (Wood)
- Studio Arts – Photography
- Visual Communication & Design

Community & People:

- Drama
- Environmental Science
- Health & Human Development
- Outdoor & Environmental Studies
- Physical Education
- Psychology

Languages & Literature:

- History
- English Literature
- Languages
- Media

USEFUL RESOURCES

- Careers Centre and Website www.doncastercareers.com
  The Careers Centre is a dedicated space in the Senior Centre. There are two Career Advisers available to assist students and parents. There is material displayed from institutions as well as information available by industry area. Students are welcome to visit the Centre during recess, lunchtime, after school and during study periods.

The Doncaster Careers Website provides extensive information including the weekly Career Newsletter.

- The Victorian Tertiary Admissions Centre is responsible for coordinating all applications to universities for Year 12 students. It also hosts a range of resources to help all students pick VCE/VET studies that are appropriate to their intended tertiary courses. Information Guides are published each year and distributed to students. On the VTAC website there is a CourseSearch link which allows you to research courses available at TAFE, University & Independent Tertiary Colleges and provides course entry details.
- The My Future website is a comprehensive site covering career areas and occupations. You can take quizzes about your interests and abilities and create a personalised Career Profile, look up information and videos about certain occupations in 'The Facts' and check out what school subjects relate to careers in 'Assist Others'.
- The Good Universities Guide
  This resource for students provides extensive information on different occupations, courses and tertiary education providers. Students can research different careers, education requirements and employment prospects.

OPEN DAYS AT UNIVERSITIES & TAFE INSTITUTIONS

Open Days are an excellent opportunity to investigate and research tertiary options. You will be able to find out about courses on offer, pathways into your preferred choices and what it's really like on campus. You can ask staff and university students' questions about courses and university life. Universities and TAFE Institutions often run seminars and workshops and provide demonstrations to help you gain an insight into what they can offer you. For some courses that require an interview it is expected that you have attended their Open Day.

The following is only a snapshot of Tertiary Institutions and their Open Day programs.
Please visit the Doncaster Careers Website for a comprehensive list of institutions or the Calendar of Events for details of the Open Days.

TBC	TBC	TBC	TBC	TBC	TBC
•Swinburne University - Hawthorn	•William Angliss Institute of TAFE	•Monash University - Caulfield - Clayton Aug 4 - Peninsula •La Trobe University - Bundoora	•Australian Catholic University - Melbourne •RMIT University - City, Brunswick	•University of Melbourne - Parkville - Southbank •Victoria University - Footscray Park •Monash University - Parkville	•Box Hill Institute - Box Hill •Deakin University - Burwood

ACCOUNTING

Unit 1: Establishing and operating a service business

Overview:

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the process of gathering data and preparing reports for both internal and external users. Using single entry recording, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Outcomes:

- Describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
- Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

Assessment Tasks:

- Business simulations
- Tests
- Case study scenarios and applications (incorporating ICT)
- Examination

Unit 2: Accounting for a trading business

Overview:

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor trading business. Students will use and develop a single entry recording system for cash and credit transactions and the accrual method for determining profit.

Outcomes:

- Students should be able to record financial data and report accounting information for a sole trader.
- Students will be able to develop and appreciate the role of ICT in the accounting process.
- Display the ability to use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

Assessment Tasks:

- Business simulations
- Tests
- Case study scenarios and applications (incorporating ICT)
- Examination

Unit 3: Recording and reporting for a trading business

Overview:

Financial accounting for a trading business operated by a sole proprietor is the main focus of this unit. Students use double entry accounting to record information and prepare reports using the accrual basis of accounting. They analyse reports to assist decision-making for report users.

Outcomes:

- To record financial data for a sole proprietor, single activity trader using double entry accounting.
- To be able to prepare a trial balance, record balance day adjustments, apply different inventory valuation methods, close the general ledger and create reports.
- To be able to analyse and interpret the information presented in the key accounting reports

Assessment Tasks:

- Quick tests
- Case study scenarios
- ICT application
- Extended responses/Interpretation tasks

Unit 4: Control and analysis of business performance

Overview:

Students will investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash and financial position. Students will apply various methods to accounting for non-current assets as well as bad and doubtful debts. Students analyse reports to suggest strategies for improving the performance of the business.

Outcomes:

- To be able to discuss various alternative approaches for depreciation and their impact on the accounting system.
- To be able to analyse and evaluate the performance of the business using both financial and non-financial information with focus on the role and importance played by budgeting.

Assessment Tasks:

- Quick tests
- Case study scenarios
- ICT application
- Extended responses/interpretation

ART

Unit 1:

Overview:

This unit focuses realising ideas in the form of visual solutions to set practical art tasks. Students explore materials, techniques and working methods in art. Students use Personal and Structural frameworks when analysing and interpreting artworks.

Outcomes:

- Students analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework
- Students present visual creative responses that demonstrate their personal interests, employing the language of appropriate Analytical Frameworks when reflecting on their own art-making.

Assessment Tasks:

- Folio of visual explorations in a variety of media and techniques
- Research assignment and associated tasks
- Examination

Unit 2:

Overview:

This unit encourages artistic development through the exploration of materials, techniques and working methods. Students also compare and contrast art from various cultures.

Outcomes:

- Interpret and discuss artworks with reference to Structural, Personal, Cultural and Contemporary Frameworks.
- Demonstrate technical and artistic development in an area or areas of personal interest through an exploration of selected media, materials, techniques and working methods.

Assessment Tasks:

- Folio of visual explorations of ideas and issues incorporating inter media and cross media investigations and with appropriate reflective analysis.
- Essay and associated tasks with specific reference to culture, structural, contemporary and personal analysis.
- Examination

Unit 3:

Overview:

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.

Outcomes:

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

Assessment Tasks:

- Written responses and associated tasks
- Folio exploration of materials
- One finished artwork

Unit 4:

Overview:

This unit focuses on students continuing 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.

Outcomes:

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

Assessment Tasks:

- Explorative folio of a chosen art form and one finished artwork
- Art analysis and critiques of issues, artists and art styles
- Multimedia/oral presentation
- Examination

BIOLOGY

Unit 1: How do living things stay alive?

Overview:

This unit investigates some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life. They analyse types of adaptations that enhance an organism's survival. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to its habitat. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population. Students are required to undertake an independent experimental investigation of their choice related to Unit 1 content. Practical work is a large component of the course as is data analysis and presentations. Part of the practical component in this subject may involve dissection of organs and a dead organism.

Outcomes:

- Practical work/ Structured questions
- Research investigations
- Tests and examination

Assessment Tasks:

- Practical work/structured questions
- Experimental /research investigations
- Tests and examination

Unit 2: How is continuity of life maintained?

Overview:

This unit examines cell reproduction and the transmission of biological information from generation to generation. 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. The role of stem cells and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics 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. Students are required to undertake wide reading of support material and media articles, practical activities, fieldwork within and outside the classroom.

Outcomes:

- Practical work & research investigations
- Internet based research & response to media

Assessment Tasks:

- Structured questions/ Practical work
- Bioinformatics exercise/Investigation of an issue
- Tests and examination

Unit 3: How do cells maintain life?

Overview:

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. At the molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

It is also compulsory to attend all extra revision activities and SAC excursions organised by the Biology department.

Outcomes:

- Chapter reviews & Glossary of terminology
- School Assessed Coursework (SAC)

Assessment Tasks:

- School Assessed Coursework (SAC)

Unit 4: How does life change and respond to challenges over time?

Overview:

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution

It is also compulsory to attend all extra revision activities and SAC excursions organised by the Biology department

Outcomes:

- Chapter reviews
- Glossary of terminology & School Assessed Coursework

Assessment Tasks:

- School Assessed Coursework (SAC) & External examination (Unit 3 & 4 combined)

BUSINESS MANAGEMENT

Unit 1: Planning a Business

Overview:

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.

Outcomes:

- Describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
- Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
- Describe the internal business environment and analyse how factors from within it may affect business planning.

Assessment Tasks:

- Tests
- Case Study Analysis
- Examination

Unit 2: How is continuity of life maintained?

Overview:

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.

Outcomes:

- Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
- 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.
- 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.

Assessment Tasks:

- Business Simulation
- Marketing plan
- Examination

Unit 3: How do cells maintain life?

Overview:

In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business' internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Outcomes:

- Discuss and analyse the context in which large-scale organisations operate.
- Discuss and analyse major aspects of the internal environment of large-scale organisations.
- Discuss and analyse strategies related to operations management.

Assessment Tasks:

- SAC 1 (Internal exam)
- SAC 2a (Internal exam)
- SAC 2b (Internal exam)
- SAC 3 (Internal exam)

Unit 4: How does life change and respond to challenges over time?

Overview:

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Outcomes:

- Analyse and evaluate practices and processes related to human resource management.
- Analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large-scale organisation.

Assessment Tasks:

- SAC 1a (Internal exam)
- SAC 1b (Internal exam)
- SAC 2 (Internal exam)
- Examination (external)

CHEMISTRY

Unit 1: How can the diversity of materials be explained?

Overview:

Students investigate chemical properties of a range of materials. 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. Students are introduced to quantitative concepts in chemistry including the mole concept. Students investigate organic chemistry and naming compounds.

Outcomes:

- Relate periodic table position to chemical properties.
- Investigate the properties of carbon lattices and molecular substances with reference to structures and bonding.

Assessment Tasks:

- Tests
- Laboratory reports
- Examination

Unit 2: What makes water such a unique chemical?

Overview:

Students examine polar nature of water molecules 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 and to analytical techniques and instrumental procedures. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Outcomes:

- Relate water properties to structure and bonding, and explain this importance in selected contexts.
- Measure amounts of dissolved substances in water and analyse water samples for variety of chemicals.

Assessment Tasks:

- Tests
- Laboratory reports
- Examination

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

Overview

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic, and fuel cells. They use stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic, fuel, and electrolytic cells. They also apply Faraday's laws to calculate quantities in electrolytic reactions. Students investigate a question related to the development, use and/or modification of a selected material / chemical and communicate a substantiated response to the question.

Outcomes:

- To compare fuels quantitatively and to apply knowledge of the electrochemical series to design a galvanic cell. To apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

Assessment Tasks:

- Tests
  Laboratory reports
- Examination

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

Overview

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not
only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Outcomes:

- Compare the general structures and reactions of the major organic families of compounds. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions.

Assessment Tasks:

- Laboratory Reports
- Written response tasks and external examination

COMPUTING: SOFTWARE DEVELOPMENT

Unit 1: Applied Computing

Overview:

In this unit, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Outcomes:

- In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions.
- In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Assessment Tasks:

- A folio of exercises or software solutions and a written Report, A presentation (oral, multimedia, visual) to present findings or software solutions.

Unit 2: Applied Computing

Overview:

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Outcomes:

- In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest.
- In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information.

Assessment Tasks:

- A presentation (oral, multimedia, visual) of an innovative solution, a written report, an annotated visual report, a case study with structured questions, the design of a wireless network or a working model of a wireless network.

Unit 3: Software Development

Overview:

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

Outcomes:

- In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language.
- In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare project plan, develop a software requirements specification and design a software solution.

Assessment Tasks:

- Students develop program modules to solve a problem using partially developed code. They also design a test framework for their modules.
- Students undertake School Assessed Task work for a real world client to solve an information problem. This task includes analysis and design work.

Unit 4: Software development

Overview:

In this unit 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.

Outcomes:

- In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan.
- In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions.

Assessment Tasks:

- Students will respond to a case study provided to identify the existing cybersecurity strategies of an organisation, analyse which of those strategies are ineffective and the risks and consequences to the organization and individuals as a result, then recommend a risk management plan to improve the existing security practices

DRAMA (COMBINED CLASS)

Unit 1: Dramatic storytelling

Overview:

Students examine storytelling & manipulate expressive skills through the creation of performances. They develop an awareness & understanding of how characters are portrayed in non-naturalistic performance styles. They investigate a range of stimulus material & learn about stagecraft, theatrical conventions & performance styles from a range of social & cultural contexts.

Outcomes:

- Attend professional theatrical shows, & analyse the creation & presentation processes of performance.
- Create an ensemble performance based on a prescribed structure, & perform to a public audience.
- Record & analyse development of the ensemble performance.
- Keep a record of the playmaking process in a folio.

Assessment Tasks:

- Ensemble performance
- Ensemble analysis
- Professional performance written analysis
- Playmaking process folio

Unit 2: Creating Australian drama

Overview:

This unit focuses on the use & documentation of processes involved in constructing a devised performance. Students create, present & analyse performance based on a stimulus from contemporary or historical Australian context. Theatrical conventions appropriate to the selected performance styles are explored. Students develop knowledge of how dramatic elements are enhanced or manipulated through performance.

Outcomes:

- Create a solo performance based on a prescribed structure and perform to a public audience
- Analyse the work undertaken in the development and realisation of a solo performance
- Attend professional theatrical shows, and analyse the creation and presentation of a professional performance.
- Record & analyse the development of a solo performance in a folio

Assessment Tasks:

- Solo performance
- Solo performance analysis
- Professional performance written analysis
- Playmaking process folio

Unit 3: The ensemble performance

Overview:

Non-naturalistic performance styles & theatrical conventions are explored in the creation, development & presentation of an ensemble performance. Collaboration to create, develop & present ensemble performance is central to this unit. Students use & dramatic elements, expressive skills & performance styles, & select stagecraft & theatrical conventions as appropriate to the performance. Students evaluate stages involved in the creation, development & presentation of performance.

Outcomes:

- Create an ensemble performance demonstrating development in script, playmaking & character creation.
- Attend professional theatrical shows, & analyse the creation and presentation of performance.
- Record & analyse the development of and ensemble performance

Assessment Tasks:

- Ensemble performance
- Professional performance written analysis
- Professional performance analysis

Unit 4: Solo performance

Overview:

Students complete a short solo, developing practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo, they devise, rehearse & perform an extended solo performance in response to a prescribed structure. Processes involved in creation & presentation of characters in performance are analysed & evaluated.

Outcomes:

- Create a mini solo demonstrating development in scripting, playmaking & character creation.
- Create a major solo performance based on a prescribed character structure, & perform to a public audience, prior to panel assessment.
- Analyse the development and realisation of a solo performance

Assessment Tasks:

- Mini solo: performance & written reflection
- Solo performance exam (externally assessment)
- Solo performance analysis
- Written examination

ECONOMICS

Unit 1 The behaviour of consumers and businesses

Overview:

As a social science, Economics is interested in the human behaviour, the decisions made to meet the needs and wants of society. Students explore their role in the economy, how they interact with businesses, the way economic models and theories have been developed to explain the causes and effects of human action. Students examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of consumer and business behaviour.

Outcomes:

- Explain how markets operate and how economic decisions are made in the Australian economy and develop the ability to apply economic decision-making to solve problems.
- Describe the nature of economic growth, sustainable development and equity in income distribution and analyse how these issues affect standards of living.

Assessment Tasks:

- Topic tests
- Media/newspaper analysis
- A report of an investigation or an inquiry
- Examination

Unit 2 Contemporary economic issues

Overview:

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.

Outcomes:

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

Assessment Tasks:

- Media/newspaper analysis
- A report of an investigation or an inquiry
- Topic tests and Examination

Unit 3 Australia's economic prosperity

Overview:

Students develop an understanding of the macro economy. 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.

Outcomes:

- Explain how markets operate to allocate resources, and discuss the effect of government intervention on market outcomes.
- Analyse key contemporary factors that may have influenced the Australian Government's domestic macroeconomic goals over the past two years and discuss how achievement of these goals affect living standards.
- 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 Australian Government's domestic macroeconomic goals and living standards in Australia.

Assessment Tasks:

- Report on the economic goals & Tests

Unit 4 Managing the economy

Overview:

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 to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

Outcomes:

- Discuss the nature and operation of aggregate demand policies and analyse how the policies may influence the Australian Government's domestic macroeconomic goals and living standards.
- 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.

Assessment Tasks:

- Problem solving exercises and analysis & Tests

ENGLISH

Unit 1

Overview:

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 various written and spoken texts.

Outcomes:

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

Assessment Tasks:

- An analytical response to a set text
- A creative response to a set text
- A written analysis of the use of argument and persuasive language
- An oral presentation of a point-of-view
- Examination

Unit 2

Overview:

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. Students develop their skills in creating various written and spoken texts.

Outcomes:

- On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.
- 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.

Assessment Tasks:

- A comparative analytical response to set texts
- A written presentation of a point of view
- A written analysis of the use of argument and persuasive language
- Examination

Unit 3

Overview:

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Outcomes:

- On completion of this unit the students should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- Students explain their creative choices in a written statement of explanation.
- Students analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Assessment Tasks:

- An analytical response to a set text
- A creative response to a set text with written explanation
- A written analysis and comparison of the use of argument and persuasive language

Unit 4

Overview:

In this unit students compare the presentation of ideas, issues and themes in texts, and create an oral presentation arguing for a particular point of view.

Outcomes:

- In this unit students compare the presentation of ideas, issues and themes in different texts. They construct a sustained and reasoned point of view on an issue currently debated in the media alongside a written statement articulating the intention of decisions made in the planning process.

Assessment Tasks:

- A comparative analytical response to set texts
- An oral presentation which presents an argument or viewpoint with accompanying statement of intention
- Examination

ENGLISH AS AN ADDITIONAL LANGUAGE

Unit 1

Overview:

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

Outcomes:

- On completion of this unit, students should be able to identify, discuss and analyse key aspects of set texts, and produce analytical and creative responses to texts.
- Students should be able to analyse how argument and persuasive language can be used to influence audiences, and create texts intended to persuade audiences.
- Students will develop skills to understand spoken texts on a literal and inferential level.

Assessment Tasks:

- Analytical responses to set texts
- Creative response to a set text
- Oral presentation of a point of view
- Listening task
- Examination

Unit 2

Overview:

The focus of this unit is on reading and comparing texts in order to provide a deeper understanding of ideas, issues and themes. Listening and speaking skills are developed through discussion of text and related ideas. Students will also analyse how argument and persuasive language can be used to position audiences and create their own persuasive texts.

Outcomes:

- On completion of this unit, students should be able to read and compare the ideas, issues and themes in two texts.
- Students will be able to identify and analyse how argument and language are used in persuasive texts and present a reasoned point of view in oral or written form.
- Students will develop skills to understand spoken texts on a literal and inferential level.

Assessment Tasks:

- A comparative analytical response to set texts
- A written presentation of a point of view
- A written analysis of the use of argument and persuasive language
- Listening task
- Examination

Unit 3

Overview:

The focus of this unit is on reading and responding both analytically and creatively to a range of texts. Students analyse how the authors of texts create meaning and develop arguments, and the different ways in which texts can be interpreted. Students develop and refine their aural skills by listening to a range of spoken texts.

Outcomes:

- On completion of this unit, students will be able to produce an analytical interpretation of a selected text and a creative response to a different selected text.
- Students will be able to analyse and compare the use of argument in texts that present a point of view and to construct a sustained and reasoned analysis.
- Students will develop skills to understand spoken texts on a literal and inferential level.

Assessment Tasks:

- Analytical responses to set texts
- Creative response to a set text
- Written analysis and comparison of the use of argument and persuasive language
- Listening task
- Practice examination

Unit 4

Overview:

The focus of this unit is on reading and comparing two texts in order to analyse their construction and gain a deeper understanding of the ideas, issues and themes. Students focus on construction of persuasive texts using their understanding of argument and language as the basis for the development of a presentation of their point of view.

Outcomes:

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

Assessment Tasks:

- A comparative analytical response to set texts
- An oral presentation of a point of view and statement of intention.
- Examination

ENGLISH LANGUAGE

Unit 1: Language and communication

Overview:

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 a highly 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.

Outcomes:

- Define key linguistic concepts as they relate to the nature and functions of language.
- Compare written texts with transcripts of spoken English and analyse the nature and functions of each.
- Define key linguistic concepts as they relate to the acquisition of language.
- Use key concepts and metalanguage appropriately to describe and analyse language use.

Assessment Tasks:

- Text analyses/short answer questions
- Analytical commentaries
- Expository essays and Resource Folio
- Examination

Unit 2: Language change

Overview:

In this unit, students focus on language change. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. 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.

Outcomes:

- Trace etymologies in appropriate sources. Explore and analyse changes in the English language over time as reflected in texts.
- Define key linguistic concepts as they relate to the development of English as a world language.
- Use key concepts and metalanguage appropriately to identify, describe and analyse the different varieties of English that have developed.

Assessment Tasks:

- Text analyses/short answer questions
- Analytical commentaries
- Expository essays and Resource Folio
- Examination

Unit 3: Language variation and social purpose

Overview:

In this unit students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students consider how texts are influenced by the situational and cultural contexts in which they occur.

Outcomes:

- Define key linguistic concepts as they relate to informal and formal language in texts.
- Analyse the effects of context on language choices. Analyse the nature, features and functions of informal and formal texts.
- Evaluate features of language in the public domain.

Assessment Tasks:

- Text analyses/short answer questions
- Analytical commentaries
- Expository essays and Resource Folio

Unit 4: Language variation and identity

Overview:

In this unit students focus on the role of language in establishing and challenging different identities. Many varieties of English exist 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 varieties also play a role in constructing users' social and cultural identities. Through our language we establish how we are unique as individuals, as well as signalling our membership of particular groups.

Outcomes:

- Use key linguistic concepts and metalanguage appropriately to discuss language variation and identity in Australia in an objective and a systematic way.
- Use key concepts and metalanguage appropriately to analyse attitudes to varieties of Australian English.
- Explain and analyse how group and individual identities are constructed and reflected in a range of written and spoken texts.

Assessment Tasks:

- Text analyses/short answer questions
- Analytical commentaries
- Expository essays and Resource Folio
- Examination

ENGLISH LITERATURE

Unit 1: Approaches to literature

Overview:

This unit focuses 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.

Outcomes:

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

Assessment Tasks:

- Close analysis of passages
- Oral Presentation
- Examination

Unit 2: Context and connections

Overview:

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.

Outcomes:

- 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.
- Compare texts considering the dialogic nature of texts and how they influence each other.

Assessment Tasks:

- Close analysis of passages
- Imaginative composition
- Examination

Unit 3: Form and Transformation

Overview:

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.

Outcomes:

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

Assessment Tasks:

- Imaginative composition
- Textual analysis

Unit 4: Interpreting Texts

Overview:

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.

Outcomes:

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

Assessment Tasks:

- Literary Interpretation
- Close analysis of passages
- End of year examination

ENVIRONMENTAL SCIENCE

Unit 1: How are Earth's systems connected?

Overview:

Students examine Earth as a set of interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere, by applying a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, function of local ecosystems and interactions occurring in and between ecological components over different timescales; considering how the biotic and abiotic components of local ecosystems can be monitored. A practical investigation related to ecosystem monitoring and/or change is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Assessment Tasks:

- Practical Reports and written response.
- Test

Unit 2: How can pollution be managed?

Overview:

Students explore the concept of pollution and the impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management. They analyse the effects on the health of humans and the environment, considering the rules for use, treatment and disposal and then evaluate the perspectives of stakeholders. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects, and consider how values, beliefs and evidence affect environmental decision making. They explore the factors that affect the nature and impact including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure. Three pollutants of national and global significance are compared and discussed by their effects in the spheres, and the management options.

Assessment Tasks:

- Students undertake an in-depth case study of the management

Unit 3: How can biodiversity and development be sustained?

Overview:

Students focus on environmental management through the examination and application of sustainability principles, exploring the value and management of the biosphere through the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the spheres.

Outcomes:

- Threats to biodiversity, and management strategies for one threatened endemic species; exploring the principles of sustainability and environmental management.

Assessment Tasks:

- Case study
- A written report drawing on fieldwork data

Unit 4: How can the impacts of human energy use be reduced?

Overview:

Students analyse the social and environmental impacts of energy production. They explore interacting systems of water, air, land and living organisms that influence climate; considering long-term consequences. Examining scientific concepts and principles associated with energy, they'll compare efficiencies of renewable and non-renewable energy, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects, impacts on organisms and climate change. Using data interpretation skills, to recognise the limitations of provisional and incomplete data; differentiating between correlative and cause-and-effect relationships, judging accuracy, validity and reliability of evidence.

Outcomes:

- Evaluating the advantages and disadvantages of sustainability, by explaining the impacts on society and the environment, the causes and effects of climate change.
- Students will monitor atmospheric changes, and determine the impacts using a practical investigation related to biodiversity or energy use from an environmental management perspective.

Assessment Tasks:

- A scientific poster
- A response to structured questions

EXTENDED INVESTIGATION

Unit 3: Designing an extended investigation

Overview:

In this unit, Students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students undertake initial research and document their progress in their Extended Investigation Journal. They use their Journal to record the progressive refinement of a selected area of interest and the distillation of an individual research question.

Underpinning the student's preparatory work for their investigation is the development and application of critical thinking skills.

Outcomes:

- Design and justify a research question.
- Write a research plan, begin research and present an oral report to an educated non-specialist audience that explains the investigation and justifies the selected research method/s.

Assessment Tasks:

- School Assessed Coursework (SAC):
- Written rationale/Written research plan/Oral report
- Critical Thinking Test

Unit 4: Presenting an extended investigation

Overview:

This unit is comprised of two parts that together constitute the student's completion of their investigation. The results of the investigation are presented in a final written report and in an oral presentation incorporating a defence to an educated non-specialist audience.

While undertaking Unit 4, students are supported and monitored to maintain the dimensions and scope of their investigation and to meet the milestones established in Unit 3. The extended Investigation Journal is used to record the progress of their investigation and the assistance they receive from supervising teachers, mentors and others.

Outcomes:

- Complete a written report for an educated non-specialist audience that presents and evaluates the results of the extended investigation.
- Explain the investigation, critically evaluate their research process, and defend research findings in a presentation to an educated non-specialist audience.

Assessment Tasks:

- School Assessed Coursework (SAC):
- Written report/Oral Presentation

FOOD STUDIES

Unit 1: Food origins

Overview:

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

Outcomes:

- 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.

Assessment Tasks:

- Research Tasks
- Practical tests

Unit 2: Planning and preparation of food

Overview:

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

Outcomes:

- 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.

Assessment Tasks:

- Research Tasks
- Practical tests
- Examination

Unit 3: Food in daily life

Overview:

This unit investigates the many roles and everyday influences of food. The unit explains 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 product. 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.

Outcomes:

- 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.

Assessment Tasks:

- Practical Activities - SAC Components
- SAC Exam Test

Unit 4: Food issues, challenges and futures

Overview:

In this unit students examine debates about global and Australian food systems. Students 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. 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.

Outcomes:

- 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.

Assessment Tasks:

- Research Task – 60%
- Practical SAC Components
- Examination

HEALTH AND HUMAN DEVELOPMENT

Unit 1: The health and development of Australia's youth

Overview:

In this area of study students develop understanding of the concepts of youth health and individual human development, and explore the interrelationships that exist within and between them. Students develop a greater understanding of the health status of youth. Students explore the importance of nutrition and the developmental functions it performs in the body, including the consequences of nutritional imbalance. Students investigate in detail one health issue relevant to adults and develop understanding of a range of determinants and their ability to influence adult health.

Outcomes:

- Describe the dimensions of, and the interrelationships within and between, health and individual human development.
- Identify the role of nutrition and explain the possible consequences of nutritional imbalance in a youth's diet on short and long term health and individual human development.
- Describe and explain the factors that impact on the health and individual human development of Australia's adults.

Assessment Tasks:

- Written report
- Case study

Unit 2: Individual human development and health issues

Overview:

In this unit students identify issues that affect the health and individual human development of Australia's mothers and babies, children and adults. Students investigate health issues in detail and analyse personal, community and government strategies and programs that affect the health and individual human development of mothers and babies, children and adults. Students explore global factors that impact on the variation in Australia's health status compared to developing countries.

Outcomes:

- On completion of this unit the student should be able to describe and explain factors that affect the health and individual human development during the prenatal stage.
- Describe and explain the factors that affect the health and individual human development of Australia's children.
- On completion of this unit the student should be able to
- Describe and explain the factors that affect the variation
- in global health status.

Assessment Tasks:

- Written report
- Laboratory report
- Tests & examination unit 1&2

Unit 3: Australia's health

Overview:

This unit explores health and wellbeing and illness as complex, dynamic and subjective concepts. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. The unit also looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing

Outcomes:

- 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.
- Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Assessment Tasks:

- Tests & examination

Unit 4: Promoting global and human development

Overview:

Similarities and differences in major burdens of disease in low-, middle- and high income countries, including Australia. A look at health inequalities and the concepts of sustainability, human development and the Human Development Index to understand health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing, rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis.

Outcomes:

- 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.
- This area of study looks at action for promoting health globally. It looks at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development.

Assessment Tasks:

- Tests & examination unit 3&4

HISTORY

Unit 1: Ancient Mesopotamia

Overview:

Students explore Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about the origins of civilisation.

Outcomes:

- Students explain the development of civilisation in Mesopotamia as well as the continuity and change in Mesopotamia as new peoples and ruling elites emerged.

Assessment Tasks:

- Analysis of primary sources
- Analysis of historical interpretations
- Historical inquiry

Unit 2: Ancient Egypt

Overview:

Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about Old and Middle Kingdom Egypt.

Outcomes:

- Students will explain the distribution of power in Old Kingdom Egypt and the First Intermediate Period, the social, political and economic reasons for the construction of pyramids, and Egyptian beliefs concerning the afterlife.
- Students will also explain the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period.

Assessment Tasks:

- Analysis of primary sources
- Analysis of historical interpretations
- An essay
- Examination

Units 3 & 4: Ancient History

Overview:

Egypt, Greece and Rome were major civilisations of the ancient Mediterranean. They have bestowed a powerful legacy on the contemporary world. In each of Units 3 and 4, students explore the structures of one of these societies and a period of crisis in its history. Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

These units highlight the importance of primary sources to historical inquiry about ancient civilisations. In developing a course, teachers select two societies to be studied from Egypt, Greece and Rome, one for Unit 3 and one for Unit 4. For the two selected societies, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

Outcomes:

- After completing this unit students will be able to explain and analyse the social, political and economic features of an ancient society.
- Students will also be able to evaluate the historical significance of a crisis in an ancient society and assess the role of key individuals involved in that turning point.

Assessment Tasks:

- Historical Inquiry
- Analysis of primary sources
- Analysis of historical interpretations
- An essay
- Examination

HISTORY (CONTINUED)

Unit 1: The rise of Nazi Germany

Overview:

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. 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, in particular, the persecution of the Jewish people became intensified. We explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. Students investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations and the rise of Nazi Germany.

Outcomes:

- Explain the consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.
- Explain patterns of social life and cultural change in Germany and analyse the factors which influenced changes to social life and culture, in the inter-war years.

Unit 2: Twentieth century history 1945 - 2000

Overview:

In this area of study students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events and developments and the consequences for nations and people in the period 1945 –1991. While the USA and the USSR never engaged in direct armed conflict, they opposed each other in a range of international conflicts such as those in Berlin, Korea, Cuba and Vietnam. They both tried to exert their influence through aid and propaganda in Africa, Asia and the Americas and engaged in an arms race and a space race with competition also extending to sport and the arts. Students consider the reasons behind this long-running period of ideological conflict and the collapse of the Soviet Union in 1991.

Outcomes:

- On completion of this unit students should be able to explain the causes and nature of challenge and change in relation to the Cold War in the second half of the twentieth century and analyse the consequences for nations and people.

Assessment Tasks over Unit 1 and 2:

- An historical inquiry
- An analysis of Primary Documents
- An evaluation of historical interpretations
- An essay

Unit 3 Revolutions: The Russian revolution

Overview:

Unit 3 will examine the Russian Revolution in detail, what caused it and what it led to. The time frame is from 1896 until 1927. The first half of the Semester will focus on why Russia had a revolution in October 1917 and why Lenin's Bolsheviks were able to seize power. Students will explore: The role of key Individuals in the struggle for power, key groups and stake-holders, important ideas and contributing events. Russia was in a state of violent turmoil during this period. Semester one explores how rapid change and enormous challenges impacts upon societies and the ways in which they can respond. Our guiding questions are what causes change and how can Nation States respond to the demands of a changing world? The second half of this Semester is dedicated to understanding the nature of the post-revolution Government and the extent to which it overcame its apparent challenges. Did they adhere to their values? Students will evaluate the nature of the new society that was created by the Russian revolution.

Outcomes:

- After completing area of study 1, students will be able to evaluate the role of ideas, individuals, movements and events in the development of the revolution.
- After completing area of study 2 students will be able to analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution

Assessment Tasks:

- An historical inquiry
- An analysis of Primary Documents

Unit 4 Revolutions: The Chinese revolution

Overview:

Unit 4 will examine the Chinese Revolution in detail. The time frame is from 1912 – 1971. Following the format set out in Unit 3, the course explores the events that led to the 1949 Chinese Revolution. It explores the role of individuals, groups and stakeholders, ideas and key events and students consider the reasons for Mao success in the revolutionary struggle for power. Part two of the course then examines the new society created by the revolution that has now grown to become one of the world's great superpowers. Students evaluate the nature of the society created by the revolution.

Assessment Tasks:

- An essay
- An evaluation of historical interpretations

LANGUAGES: CHINESE (1ST LANGUAGE)

Unit 1

Overview:

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. In Unit 1 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

- Self and others
- Traditional and change in the Chinese-speaking communities
- Global Issues

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

Outcomes:

- Establish and maintain a spoken or written exchange related to an issue of interest or concern
- Listen to, read and reorganise information and ideas from spoken and written texts.
- Produce a personal response to a fictional text.

Assessment Tasks:

- Discussion ***or*** personal letter/fax/email.
- Listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type
- Read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type
- Oral presentation or review or article

Unit 2

Overview:

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. In Unit 2 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

- Self and others
- Traditional and change in the Chinese-speaking communities
- Global Issues

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

Outcomes:

- Participate in a spoken or written exchange focusing on the resolution of an issue.
- Listen to, read, and extract and compare information and ideas from spoken and written texts.
- Produce an imaginative piece in spoken or written form.

Assessment Tasks:

- Formal letter, or fax, or email or role-play
- Listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Chinese
- Read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Chinese
- Journal entry or spoken personal account or short story

Unit 3

Overview:

School-assessed coursework for Unit 3 will contribute 30 per cent to the study score.

Outcomes:

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

Assessment Tasks:

- A 500-600 character imaginative written piece.
- A response to specific questions, or instructions, analysing and using information requested.
- A four- to five-minute evaluative oral presentation focusing on points for and against an aspect related to texts studied.

Unit 4

Overview:

School-assessed coursework for Unit 4 will contribute 20 per cent to the study score.

Outcomes:

- Analyse and use information from written texts.
- Respond critically to spoken and written texts which reflect aspects of language and culture.

Assessment Tasks:

- A response to specific questions, or instructions, analysing and using information requested
- A 350-400 character persuasive or evaluative written response, for example, report, essay, article or review
- A three- to four-minute interview on an issue related to texts studied
- The end-of-year examinations will contribute 50 per cent to the study score
- An oral presentation (approximately 10 minutes)
- A written examination

LANGUAGES: CHINESE (2ND LANGUAGE) STANDARD OR ADVANCED

Unit 1

Overview:

The areas of study CSL and CSLA comprise themes and topics, kinds of writing, vocabulary and grammar. These areas 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 students, and the outcomes for the units.

In unit 1 students are required to complete a selection of themes, topics and sub-topics from 3 prescribed broad themes, which are:

1. The individual
2. The Chinese-speaking communities
3. The world around us

Outcomes:

- To achieve the outcomes successfully in this Unit, students should be able to:
- Exchange meaning in a spoken interaction in Chinese.
- Interpret information from two texts on the same subtopic presented in Chinese, and respond in writing in Chinese and in English.
- Present information, concepts and ideas in writing in Chinese on the selected subtopic and for a specific audience and purpose.

Assessment Tasks:

- Oral presentation
- Listening Reading and viewing
- Writing
- Examination

Unit 2

Overview:

Unit 2 is a continuation of the areas of study commenced in Unit 1.

Outcomes:

- To achieve the outcomes successfully in this Unit, students should be able to:
- Respond in writing in Chinese to spoken, written or visual texts presented in Chinese.
- Analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese. Explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken.

Assessment Tasks:

- Reading and Writing
- Evaluative writing
- Oral presentation
- Examination

Unit 3

Overview:

The common areas of study have been selected to provide the opportunity for students to build upon what is familiar, as well as develop knowledge and skills in new and challenging areas. The student is required to undertake a detailed study during Units 3 & 4.

Outcomes:

- To achieve the outcomes successfully in this Unit, students should be able to:
- Participate in a spoken exchange in Chinese to resolve a personal issue.
- Interpret information from texts and write responses in Chinese.
- Express ideas in a personal, informative or imaginative piece of writing in Chinese.

Assessment Tasks:

- A 3-4 minute interview providing information and responding to questions about a cultural product or practice.
- Responses to specific questions or instructions using information from written, spoken and viewed texts on the selected subtopic.
- An approximately 200 (CSL) / 250 (CSLA) character personal, informative or imaginative piece of writing.
- Examination

Unit 4

Overview:

Students continue work commenced in Unit 3 in more detail.

Outcomes:

- To achieve the outcomes successfully in this Unit, students should be able to:
- Share information, ideas and opinions in a spoken exchange in Chinese.
- Analyse information from written, spoken and viewed texts for use in a written response in Chinese.
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese.

Assessment Tasks:

- A three- to four-minute interview providing information and responding to questions about a cultural product or practice.
- An approximate 250 (CSL) / 300 (CSLA)-character written response for a specific audience and purpose, incorporating information from three or more texts.
- An approximately 300 (CSL) / 350 (CSLA)-character evaluative or persuasive piece of writing.
- Oral and written examination
- No more than two LOTE studies can be included in your primary ("best") four studies for tertiary entrance.

LANGUAGES: FRENCH

Unit 1

Overview:

This unit is designed to extend students' knowledge and skills in understanding, speaking, viewing and writing the language. In Unit 1 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The French-speaking Communities
3. The Changing World

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

Outcomes:

- Establish and maintain a spoken exchange related to personal areas of experience.
- Listen to, read and obtain information from written, spoken and visual texts.
- Produce a written response to a text focusing on real or imaginary experience.

Assessment Tasks:

- Oral task
- Listening/reading/viewing task
- Written task
- Examination

Unit 2

Overview:

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. In Unit 2 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The French-speaking Communities
3. The Changing World

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

Outcomes:

- Listen to, read and obtain information from written, spoken and visual texts to produce a response in French
- Listen to, read and obtain information from written, spoken and visual texts to produce a response in French
- Establish and maintain a spoken exchange related to personal areas of experience.

Assessment Tasks:

- Listening/reading/viewing task
- Written task
- Examination

Unit 3

Overview

This unit is designed to provide the opportunity for the student to build upon what is familiar, as well as extend students' knowledge and skills in understanding, speaking and writing the language in new and more challenging ways. In Unit 3 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The French-speaking Communities
3. The Changing World

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

Outcomes:

- Participate in a spoken exchange to negotiate the resolution of an issue
- Listen to, read and obtain information from written, spoken and visual texts.
- Produce a written response in a personal, informative or imaginative way

Assessment Tasks:

- Oral task
- Listening/reading/viewing task
- Written task
- Examination

Unit 4

Overview:

This unit is designed to provide the opportunity for the student to build upon what is familiar, as well as extend students' knowledge and skills in understanding, speaking and writing the language in new and more challenging ways. In Unit 4 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The French-speaking Communities
3. The Changing World

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

Outcomes:

- Participate in a spoken exchange to share information, ideas about a cultural product or practice
- Listen to, read and obtain information from written, spoken and visual texts to produce a response in French Produce a written response in a persuasive way regarding an issue

Assessment Tasks:

- Oral task
- Listening/reading/viewing task
- Written task
- Oral Examination
- Written Examination

LANGUAGES: ITALIAN

Unit 1

Overview:

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. In Unit 1 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The Italian-speaking Communities
3. The Changing World

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

Outcomes:

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

Assessment Tasks:

- Oral task
- Listening/reading and written task
- Written task
- Examination

Unit 2

Overview:

This unit is designed to extend students' knowledge and skills in understanding, speaking and writing the language. In Unit 2 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The Italian-speaking Communities
3. The Changing World

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

Outcomes:

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

Assessment Tasks:

- Oral or written task
- Listening/reading and written task
- Written task
- Examination

Unit 3

Overview:

This unit is designed to provide the opportunity for the student to build upon what is familiar, as well as extend students' knowledge and skills in understanding, speaking and writing the language in new and more challenging ways. In Unit 3 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The Italian-speaking Communities
3. The Changing World

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

Outcomes:

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

Assessment Tasks:

- Written task
- Listening, reading and writing task
- Oral task
- Examination

Unit 4

Overview:

This unit is designed to provide the opportunity for the student to build upon what is familiar, as well as extend students' knowledge and skills in understanding, speaking and writing the language in new and more challenging ways. In Unit 4 students are required to complete a selection of Themes, Topics and Sub-Topics, from 3 prescribed themes, which are:

1. The Individual
2. The Italian-speaking Communities
3. The Changing World

The themes and topics will allow the student to demonstrate the achievement of the outcomes.

Outcomes:

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

Assessment Tasks:

- Written task
- Oral task
- Listening, reading and writing task
- Examination

LEGAL STUDIES

Unit 1: Guilt and Liability

Overview:

Students develop an understanding of legal foundations, such as the different types and source 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 judgements and conclusions about the culpability of an accused, and the liability of a party in a civil case.

Outcomes:

- Describe the main sources and types of law, and assess the effectiveness of laws.
- Explain the purpose 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.
- Explain the purpose and key concepts of civil law and use legal reasoning to argue the civil culpability of an accused based on actual and/or hypothetical scenarios.

Assessment Tasks:

- Case studies, and Court excursion report
- Tests & examination

Unit 2: Sanctions, Remedies and Rights

Overview:

This unit focuses on the enforcement of criminal and civil law, methods and institutions that are used to determine a criminal case or resolve a civil dispute, and the types of sanctions and remedies that might be used. Students undertake a detailed investigation of two criminal and civil cases to assess the ability of the legal system in achieving principles of justice. Students develop an understanding of the way rights are protected in Australia and another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights.

Outcomes:

- Explain concepts and discuss principles of justice in relation to determining criminal cases, sanctions and sentencing.
- Explain concepts and discuss the principles of justice in relation to the resolution of civil disputes and remedies.
- Evaluate the ways in which rights are protected in Australia, compare this approach to another country.
- Discuss the impact of an Australian case on the rights of individuals and the legal system.

Assessment Tasks:

- Case studies, and Prison excursion report
- Tests and examination

Unit 3: Rights and Justice

Overview:

Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the courts within the Victorian hierarchy, as well as other legal institutions and bodies available to assist with cases. 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 purpose. Students investigate the extent to which the principles of justice are upheld. They discuss recent reforms and recommendations for reforms to enhance the ability of the justice system to achieve the principles of justice.

Outcomes:

- Explain the rights of the accused and victims in the criminal justice system, discuss means used to determine criminal cases and evaluate the ability of the criminal justice systems to achieve the principles of justice.
- 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.

Assessment Tasks:

- Case study, and Folio of exercises
- Structured questions

Unit 4: The People and the Law

Overview:

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

Outcomes:

- 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.
- Discuss factors that affect the ability of parliament and courts to make law, evaluate the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for change in the law, and analyse how individuals, the media, and law-reform bodies can influence a change in the law.

Assessment Tasks:

- Folio of exercises
- Tests and examination

MATHEMATICS FOUNDATION

Unit 1 and 2 only

Overview:

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.
The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'.

All four areas of study are to be completed over the two units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

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

Outcomes:

- Students should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve problems based on a range of everyday and real-life contexts.
- Students should be able to apply mathematical procedures to solve practical problems in both familiar and new contexts, and communicate their results.
- Students should be able to select and use technology to solve problems in practical contexts.

Assessment Tasks:

- Extended project
- Investigations
- Computer tasks
- Tests

MATHEMATICS FURTHER

Unit 1 and 2

Overview:

This course is designed as preparation for Further Mathematics Units 3 and 4. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

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

Outcomes:

- Students 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.
- Students 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.
- Students 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.

Assessment Tasks:

- Topic tests
- Analysis / application tasks
- Examinations

Unit 3 and 4

Overview:

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: 'Matrices', 'Graphs and relations'.

'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each application module comprises 20 per cent of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics.

Outcomes:

- Students should be able to define and explain key concepts as specified in the content from the two selected modules, and apply related mathematical techniques and models in routine contexts.
- Students should be able to select and apply the mathematical concepts, models and techniques from the two selected modules in a range of contexts of increasing complexity.
- *Students 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.

Assessment Tasks:

- SAC 1 – Application task (data analysis)
- SAC 2 – Problem solving task 1 (recursion and financial modelling)
- SAC 3 – Problem solving task 2
- SAC 4 – Problem solving task 3
- End of year examinations 1 and 2

MATHEMATICAL METHODS

Unit 1 & 2

Overview:

Mathematical Methods Units 1 and 2 are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'.

In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'.

In undertaking units 1 and 2, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

The sequential nature of this subject requires a consistent approach to homework. Students are unlikely to be successful if they spend less than 3 hours of homework time per week.

Outcomes:

- Students should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Students 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.
- Students 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.

Assessment Tasks:

- Topic tests
- Application/analysis tasks
- Examinations

Unit 3 & 4

Overview:

Mathematical Methods Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4.

For Unit 3, the areas of study are 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

For Unit 4, the areas of study are 'Functions and graphs', 'Calculus' and 'Algebra', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Outcomes:

- Students should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Students 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.
- Students 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.

Assessment Tasks:

- SAC 1 – Application task
- SAC 2 – Problem solving task
- SAC 3 – Problem solving task
- End of year examinations 1 and 2

SPECIALIST MATHEMATICS

Unit 1 & 2

Overview:

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

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

Outcomes:

- Students 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.
- Students 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.
- Students 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.

Assessment Tasks:

- Topic tests
- Application /analysis tasks
- Examinations

Unit 3 & 4

Overview:

Students studying Specialist Mathematics Units 3 and 4 must be enrolled in Mathematics Methods Units 3 & 4. Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'.

In Unit 3 the areas of study are: 'Functions and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors'. In Unit 4 the areas of study are: the remaining content from the 'Algebra', 'Calculus', and 'Vectors' and the content from the 'Mechanics' and 'Probability and statistics' areas of study.

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

Outcomes:

- Students should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Students 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.
- Students 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.

Assessment Tasks:

- SAC 1 – Application task
- SAC 2 – Problem solving task
- SAC 3 – Problem solving task
- Examinations

MEDIA

Unit 1: Media forms, representations and Australian stories

Overview:

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.

Outcomes:

- Explain how media representations in a range of media products and forms, and from different periods of time, locations and contexts, are constructed, distributed, engaged with, consumed and read by audiences. Use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms. 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.

Assessment Tasks:

- Film and news program analysis
- Magazine production
- Timeline, research task and advertising pitch
- Examination

Unit 2: Narrative across media forms

Overview:

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.

Outcomes:

- On completion of this unit the students should be able to analyse the intentions of media creators and producers and the influences of narratives on the audience in different media forms. Apply the media production process to create, develop and construct narratives. Discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Assessment Tasks:

- Written investigation into narrative, style and genre across media forms.
- A film production
- Radio segment on influence of new media technologies on society.
- Examination

Unit 3: Media narratives and pre-production

Overview:

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.

Outcomes:

- On completion of this unit students 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.
- Develop and document a media production design in a selected media form for a specified audience.

Assessment Tasks:

- Narrative and Ideology SAC
- Research Portfolio
- Production documentation
- Production design plan

Unit 4: Media production and issues in the media

Overview:

In this unit, students will investigate how society's values have changed overtime and how the media has evolved and changed accordingly. Students will also investigate how media influences consumers and vice versa. Students will also complete their major productions.

Outcomes:

- On completion of this unit students should be able to produce, refine and resolve a media product designed in Unit 3. Discuss issues of agency and control in the relationship between the media and its audience.

Assessment Tasks:

- Agency and Control SAC
- Media production process reflection
- Product production based on work in Unit 3
- Examination

MUSIC PERFORMANCE (COMBINED CLASS)

Unit 1: Music Performance

Overview:

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing to perform and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Outcomes:

- Prepare and perform a practised program of group and solo works.
- Prepare a program of technical work that overcomes difficulties and develops and demonstrates different instrumental techniques used in the performance of selected works, and describe influences on their approach to performance.
- Identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.

Assessment Tasks:

- Performance of 3 contrasting works including at least one solo and one ensemble piece.
- Development and demonstration of technical work and exercises.
- Practical demonstration of aural work.
- Aural and theory written exam.

Unit 2: Music Performance

Overview:

This unit focuses on building students' performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in a range of venues. They study the work of others and refine selected strategies to optimise their own approach. They identify technical, expressive, and stylistic challenges relevant to works they are preparing for and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Outcomes:

- Prepare/perform a musically engaging program of group and solo works. Demonstrate and discuss instrumental techniques relevant to the performance of selected works.
- Students should be able to re-create, extend and notate music language components and short phrases, and describe ways elements of music may be interpreted.
- Students should be able to devise a composition or an improvisation.

Assessment Tasks:

- Performance of three contrasting works
- Demonstration of technical work and exercises
- Written report, written aural and theory exam
- Multimedia composition or improvisation exercise

Unit 3: Music Performance

Overview:

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in a range of settings.

Outcomes:

- Prepare and perform a program of group and solo works.
- Demonstrate and discuss techniques relevant to performance of selected works.
- Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment Tasks:

- Performance
- Demonstration of technical work and exercises
- Written report, and Aural and written exam

Unit 4: Music Performance

Overview:

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues. Through analysis of other performers' and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance to strengthen their listening, aural, theoretical and analytical musicianship skills.

Outcomes:

- Demonstrate and discuss techniques relevant to refining the performance of selected works.
- Prepare and perform informed interpretations of pieces in a program of group and solo works.
- Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment Tasks:

- Multimedia composition or improvisation exercise
- Performance - External
- Aural written exam – External

OUTDOOR & ENVIRONMENTAL STUDIES

Unit 1: Exploring outdoor experiences

Overview:

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived, thus developing a clear understanding of the range of motivations for interacting with outdoor environments. Students are given the opportunity to experiences some outdoor environments to allow them to formulate an understanding that links practical skills to theoretical knowledge.

Outcomes:

- Describe motivations for participation in and personal responses to outdoor environments.
- Students will evaluate the different motivations for interactions in the outdoors with reference to specific experiences by describing ways of knowing and experiencing.

Assessment Tasks:

- A journal/report of outdoor experiences, oral presentations, written responses, including essays, short answers, weblogs or web discussion forums.

Unit 2: Discovering outdoor environments

Overview:

The characteristics of outdoor environments and different ways of understanding them, as well as human impacts. Students study nature's impact on, ecological, social and economic implications of human impact on outdoor environments to develop a clear understanding of the impact that technologies and changing human lifestyles has on the environment. Students examine a number of case studies, developing the practical skills required to minimise human influence. Practical experiences are used as the basis for comparison and reflection to develop theoretical knowledge about natural environments.

Outcomes:

- Describe the characteristics of different outdoor environments and analyse a range of understandings, with reference to specific experiences, and also evaluating human impacts and analysing procedures for promoting positive impacts, with reference to personal experiences.

Assessment Tasks:

- A journal/report of outdoor experiences, practical reports in a non-text format such as multimedia, a case study analysis or test.

Unit 3: Relationships with outdoor environments

Overview:

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments. Case studies are examined in the context of changing the nature of human relationships with outdoor environments, factors that influence contemporary relationships and the dynamic nature of relationships between humans and their environment. It involves experiences in the outdoors, including in areas where there is evidence of human interaction; providing opportunities to develop theoretical knowledge and practical skills.

Outcomes:

- Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific experiences.
- Analyse and evaluate the factors influencing contemporary societal relationships with environments.

Assessment Tasks:

- A case study, written analysis and evaluation, an oral presentation, data analysis or test.

Unit 4: Sustainable outdoor relationships

Overview:

Exploring the sustainable use and management of outdoor environments by examining the contemporary state of environments and the capacity of outdoor environments to support the future needs of the population by considering the importance of healthy environments; thus developing the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments. They learn and apply the practical skills and knowledge required to sustain healthy environments, and evaluate the strategies and actions they employ.

Outcomes:

- Evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy and sustainable environments for individuals and society, with reference to specific outdoor experiences, and analysing conflicts of interest.

Assessment Tasks:

- A case study, written analysis and evaluation, an oral presentation, data analysis or test.

PHYSICAL EDUCATION

Unit 1: Bodies in motion

Overview:

This unit allows students to explore how the body systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Outcomes:

- Collect and analyse information from, and participate in a variety of practical activities to explain how the body systems function and how the aerobic and anaerobic pathways interact.
- Collect and analyse information from, and participate in a variety of practical activities to explain how to develop and refine movement in sporting teams.
- Observe, demonstrate, evaluate and explain strategies used to prevent sports injuries.

Assessment Tasks:

- Written report & Test
- Laboratory report
- Examination

Unit 2: Physical activity, sport and society

Overview:

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 practical activities they gain an appreciation of the level of physical activity required for health benefits and collect data to determine perceived enablers of and barriers to physical activity. Students create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines.

Outcomes:

- Demonstrate their knowledge of, and evaluate a range of contemporary issues associated with physical activity and/or sport at the local, national and global level Collect and analyse data related to individual population's physical activity levels.
- Implement and promote programs designed to increase physical activity within a selected group

Assessment Tasks:

- Written report & Test
- Laboratory report
- Examination

Unit 3: Physiological performance

Overview:

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

Outcomes:

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

Assessment Tasks:

- Case study & Test
- Laboratory

Unit 4: Enhancing performance

Overview:

Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work-to-rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Outcomes:

- 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.

Assessment Tasks:

- Laboratory report & Test
- Case study

PHYSICS

Unit 1: Electricity and nuclear physics

Overview:

This unit focuses on using Physics models to explain observations of nature such as: thermodynamic principles in climate science; modelling electric circuits for energy transformations; and the nature of matter and how it is formed from the Big Bang theory through to modern applications of radiation, as well as fission and fusion reactions right through to quantum mechanics as they relate to subatomic particles such as quarks and the Higgs boson.

Outcomes:

- Investigate and relate thermodynamics to climate science.
- Investigate and apply a basic DC circuit model to simple battery operated devices, and describe the safe and effective use of electricity by individuals and the community.
- Explain and model relevant Physics ideas to describe the nature of matter, sub-atomic particles and the forces that govern them.

Assessment Tasks:

- Tests and experimental reports
- Examination

Unit 2: Motion and wave properties of light

Overview:

This unit focuses on the power of experiments in developing theories and models. The main focus is on motion in one dimension and how Newtonian models require the application forces as vectors to produce acceleration of objects. Energy, work, momentum and torque are also investigated.

Outcomes:

- Investigate, analyse and mathematically model motion of particles and bodies in terms of Newtonian theory.
- OPTIONS: Students are to select from one of twelve options relating Physics to various applications or observations in nature. Students will also design and undertake an Extended Practical Investigation as related to one of the areas of study in Units 1 or 2.

Assessment Tasks:

- Tests and experimental reports
- Extended practical investigation
- Examination

Unit 3: Motion and Electromagnetism

Overview:

This unit focuses on the concept of fields and how they affect motion. Students learn about electric, magnetic and gravitational fields and their interaction with matter. The effects of these fields on areas such as linear and circular motion, electromagnetism, production of electricity; the energy interactions, momentum, impulse and the limitations of Newtonian mechanics and necessity for Einsteinian relativity.

Outcomes:

- To use Newton's Laws in specific situations, investigate satellite motion (forces/energy), changing magnetic field and its applications (motors, generators, transformers, AC or DC generation).
- Cover Einsteinian relativity to explain situations where Newtonian mechanics fails.

Assessment Tasks:

- Tests and experimental reports
- Internal mid-year examination

Unit 4: Wave and Matter theory

Overview:

This unit focuses on the concepts of waves and particles to explain natural phenomena such as light and its many uses (photonics, electronics) and limitations of Newtonian Physics that gave birth to Quantum theory.

Outcomes:

- To investigate and explain the behaviour of light (reflection, refraction, interference, polarisation), its nature (wave or particle) and its contribution to Quantum Theory (photoelectric effect) and the eventual quantisation theory and duality of matter

Assessment Tasks:

- Tests
- Experimental reports
- Practical investigation (poster presentation)
- External examination

*NOTE: STUDENTS MUST BE ENROLLED IN MATHS METHODS TO UNDERTAKE PHYSICS (units 1 to 4)

PRODUCT DESIGN AND TECHNOLOGY (WOOD)

Unit 1: Sustainable Product Redevelopment

Overview:

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

Outcomes:

- Be able to design and plan the redevelopment of a product with the intention of developing a different product, considering sustainability issues.

Assessment Tasks:

- The two compulsory assessment tasks for this unit are:
- A design folio that contains an analysis of a product's sustainability, a design brief, evaluation criteria, research, visualisations and design options, working drawings, a scheduled production plan, and an evaluation report on the finished product
- A finished product and records of production and modifications.

Unit 2: Producing and Evaluating a Redeveloped Product.

Overview:

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.

Outcomes:

- Be able to select and apply materials, tools, equipment and processes to make a redeveloped product, and compare this with the original product.

Assessment Tasks:

- The two compulsory assessment tasks for this unit are:
- A design folio that contains an analysis of a product's sustainability, a design brief, evaluation criteria, research, visualisations and design options, working drawings, a scheduled production plan, and an evaluation report on the finished product
- A finished product and records of production and modifications.

Unit 3: Applying the product design process

Overview:

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s.

Outcomes:

- AOS 1 - On completion of this unit the student should be able to investigate and define a design problem, and discuss how the design process leads to product design development.
- AOS 2 - On completion of this unit the student should be able to explain and analyse influences on the design, development and manufacture of products within industrial settings.
- AOS 3 - On completion of this unit the student should be able to document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

Assessment Tasks:

- A structured, annotated design brief.
- Structured Questions
- Folio

Unit 4: Sustainable Product Redevelopment

Overview:

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

Outcomes:

- AOS 1, students use comparative analysis and evaluation methods to make judgments about commercial product design and development.
- AOS 2, students continue to develop and safely manufacture the product designed in Unit 3.
- AOS 3, students evaluate the quality of their product with reference to criteria and end-user/s' feedback.

Assessment Tasks:

- A functional product
- Written report (evaluation)
- Relevant instructions or care labels (variety of formats)

PSYCHOLOGY

Unit 1: Introduction to psychology

Overview:

Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours. A student-directed research investigation is also undertaken in this unit.

Assessment Tasks:

- Evaluation of research
- Tests
- A report of a practical activity
- Brain structure modelling activities

Unit 2: Self and others

Overview:

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.

Assessment Tasks:

- Evaluation of research
- Visual presentation
- A report of a practical activity
- Tests

Unit 3: How does experience affect behaviour and mental processes?

Overview:

This unit focuses on how the nervous system influences behaviour and how people experience the world. It explores how stress can affect a person's psychological functioning and consider the causes and management of stress. Students investigate learning & memory and how we acquire knowledge, and consider the limitations and how memory can fail us or be improved.

Assessment Tasks:

- Annotated folio of practical activities
- Chapter tests
- Dot point tests
- School assessed coursework (SAC)

Unit 4: How is wellbeing developed and maintained?

Overview:

This unit focuses on consciousness and mental health. Students examine how changes in the level of consciousness can affect mental processes and behaviour. We consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore mental health with reference to a specific phobia, exploring the development and management of mental disorders.

Assessment Tasks:

- A report of a practical activity
- Chapter tests
- Dot point tests
- School Assessed Coursework (SAC)
- External examination

SOCIOLOGY

Unit 1: Youth and Family

Overview:

Students explore how youth is constructed as a social category, through understanding experiences of young people and the range of potential negative impacts of categorisation, including stereotyping, prejudice and discrimination. Students explore how and why the experience of being young differs across time and space; and appreciate the rich diversity of youth experience across a variety of contexts. Students will also investigate the social institution of family.

Outcomes:

- By the end of this unit students will be able to:
- Describe the nature of sociological inquiry
- Discuss, in an informed way, youth as a social category
- Analyse the institution of family

Assessment Tasks:

- Media analysis file
- Short answer test
- Essay

Unit 2: Social Norms – Breaking the Code

Overview:

In this unit students explore the concepts of deviance and crime. They learn about the meaning of deviance, how sociologists explain deviant behaviour, explore patterns of crime and considering how deviance may differ according to age and social status and across time and space. Students also explore the phenomenon known as moral panic. Students learn that crime and its definition are shaped by a community's sense of what is considered right and wrong. Students explore different methods of punishment and the extent to which each of these methods serves its aims. It involves consideration of the justice system and how effectively these achieve the aims of punishment and, through this, shape human behaviour.

Outcomes:

- By the end of this unit students will be able to:
- Analyse a range of sociological theories explaining deviant behaviour
- Analyse the impact of moral panic on those considered deviant
- Discuss crime in Australia
- Evaluate the effectiveness of methods of punishment in the judicial system for shaping human behaviour

Assessment Tasks:

- Research report
- Short answer and extended response test
- Examination

Unit 3: Culture and Ethnicity

Overview:

Students explore the meaning and expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Students gain knowledge of both past and contemporary factors that influence awareness of Australian Indigenous culture. Students explore the ways that cultural identity is formed and experienced by Australian ethnic groups, as shaped by various material and non-material aspects of culture such as faith, tradition and customs. Students investigate Australia's ethnic diversity and the enablers and barriers influencing members of ethnic groups and their sense of belonging and inclusion in multicultural Australia.

Outcomes:

- Students analyse and evaluate changes in public awareness and views of Australian Indigenous culture, and identify and analyse experiences of ethnicity within Australian society

Assessment Tasks:

- Media analysis file
- Short answer and extended response test
- Essay

Unit 4: Community, Social Movements and Social Change

Overview:

Students uncover the ways sociologists have explored and changed definitions of community and how the various types of community are experienced. They explore community in general as well as conduct a detailed case study of a specific community. This includes examination of challenges and opportunities posed by political, social, economic and technological change. Students also explore the relationship between social movements and social change by undertaking a general exploration of the meaning, nature and purpose of social movements and how they influence social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements as well as identify the means used by the opponents of the social movement to prevent this change from occurring.

Outcomes:

- Students analyse the experiences of a community in general and then more specific terms. They analyse the nature and purpose of social movements and evaluate the influence of social movements on social change.

Assessment Tasks:

- Research reports
- Short answer and extended response test

STUDIO ARTS

Unit 1: Studio inspiration and techniques

Overview:

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art making. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Outcomes:

- Development of individual ideas and the identification of sources of inspiration to be used as starting points for art making.
- The use of materials and techniques in the production of artworks.
- Analyse ways in which artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

Assessment Tasks:

- Folio of work including artworks
- Visual report
- Examination

Unit 2: Studio exploration and concepts

Overview:

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks specifically two artists' from different times and cultures.

Outcomes:

- Develop an individual design process based on visual research and inquiry.
- Analyse and discuss ways in which artists from different times and cultures have created aesthetic qualities in artworks, have communicated ideas and developed identifiable styles.

Assessment Tasks:

- Folio of work including artworks
- Two finished artworks
- Visual report
- Examination

Unit 3: Studio practices and processes

Overview:

This unit focuses on the implementation of an individual design process leading the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. The design process is individually determined by the students. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas.

Outcomes:

- Develop an exploration proposal that creates a framework for the individual design process.
- Present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.
- Discuss art practices in relation to particular artworks of at least two artists.

Assessment Tasks:

- Exploration proposal
- Folio of work
- Visual report
- Examination

Unit 4: Studio practice and art industry contexts

Overview:

This unit focuses on the production of a cohesive folio of finished artworks. Students also present visual and written documentation explaining how selected potential directions were used to produce the folio of finished artworks. Students will focus on two exhibition spaces and methods and considerations involved in the preparation, presentation and conservation of artworks.

Outcomes:

- Produce a cohesive folio or finished artworks developed from selected potential directions.
- Provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions.
- Produce a visual report, which examines and explains the preparation and presentation of artworks in at least two different exhibition spaces.

Assessment Tasks:

- Folio of finished artworks no fewer than two
- Visual report based on two gallery spaces
- Focus, reflection, evaluation document
- External examination

SYSTEMS ENGINEERING

Unit 1: Mechanical Systems

Overview:

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages.

Outcomes:

- Ability to describe and apply basic engineering concepts and principles, and use components and the systems engineering process to design and plan a mechanical system.
- Produce, test and evaluate an operational mechanical system. For example:
- The function and operation of mechanical components such as inclined planes and screws, levers, cranks and linkages, basic hydraulic and pneumatic systems, and pistons and cylinders.
- Mechanical engineering concepts and principles such as energy sources and conversions, ratios: pulley and simple gear, friction and its role, types of motion.

Assessment Tasks:

- Documentation of the systems engineering process.
- Practical demonstrations

Unit 2: Electro technology Systems

Overview:

Ability to investigate, represent, describe and use basic electro technological and basic control engineering concepts, principles and components, and design and plan an electro technological system using the systems engineering process. Ability to produce, test and evaluate an electro technological system, using the systems engineering process.

Outcomes:

- Ability to investigate, represent, describe and use basic electro technological and basic control engineering concepts, principles and components, and design and plan an electro technological system using the systems engineering process.
- Ability to produce, test and evaluate an electro technological system, using the systems engineering process.

Assessment Tasks:

- Documentation of the systems engineering process using one or more of; multimedia/simulation presentation, electronic portfolio, brochure, poster, written report, production work to create a mechanical system.

Unit 3: Integrated and controlled systems

Overview:

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system.

Outcomes:

- AOS 1 - Investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electrotechnological system using the systems engineering process.
- AOS 2 - Discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

Assessment Tasks:

- A short written report in the form of a media analysis or a case study or based on structured questions
- A record of investigation, design, planning and production.

Unit 4: Systems Control

Overview:

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

Outcomes:

- AOS 1 - Finalise production, test and diagnose a mechanical and electrotechnological integrated and controlled system using the systems engineering process, and manage, document and evaluate the system and processes, as well as their use of it.
- AOS 2 - On completion of this unit the student should be able to evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology.

Assessment Tasks:

- Folio
- Structured questions

VISUAL COMMUNICATION DESIGN

Unit 1: Introduction to visual communication design

Overview:

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.

Outcomes:

- Development of individual ideas and the identification of sources of inspiration to be used as starting points for art making.
- The use of materials and techniques in the production of artworks.
- Analyse ways in which artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

Assessment Tasks:

- Folio of work including artworks
- Visual report
- Examination

Unit 2: Applications of visual communication within design fields

Overview:

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.

Outcomes:

- Develop an individual design process based on visual research and inquiry.
- Analyse and discuss ways in which artists from different times and cultures have created aesthetic qualities in artworks, have communicated ideas and developed identifiable styles.

Assessment Tasks:

- Folio of work including artworks
- Two finished artworks
- Visual report
- Examination

Unit 3: Visual Communication design practices

Overview:

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.

Outcomes:

- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
- Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
- 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.

Assessment Tasks:

- Exploration proposal
- Folio of work
- Visual report
- Exam

Unit 4: Visual communication design development, evaluation and presentation

Overview:

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.

Outcomes:

- 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.
- Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Assessment Tasks:

- Folio of finished artworks
- Visual report
- Focus, reflection, evaluation document
- External examination

YEAR 11 SUBJECT SELECTION SHEET

Name: _____ Form: _____ Date: _____

PREFERENCES	2021 SUBJECTS	2022 SUBJECTS
1	11 English	12 English
2		
3		
4		
5		
6		

RESERVES	2021 SUBJECTS	2022 SUBJECTS
1		
2		
3		
4		
5		

Subjects Available (put English first):

CODE	SUBJECT
11AC	Accounting
11AR **$120**	Art
11BI	Biology
11BM	Business Management
11CH **$30**	Chemistry
11CSD **$40**	Computing Software Development
VDR	11Drama
11EC	Economics
11EN	English
11EAL	English as an Additional Language
11EL	English Language
11LI	English Literature
11ENV	Environmental Science
11FT **$280**	Food Studies
11HD	Health & Human Development
11HA	History Ancient
11HI	History 20th Century
11LOC	Language Chinese(1stLang)
11LO2	Language Chinese(2ndLang)
11LOF	Language French
11LOI	Language Italian
11LS	Legal Studies
11MFN	Mathematics Foundation
11MGF	Mathematics Further (General)
11MM	Mathematical Methods
11MS	Mathematics Specialist
11ME **$40**	Media Studies
VMP	11Music Performance
11OS	Outdoor & Environmental Studies
11PE	Physical Education
11PH	Physics
11WW **$125**	Product Design and Technology (Wood)
11PY	Psychology
11SO	Sociology
11SP	Studio Art (Photography)
11SY **$125**	Systems Engineering
11VCAL	VCAL Course
11VC **$40**	Visual Communication
VET	VET in Schools

Select your Course studies in order of preference with 1 being more desirable than 2. 2 being more desirable than 3 and so on.

If you are recommended for a Year 12 subject it should be at preference 3 AND you should have some Year 12 subjects in your 1st Reserves

CODE	SUBJECT
12AC	12Accounting
12AR **$120**	12Art
12BI **$30**	12Biology
12BM	12Business Management
VDR	12Drama
12EC	12Economics
12EXI	12Extended Investigation
12FT **$280**	12Food Studies
12HD	12Health & Human Development
12HR	12History Revolutions
12IT	12 Computing Software Development
12LO2	12Language Chinese (2ndLang)
12LOC **$65**	12Language Chinese(1stLang)
12LOF	12Language French
12LOI	12Language Italian
12LS	12Legal Studies
12MF	12Mathematics Further
12ME **$40**	12Media
VMP	12Music Performance
12PE	12Physical Education
12WW **$150**	12Product Design and Tech (Wood)
12PY **$27**	12Psychology
12SO	12Sociology
12SY **$150**	12Systems Engineering
12VC **$40**	12Visual Communication

If you are **unable to access EDVAL** (https://spring.edval.education/login), please complete this form and return it to **Senior School Office.**

YEAR 12 SUBJECT SELECTION SHEET

Name: _____ Form: _____ Date: _____

PREFERENCES	2022 SUBJECTS
1	12 English
2	
3	
4	
5	
6	

RESERVES	2022 SUBJECTS
1	
2	
3	
4	
5	

Subjects Available (put English first):

CODE	SUBJECT
12AC	12Accounting
12AR **$120**	12Art
12BI **$30**	12Biology
12BM	12Business Management
12CH **$10**	12Chemistry
VDR	12Drama
12EC	12Economics
12EN **$60**	12English
12EAL **$60**	12English as Additional Language
12EL	12English Language
12LI	12English Literature
12EXI	12Extended Investigation
12FT **$280**	12Food Technology
12HD	12Health & Human Development
12HA	12History Ancient
12HR	12History Revolutions
12IT	12Computing Software Development
12LO2	12Language CHINESE (2ndLang)
12LOC **$65**	12Language CHINESE(1stLang)
12LOF	12Language FRENCH
12LOI	12Language ITALIAN
12LS	12Legal Studies
12MF	12Mathematics Further
12MM	12Mathematical Methods
12MS	12Mathematics Specialist
12ME **$40**	12Media
VMP	12Music Performance
12PE	12Physical Education
12PH **$30**	12Physics
12WW **$150**	12Product Design and Tech (Wood)
12PY **$27**	12Psychology
12SO	12Sociology
12SP	12Studio Art Photography
12SY **$150**	12Systems Engineering
12VC **$40**	12Visual Communication
VET	VET in Schools (current students only)
12VCAL	12VCAL

Select your Course studies in order of preference with 1 being more desirable than 2. 2 being more desirable than 3 and so on.
The order of your selection is extremely important in determining subject studies in the instance of clashes.

Work competed in Unit 2 is very important for success in Units 3&4.
The Majority of students should be continuing with 5 of the 6 subjects studied in the previous year.

Students who have received N results in Unit 2 and non- recommendations will be the first students taken out of studies that are oversubscribed.

https://spring.edval.education/login

Select your Course studies in order of preference with 1 being more desirable than 2. 2 being more desirable than 3 and so on.

If you are recommended for a Year 12 subject it should be at preference 3 AND you should have some Year 12 subjects in your 1st Reserves

If you are **unable to access EDVAL** (https://spring.edval.education/login), please complete this form and return it to **Senior School Office.**