VCE and VET

Subject Selection Information

2016
VCE and VET Programs

Choosing VCE subjects is an important phase in each girl’s schooling. They must choose subjects they are interested in, while balancing the demands of prerequisite studies for tertiary courses or practical placements leading to employment. Students at Ave Maria College complete the most common senior secondary certificate in Victoria, the VCE. A VET course can also be included in a VCE program. Clicking on a subject name below will take you directly to that page.

General Information .................................................................................................................. 1
Victorian Certificate of Education (VCE) .................................................................................. 3
Vocational Education Training (VET) ...................................................................................... 3
Year 11 Program ..................................................................................................................... 3
Year 12 Program ..................................................................................................................... 4
The VCE Baccalaureate ............................................................................................................ 4
University Extension Programs .............................................................................................. 4
The Tertiary Selection Process ................................................................................................ 5
Planning your course .............................................................................................................. 6
Subjects with Low Student Numbers and Subject Clashes .................................................. 6
Course planners .................................................................................................................... 7

VCE and VET Subject Descriptions ............................................................................................ 8
Accounting Units 1 & 2 ......................................................................................................... 8
Accounting Units 3 & 4 ......................................................................................................... 10
Biology Units 1 & 2 .............................................................................................................. 11
Biology Units 3 & 4 .............................................................................................................. 13
Business Management Units 1 & 2 ...................................................................................... 14
Business Management Units 3 & 4 ...................................................................................... 16
Chemistry Units 1 & 2 ......................................................................................................... 17
Chemistry Units 3 & 4 ......................................................................................................... 19
Drama Units 1 & 2 ................................................................................................................ 20
English Units 1 & 2 .............................................................................................................. 22
English Units 3 & 4 .............................................................................................................. 23
English Language Units 1 & 2 ............................................................................................ 24
English Language Units 3 & 4 ............................................................................................ 25
Extended Investigation (Units 1 & 2 equivalent) .................................................................. 26
Food and Technology Units 1 & 2 ....................................................................................... 27
Global and Australian Politics Units 1 & 2 .......................................................................... 29
Health and Human Development Unit 1 & 2 ..................................................................... 30
Health and Human Development Unit 3 & 4 ..................................................................... 32
History (20th Century) Units 1 & 2 ..................................................................................... 33
History (Revolutions) Units 3 & 4 ....................................................................................... 35
Computing Units 1 & 2 ...................................................................................................... 36
Informatics Units 3 & 4 ...................................................................................................... 38
Legal Studies Units 1& 2 .................................................................................................... 39
Legal Studies Units 3 & 4 .................................................................................................... 41
Literature Units 1& 2 .......................................................................................................... 42
Literature Units 3 & 4 .......................................................................................................... 43
LOTE: Indonesian Units 1& 2 ........................................................................................... 44
LOTE: Indonesian Units 3 & 4 ........................................................................................... 46
LOTE: Italian Units 1& 2 .................................................................................................... 47
LOTE: Italian Units 3 & 4 .................................................................................................... 49
Courses only available in accelerated programs ......................................................... 85

VET/VCE Applied Fashion Design & Technology Units 1 & 2 (taken in Year 10) ............... 85
VET/VCE Applied Fashion Design & Technology Units 3 & 4 (taken in Year 11) ............... 86
VCE: Victorian Certificate of Education
The VCE is a state government certificate, which recognises the completion of a course of study over a two-year period. It is the minimum education qualification to gain a place in a tertiary education institution in Victoria. Students receive the VCE from the Victorian Curriculum and Assessment Authority.

To qualify for the VCE, a student must satisfactorily complete at least 16 units from VCE studies, including at least three units of English (Literature Units 1 to 4 or English Language Units 1 to 4 may be studied instead of, or as well as, English Units 1 to 4) and at least three sequence pairs of semester 3 and 4 units of studies other than English.

At Year 11, judgement of satisfactory completion is made internally. Ave Maria College will report S (satisfactory completion) or N (non-satisfactory completion) to the VCAA for each Unit. The VCAA will issue a statement of results to each student at the end of each year. For all VCE studies a unit is satisfactorily completed if all unit outcomes have been achieved to the satisfaction of the relevant teacher.

VET: Vocational Education and Training
Vocational Education Training in the VCE combines general VCE studies with vocational training and work placement. It provides students with greater choice and scope to determine a pathway best suited to their needs. VET can be included within either of the senior secondary certificates: VCE or VCAL. Through Vocational Education and Training (VET) students can combine their regular studies with hands-on practical experience in industry.

Year 11 Program
VCE students at Year 11 study six subjects, plus School-based Religious Education (unless taking Religion and Society Units 1 & 2).

Compulsory subjects
All students must take either English, English Language or Literature Units 1 & 2, and either Religion and Society Units 1 & 2, or Year 11 School-Based Religious Education.

Electives
Students who have undertaken an accelerated VCE course in Year 10 will continue in that course at Units 3 & 4 level in Year 11. These students select four (4) additional studies. Students at Year 11 who did not undertake an accelerated VCE course in Year 10 select five (5) additional studies. If a student is taking religion and Society Units 1 & 2, they would select one less subject in each of these cases.
**Year 12 Program**

VCE students at Year 12 study five subjects, *plus* School-based Religious Education (unless taking Religion and Society Units 3 & 4).

**Compulsory subjects**

All students must take either English, English Language or Literature Units 3 & 4, *and* either Religion and Society Units 3 & 4, or Year 12 School-Based Religious Education.

**Subject Selection**

Students at Year 12 select four (4) additional sequences of Units 3 and 4 subjects, or three (3) additional sequences if doing Religion and Society Units 3 & 4. A student’s Unit 3 & 4 sequences usually flow directly on from their Unit 1 & 2 selections.

**The VCE Baccalaureate**

The VCE Baccalaureate is an additional qualification awarded to students who achieve well in a particular combination of VCE subjects. It provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study. To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above;
- a Units 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics;
- a Units 3 and 4 sequence in a VCE Language;
- at least two other Units 3 and 4 sequences.

More information about the VCE Baccalaureate is available [here](#) from the VCAA website.

**University Extension Programs**

Year 12 students also have the option applying to complete part of their VCE via a university extension course. Students in such programs study a first-year university course instead of one of their VCE Unit 3&4 subjects. More information is available at the following websites. Students interested in discussing this option are invited to speak to the Head of School Years 10-12.

- [Monash University Extension](#)
- [The University of Melbourne Extension Program](#)
- [La Trobe VCE Plus](#)
The Tertiary Selection Process

The Victorian Tertiary Admissions Centre (VTAC) administers the tertiary application process on behalf of the universities, TAFE institutes and private providers within Victoria and border regions. Approximately 50% of courses use the ATAR as the criterion for selection into courses. The remaining 50% of courses will use a range of criteria that include the ATAR, folio, interview, pre-selection tests, auditions and/or additional forms in the selection process. Many faculties specify satisfactory completion of prerequisite VCE studies or minimum grade averages. Information about the selection process for each tertiary course is available in the relevant Victorian Tertiary Entrance Requirements (VICTER) publication, or on the VTAC website http://www.vtac.edu.au/

ATAR: The Australian Tertiary Admissions Rank

For many institutions and faculties, selection is based on an Australian Tertiary Entrance Rank (ATAR). The ATAR is derived as follows:

- The global study scores (out of 50) provided by the VCAA are used as a basis. Only studies which have been given a result of S for both semesters 3 and 4, are included.
- A scaling procedure is applied to these scores within and between studies.
- The scaled global study scores of English or Literature and the best three other studies (the primary four) are added.
- 10% of scaled scores obtained in up to two other studies (called increments) are added to the total.
- The total is converted to a percentile ranking in 0.05 steps, with the highest possible ranking being 99.95.

The ATAR may be derived from studies taken over any numbers of years. Students may take advantage of this by doing level 3 and 4 units in Year 11. Where selection is based on the ATAR, about 80% of applicants will be selected entirely on the ranking (upper band). However, in the middle band, other factors are used to differentiate applicants, such as external examination grades, recommended subjects, interviews, number of years taken to complete VCE studies, etc. You should find out the specific requirements for all courses in which you are interested. Detailed information about tertiary entry is contained in the VTAC publication Tertiary Entrance Requirements. Copies of these documents are available for students to read in the Careers Centre.
Planning Your Course

A key part of planning your course is checking that you will have completed any prerequisite subjects for tertiary courses you may be interested in applying for. To help you with this or any aspect of the subject selection process, please make an appointment through Student Services to see the Pathways Coordinator, Ms Aliaga.

Subjects with Low Student Numbers and Subject clashes

Every effort is made to give students their top preferences for the following year. Student selections and preferences are the sole basis on which a subject will or won’t run for the following year. Each year there are students who may be disappointed that one of their selections doesn’t run. The reason for this will always and only be that not enough other students selected that subject. To manage staff numbers, and therefore fee costs, there is a cut-off for student selections below which a subject won’t run. The exception to this is subjects which are prerequisites for tertiary courses – they may run with smaller numbers than other subjects.

Occasionally a student may not be able to study a selected subject as it clashes with another of their selections. Every effort is made to minimise these clashes, but the timetable is a complex beast and very occasionally certain combinations simply don’t work.

These facts highlight the importance of each student’s reserve preferences. Students must select, in order, the subjects they would most like to do. If subject selected as preference four, for example, doesn’t run due to low student numbers or it clashes with another subject in the student’s program, they would be placed in their first reserve subject. Reserve subjects can become quite important and must therefore be selected with care.
## Course Planners

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Compulsory</th>
<th>Electives</th>
<th>Electives</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Religion and Society Units 1 &amp; 2 or School-based RE</td>
<td>English, English Language or Literature Units 1 &amp; 2</td>
<td>only if not taking Religion and Society Units 1 &amp; 2</td>
<td>Reserve choice 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reserve choice 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Compulsory</th>
<th>Electives</th>
<th>Electives</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Religion and Society Units 3 &amp; 4 or School-based RE</td>
<td>English, English Language or Literature Unit 3</td>
<td>only if not taking Religion and Society Units 3 &amp; 4</td>
<td>Reserve choice 1</td>
</tr>
</tbody>
</table>
# VCE and VET Subject Descriptions

## Accounting Units 1 & 2

### Course overview

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. 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 and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

### What students should know at the end of the course

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

- Reasons for establishing a small business
- Alternatives to establishing a small business
- Factors that lead to the success or failure of small business
- Resources required to establish a small business
- The role of professionals in providing advice to achieve business success
- Internal and external sources of finances, including features, advantages and disadvantages
- Application of accounting principles and qualitative characteristics
- The definitions of the accounting elements
- The accounting equation
- Classification of accounting reports
- Accounting reports
- Budgeting for cash and profit
- Graphical representation of accounting information

### What students should be able to do by the end of the course

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

- Use correct termination
- Research information about small business from a range of sources
- Apply theoretical knowledge to simulated situations
- Analyse issues in relation to the establishment of a small business
- Explain the sources of finances available to small businesses
- Discuss factors leading to the success or failure of small business
- Identify, classify and record financial data
- Use correct accounting terminology
- Prepare and analyse financial reports to make business decisions
- Preparation budgeted reports
- Interpret accounting information

### How these outcomes will be assessed

Students assessment will include:

- Assignment on going into business
- Test on Special Journals
- Test on Bank reconciliations
# Course overview – Unit 2

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single recording system for cash and credit transactions and the accrual methods for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set accounts, record financial transactions and generate accounting reports.

## What students should know at the end of the course

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

- The application of accounting principles and characteristics
- Price setting strategies
- Understanding of source documents
- Special journals
- Perpetual inventory system
- Physical stocktakes
- Balance day adjustments
- Accounting reports
- Graphical representation of accounting information
- The distinction between cash and profit
- The two fold effect of transactions on accounting reports
- The advantages and disadvantages of both computerised and manual accounting systems
- The chart of accounts
- The process of recording transactions from source documents using an accounting software package
- Business performance evaluation
- Strategies to improve the business operations

## What students should be able to do by the end of the course

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

- Use correct accounting terminology
- Explain the difference between service and trading business
- Identify, classify and record data
- Explain and apply accounting principles and characteristics
- Apply theoretical knowledge to simulated situations
- Prepare and analyse financial reports
- Interpret accounting information
- Identify, classify and record financial data and report using an accounting software package
- Explain and apply the principles underlying the recording of financial data and preparation of accounting information
- Present accounting information in a format suitable for users
- Discuss the use of ICT in the accounting process
- Select and use financial and non-financial information to evaluate business performance
- Discuss strategies for the improvement in business performance

## How these outcomes will be assessed

Students assessment will include:

- Test on Stock Cards
- Assignment using Accounting Software Package
- Test on Accounting Reports
# Accounting Units 3 & 4

## Course overview

The focus of Units 3 and 4 is on the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used. Student explain the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Accounting information from accounting reports and graphical representations is interpreted and students analyse the results to suggest strategies to the owner on how to improve the performance of the business. There are 2 areas of study in Unit 3 – Recording financial data and Balance day adjustments and reporting and interpreting accounting information. There are 2 areas of study in Unit 4 – Extension of recording and reporting and Financial planning and decision making.

## What students should know at the end of the course

By the end of the course students should know:

- the elements of financial reports: assets, liabilities, owner’s equity, revenue and expenses
- the two-fold effect of transactions on the accounting equation
- source and business documents
- stock cards using the First In, First Out (FIFO) method
- the use of the general journal to record infrequent non-cash transactions
- subsidiary ledgers
- the recording and reporting of balance day adjustments
- the preparation of financial reports
- measures for evaluating profitability, liquidity, efficiency and stability

## What students should be able to do by the end of the course

By the end of the course students should be able to:

- use correct accounting terminology
- identify, classify and record financial data
- explain and apply the qualitative characteristics and accounting principles
- apply theoretical knowledge to simulated situations
- explain the effect of financial transactions on the accounting equation
- distinguish between cash and profit and explain the effect on accounting reports
- prepare, explain and interpret accounting reports
- distinguish between product and period costs
- compare alternative methods of depreciating non-current assets
- justify the selection of alternative depreciation methods
- prepare, explain and interpret accounting reports and graphical representations

## How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Tasks (SACs). There will be 9 formal SAC assessments and these will be:

- Structured responses – test
- Case study
- 30/100 marks for each Unit will involve the use of ICT
# Biology Units 1 & 2

## Course overview – Unit 1

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population.

## What students should know at the end of the course

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

- cell size, structure and function
- the characteristics of the plasma membrane as a semi-permeable boundary between the internal and external environments of a cell
- the distinction between photosynthetic autotrophs, chemosynthetic autotrophs and heterotrophs,
- photosynthesis as a chemical process in which solar energy is captured and transformed to chemical energy by fixing carbon to produce a carbohydrate and releasing oxygen as a by-product
- classification of biodiversity, past and present, into taxonomic groups based on shared morphological and molecular characteristics, and naming using binomial nomenclature
- relationships between organisms within an ecosystem

## What students should be able to do by the end of the course

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

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

## How these outcomes will be assessed

Tasks for assessment will be selected from the following:

- a report of a fieldwork activity
- annotations of a practical work folio of activities or investigations
- a bioinformatics exercise
- media response
- data analysis
- problem solving involving biological concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.
- a report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.
## Course overview – Unit 2

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

### What students should know at the end of the course

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

- the cell cycle
- sexual and asexual reproduction
- cell growth and cell differentiation
- genomes, genes and alleles, chromosomes, genotypes and phenotypes, pedigree charts, genetic cross outcomes

### What students should be able to do by the end of the course

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

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

### How these outcomes will be assessed

Tasks for assessment will be selected from the following:

- a report of a fieldwork activity
- annotations of a practical work folio of activities or investigations
- a bioinformatics exercise
- media response
- data analysis
- problem solving involving biological concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.
- a report of a student-designed or adapted investigation related to the survival of an organism or a species using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.
Biology Units 3 & 4

Course overview

The study is made up of two units: Unit 3 - Signatures of life, and Unit 4 - Continuity and change. Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. Students build an understanding of the interconnectedness of all living things and their environment. This study is designed to enable students to: develop an understanding of essential biological principles based upon knowledge of living organisms; understand the relationships between living organisms and between living organisms and their environments; apply bioscience understandings in personal, social, environmental and technological contexts; develop values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

What students should know at the end of the course

- the nature and importance of biomacromolecules in the chemistry of the cell
- the structure and function of the plasma membrane and the movement of substances across it
- the nature of biochemical processes within cells
- coordination and regulation at the cellular level
- cell reproduction
- molecular genetics
- DNA tools and techniques: gel electrophoresis; DNA amplification; DNA sequencing; making a recombinant plasmid; bacterial transformations; DNA profiling; gene cloning; and using plasmids as gene delivery systems
- inheritance
- a qualitative treatment of changing allele frequencies in a population and the consequences
- evidence for biological evolution over time
- determination of evolutionary relationships: comparison of DNA sequences; comparative genomics
- patterns of biological change
- hominin evolution
- human intervention in evolutionary processes

What students should be able to do by the end of the course

- Analyse and evaluate evidence from practical investigations related to biochemical processes.
- Describe and explain the use of the stimulus response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity.
- Analyse evidence for the molecular basis of heredity, and patterns of inheritance.
- Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes through selective breeding and applications of biotechnology.

How these outcomes will be assessed

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 60 per cent to the study score.

- Unit 3 Outcome 1 Assessment Tasks (50 Marks)
- Unit 3 Outcome 2 Assessment Tasks (50 Marks)
- Unit 4 Outcome 1 Assessment Tasks (50 Marks)
- Unit 4 Outcome 2 Assessment Tasks (50 Marks)
## Business Management Units 1 & 2

### Course overview – Unit 1

VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

Unit One, Small Business management focuses on the large majority of all businesses in the Australian economy. Students examine the characteristics of a range of businesses and their internal and external environments, and develop an understanding of the nature of business in Australia. Business ethics and socially responsible management are also important considerations for businesses and will have an impact on the various stakeholders of all businesses.

### What students should know at the end of the course

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

- Features of organisations including for profit and no for profit organisations
- Objectives of different types of organisations
- Distinction between small, medium and large business
- The contribution of small business to the economy
- The internal and external environments of a business
- Business ethics and social responsible management and their impact on various stakeholders
- The motivation behind starting a small business
- Major factors that influence decisions made when establishing a small business
- Knowledge of business support services
- What major business planning entails throughout the life of the business
- Strategies used to undertake ongoing evaluation of small business
- An overview of key legal and government regulations affecting small business
- Practices that contribute to ethical and social responsible management
- Types of recruitment methods and selection processes
- Employment arrangements
- An overview of relevant legislation relating to OH&S and Equal opportunity

### What students should be able to do by the end of the course

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

- Accurately use relevant management terms
- Recognise and classify types of businesses
- Acquire and exchange business information and ideas
- Research aspects of business management using various sources
- Apply business management knowledge to practical and/or simulated business situations
- Analyse business information and data
- Explain the importance of complying with legal and government regulations relevant to the small business
- Evaluate management practices with respect to decision-making and planning
- Research and apply knowledge of the selected day to day operations of a small business
- Discuss the ethical and socially responsible management of the day to day operations of small business

### How these outcomes will be assessed

Students assessment will include:

- Introduction Topic test
- Direct Contact Assignment involving an interview of a Small Business Owner
- Business Plan for a small business
- Test on Management of staff in small business
Course overview – Unit 2

VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

What students should know at the end of the course

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

- communication and its relationship to business objectives and business strategy;
- type and purpose of information which needs to be communicated;
- communication methods, including verbal and non-verbal;
- types of audiences such as employees, suppliers and customers;
- appropriate methods of communication for different management situations;
- effectiveness of methods of communication, including barriers which limit and/or enhance communication;
- communication behaviours that are considered unethical or illegal.
- the marketing function and its relationship to business objectives and business strategy;
- market research processes, data collection tools and techniques, analysis and interpretation;
- market attributes, including market dimensions, segments, consumer trends and behaviour;
- key elements of a marketing plan;
- relevant performance indicators to evaluate effective marketing strategies;
- relevant performance indicators to evaluate the performance of the public relations strategies;
- issues in public relations, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.

What students should be able to do by the end of the course

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

- accurately use relevant management terms;
- research aspects of communication using print and online sources;
- analyse business information and data;
- communicate effectively in business-related scenarios;
- recommend and apply a range of communication methods to practical and/or simulated business situations;
- justify the use of different communication methods in business-related situations.
- acquire and exchange business information and ideas;
- research aspects of marketing using print and online sources;
- apply knowledge of marketing strategies to practical and/or simulated business situations;
- analyse issues related to marketing;
- apply knowledge of public relations strategies to practical and/or simulated business situations;
- analyse issues related to public relations.

How these outcomes will be assessed

Students assessment will include:

- Folio on examples different types Communication
- A Marketing Plan
- Test on Public Relations
## Business Management Units 3 & 4

### Course overview

The focus of Units 3 and 4 is on large scale organisations. Large-scale organisations are important for the Australian economy in creating employment, wealth and income. Every large-scale organisation operates within a unique context, characterised by its internal and external environment. Students investigate key elements of the internal environment such as different management structures, corporate culture, management roles and policy development. Students apply management styles and skills to business situations and then evaluate them. The study of operations management enables students to consider the best and most responsible use of all the available resources for the production of a quality final good or service in a competitive, global environment. A general introduction to human resources is followed by an investigation of the two key aspects of human resource management: the employment cycle and employee relations. Finally, students examine the importance of change management in large-scale organisations. They consider ways in which change can be managed effectively in both theoretical and practical contexts.

### What students should know at the end of the course

By the end of the course students should know:

- the context which contributes to the unique nature of large-scale organisations
- characteristics of large-scale organisations
- performance indicators used to evaluate the performance of large-scale organisations
- identification and characteristics of stakeholders of large-scale organisations
- the different management structures, roles, styles and skills
- characteristics of operations management within large-scale manufacturing and service organisations
- key elements of an operations system (inputs, processes and outputs) in different types of large scale organisations
- key principles of Maslow’s, Hertzberg’s and Locke’s theories of motivation
- management practices and processes associated with employee relations
- the process of effective change management
- key principles of the Kotter theory of change management
- ethical and socially responsible management

### What students should be able to do by the end of the course

By the end of the course students should be able to:

- accurately use relevant management terms
- analyse business literature, information and data
- analyse the context in which large-scale organisations operate
- analyse major aspects of the internal environment of large-scale organisations
- evaluate key aspects of human resource management and change management theory
- apply management knowledge and concepts to practical and/or simulated situations
- evaluate different management practices and processes

### How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Tasks (SACs). There will be 8 formal SAC assessments and these will be:

- Structured responses – test
- Case study
Chemistry Units 1 & 2

Course overview – Unit 1

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

What students should know at the end of the course

On completion of this unit the student should be able to demonstrate an understanding of:
- elements and the periodic table
- metals
- ionic compounds
- quantifying atoms and compounds
- materials from molecules
- carbon lattices and carbon nanomaterials
- organic compounds
- polymers

What students should be able to do by the end of the course

On completion of this unit the student should be able to:
- relate the position of elements in the periodic table to their properties, investigate the structures and properties of metals and ionic compounds, and calculate mole quantities.
- investigate and explain the properties of carbon lattices and molecular substances with reference to their structures and bonding, use systematic nomenclature to name organic compounds, and explain how polymers can be designed for a purpose.
- investigate a question related to the development, use and/or modification of a selected material or chemical and communicate a substantiated response to the question.

How these outcomes will be assessed

Tasks for assessment will be selected from the following:
- annotations of a practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem-solving involving chemical concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response.
- a report of an independent investigation of a topic selected from Area of Study 1 and/or Area of Study 2, using an appropriate format, for example digital presentation, oral communication or written report.
**Course overview – Unit 2**

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

**What students should know at the end of the course**

On completion of this unit the student should be able to demonstrate an understanding of:
- properties of water
- water as a solvent
- acid-base (proton transfer) reactions in water
- redox (electron transfer) reactions in water
- measurement of solubility and concentration
- analysis of salts in water
- analysis for organic compounds in water
- analysis for acids and bases in water

**What students should be able to do by the end of the course**

On completion of this unit the student should be able to:
- relate the properties of water to its structure and bonding, and explain the importance of the properties and reactions of water in selected contexts.
- measure amounts of dissolved substances in water and analyse water samples for salts, organic compounds and acids and bases.
- design and undertake a quantitative laboratory investigation related to water quality, and draw conclusions based on evidence from collected data.

**How these outcomes will be assessed**

Tasks for assessment will be selected from the following:
- annotations of a practical work folio of activities or investigations
- a report of a practical activity or investigation
- a modelling activity
- media response
- problem solving involving chemical concepts, skills and/or issues
- a reflective learning journal/blog related to selected activities or in response to an issue
- data analysis
- a test comprising multiple choice and/or short answer and/or extended response.
- a report of a student-designed quantitative laboratory investigation using an appropriate format, for example digital presentation, oral communication, scientific poster or written report.
Chemistry Units 3 & 4

Course overview
The course is divided into two units of work which are done consecutively in the same year.
Unit 3: Chemical pathways. The unit 3 course covers analysis, both chemical and instrumental, organic chemistry and biomolecules. Unit 4: Chemistry at work. This unit includes rates and equilibrium, an industrial chemical and energy. Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. In Unit 3 students investigate the scope of techniques available to the analytical chemist. Students investigate organic reaction pathways and the chemistry of particular organic molecules. In Unit 4 students investigate the industrial production of chemicals and the energy changes associated with chemical reactions.

What students should know at the end of the course
- volumetric analysis and gravimetric analysis
- principles and applications of chromatographic techniques including paper and thin layer chromatography (TLC), high performance liquid chromatography (HPLC) and gas chromatography (GC)
- principles and applications of spectroscopic techniques and interpretation of qualitative and quantitative including Atomic absorption spectroscopy (AAS), infrared spectroscopy (IR), organic reaction pathways including appropriate equations and reagents
- collision theory and factors that affect the rate.
- energy profile diagrams and the use of $\Delta H$ notation including equilibrium: representation of reversible and non-reversible reactions
- pH as a measure of strength of acids and bases; Kw, Ka for weak acids
- application of equilibrium and rate principles to the industrial production of sulfuric acid
- comparison of electrolytic cells using molten and aqueous electrolytes, and inert and non-inert electrolytes
- application of Faraday’s laws in electrochemistry.

What students should be able to do by the end of the course
- Investigate and inquire scientifically
- Apply chemical understandings
- Communicate chemical information and understandings

How these outcomes will be assessed
A 2½ hour exam at the end of the year covering both unit 3 and 4 content. The exam comprises 64% of the total study score. The internal assessment is via six SACs (School Assessed Coursework) three in unit three and another three in unit 4. The School Assessed Coursework is detailed below.
An extended experimental investigation
- A written report of one practical activity
- Analysis of first- or second-hand data using structured questions.
- A summary report including annotations of three practical activities.
- A written report of one practical activity
- an analysis of first or second-hand data using structured questions
Drama Units 1 & 2

Course overview – Unit 1
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student’s own performance work and of a performance by professional drama practitioners. Students gain an awareness of how performance is shaped and given meaning, specifically in the non-naturalistic style of Absurdist Theatre. They investigate a range of stimulus material relating to the theme ‘No (Wo)Man is An Island’ and manipulate stagecraft, dramatic elements, and expressive skills to portray this theme dramatically.

What students should know at the end of the course
- drama terminology that can be used to describe and analyse performances
- ways stimulus material can be researched, given meaning and shaped into a performance
- naturalistic and non-naturalistic performance styles from a range of contexts
- conventions used in naturalistic and non-naturalistic performance styles
- dramatic elements, stagecraft, and expressive skills specific to Absurdist Theatre
- play-making techniques

What students should be able to do by the end of the course
- identify, effectively manipulate, and analyse the dramatic elements, stagecraft, and expressive skills used in their Absurdist ensemble performances as well as that of a professional play
- document and describe how a range of stimulus material can be researched, given meaning and shaped into a performance/s
- document a devised performance/s.
- present an ensemble performance
- create a clear actor–audience relationship that engages the audience using techniques appropriate to Absurdist Theatre
- use drama terminology appropriately to describe and analyse performances.

How these outcomes will be assessed
Outcome 1
- Students will devise and rehearse an ensemble drama work, in the style of Absurdist Theatre, based on the stimulus ‘No (Wo)Man is an Island’
- Students will document the use of processes to create and develop this ensemble piece
Outcome 2
- Students will perform their ensemble devised drama work
Outcome 3
- Students will analyse the drama work created and performed in Outcomes 1 and 2
Outcome 4
- Students will analyse a professional play.
Course overview – Unit 2

This unit focuses on the use and documentation of the processes involved in constructing a devised solo performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating the performance and examine performance styles from a range of contexts relevant to Australia and Australians.

What students should know at the end of the course

- drama terminology that can be used to describe and analyse performances
- ways stimulus material can be researched, given meaning and shaped into a performance
- naturalistic and non-naturalistic performance styles from a range of contexts
- conventions used in naturalistic and non-naturalistic performance styles
- dramatic elements, stagecraft, and expressive skills
- play-making techniques

What students should be able to do by the end of the course

- identify, effectively manipulate, and analyse the dramatic elements, stagecraft, and expressive skills used in their solo performances as well as that of a professional play
- document and describe how a range of stimulus material can be researched, given meaning and shaped into a performance/s
- document a devised performance/s.
- present an ensemble performance
- create a clear actor–audience relationship that engages the audience using techniques appropriate to the chosen performance style
- use drama terminology appropriately to describe and analyse performances.

How these outcomes will be assessed

Outcome 1
- Create a solo performance from stimuli material based on people, events, art and icons from contemporary or historical Australia.
Outcome 2
- Perform a solo performance.
Outcome 3
- Analysis of own work and process.
Outcome 4
- Analyse a professional play.
English Units 1 & 2

Course overview – Units 1 & 2

The English language is central to the way in which students understand, critique and appreciate their world. This study is designed to enable students to: extend their competence in using Standard Australian English; and extend their language skills through thinking, reading, writing, and speaking and listening.

The focus of Unit 1 and 2 is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, compare, appreciate and analyse the ways in which texts are constructed and interpreted. Students also assess the quality and structure of arguments presented in media texts.

What students should know at the end of the course

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

- an understanding of the ideas, characters and themes constructed by the author and presented in the set text;
- the structures, features and conventions used by authors to construct meaning in relation to the development of character, ideas and themes of narrative texts;
- strategies for preparing, constructing and supporting a response to a text in the chosen form; and
- appropriate metalanguage to discuss the structures and features of narrative texts.

What students should be able to do by the end of the course

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

- identify and discuss the structure, features and conventions used by the authors of narrative texts to construct meaning in relation to the development of character, ideas and themes;
- compare the differing ways in which texts compare ideas and concepts;
- discuss different ways of interpreting texts as well as the strategies used by readers to make meanings;
- take notes while reading, viewing or listening for use in writing about or discussing texts;
- construct a response to a text, including the use of appropriate metalanguage to discuss the textual features and textual evidence to support the response; and
- use appropriate strategies to review and edit the response;
- construct a creative response to ideas and concepts presented in texts.

How these outcomes will be assessed

Students will produce for assessment:

- a text response essay;
- a comparative essay exploring the presentation of ideas and concepts in texts;
- a creative piece exploring set ideas and concepts;
- analytical essays deconstructing persuasive language use and analyzing arguments.
English Units 3 & 4

Course overview

The focus of Units 3 and 4 is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors. They spend considerable time analysing the ways in which authors attempt to use language to position their readers to agree with a particular point of view. There are three areas of study in Unit 3 (Reading and Responding; Creating and Presenting; Using Language to Persuade); and two in Unit 4 (Reading and Responding; and Creating and Presenting).

What students should know at the end of the course

By the end of the course students should know:

- how ideas, characters and themes constructed by authors and presented in texts;
- the structures, features and conventions commonly used by authors to construct meaning in a range of literary texts;
- methods of analysing complex texts and the social, historical and/or cultural values embodied in texts;
- strategies for creating, reviewing and editing;
- the structures, features and conventions of a range of persuasive texts from the Australian media.

What students should be able to do by the end of the course

By the end of the course students should be able to:

- critically analyse texts and the ways in which authors construct meaning;
- analyse the social, historical and/or cultural values embodied in texts;
- discuss and compare possible interpretations of texts using evidence from the text;
- select and shape information, ideas and argument appropriate to the chosen form, audience, purpose and context;
- draw on ideas and/or arguments presented in selected text/s;
- use appropriate metalanguage to discuss and analyse their own and others’ authorial choices;
- identify the structures, features and conventions of a range of persuasive texts from the Australian media – print, non-print and multimodal – constructed for different audiences and contexts;
- gather, organise, analyse and synthesise information and ideas into a sustained, coherent and logical argument;
- use the conventions of spelling, punctuation and syntax of Standard Australian English.

How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Tasks (SACs). The formal SAC assessments will be:

- Analytical essays responding to the set texts for Area of Study 1, written in class in response to unseen question;
- A sustained or collection of shorter persuasive, expository or creative pieces which respond to a broad idea about the selected Context, accompanied by a written explanation of the student’s authorial choices, completed in class but drawing on work prepared and drafted previously;
- An analytical essay which analyses how language is used in three persuasive texts to attempt to persuade and position the audience;
- A persuasive speech which presents a sustained argument about a current contentious issue, delivered before a group of peers and a panel of teachers.
### English Language Units 1 & 2

#### Course overview – Units 1 & 2

In this course, students consider the ways that language is organised in a way that enables users to make sense of their experiences and to interact with others. They explore the various functions of language and the nature of language as a highly elaborate system of signs. Students examine the relationship between speech and writing as the dominant modes of language, and they consider the impact of situational and cultural contexts on language choices. The acquisition of language is also investigated, with stages of a child’s language development being a focus. Students also consider the ways in which language changes by exploring texts from the past, as well as contemporary texts, and they examine the ways that subsystems of the language system are affected – phonology, morphology and lexicology, syntax, discourse and semantics. In exploring how the English language has transformed over the centuries, students also study the various possibilities for the future of English. The global spread and diversification of English is examined by looking at the cultural implications of the spread of English.

#### What students should know at the end of the course

By the end of the course students should know:
- Language as a meaning-making system that is both arbitrary and rule-governed;
- The primary modes of language: spoken, written, and semiotics;
- The structure of language, from morphemes to lexemes, to phrases and clauses, to sentence structures;
- The ways in which language encodes social and cultural understandings;
- The nature, developmental stages, and major theories of child language acquisition;
- The historical development of English from Old English to present-day Australian English and factors influencing language change;
- Changes in phonetics and phonology, in particular types of sound changes and symmetry of change;
- Changes in semantics, morphology and syntax;
- Distinctive features of national and regional varieties of English;
- Cultural and social repercussions of languages being no longer in everyday use, especially Australian Aboriginal languages; and
- Metalanguage to discuss the global spread of English.

#### What students should be able to do by the end of the course

- define key linguistic concepts as they relate to the nature and functions of language;
- use key concepts and metalanguage appropriately to describe and analyse language use;
- investigate what children need to acquire as they develop as users of spoken language from babyhood to early adolescence, including how they acquire language knowledge and how they learn to use language;
- read a phonetic transcription of English, using the International Phonetic Alphabet (IPA);
- trace etymologies in appropriate sources, such as databases and etymological dictionaries
- explore and analyse changes in the English language over time as reflected in texts
- apply knowledge of the evolution of English to hypothesise possibilities for the future of English;
- 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 as a result of the spread of English; and
- explore and analyse the effects of the global spread of English as reflected in texts.

#### How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Tasks (SACs). The formal SAC assessments will be a selection from, but not all of:
- a folio;
- an investigative report;
- an essay;
- short-answer questions;
- a written or an oral analysis of data;
- an analysis of spoken and/or written text; or
- an oral and/or a multimodal presentation.
English Language Units 3 & 4

Course overview
In Units 3 and 4 students investigate English language in the Australian social setting. 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 learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct messages and meaning. Students also consider how texts are influenced by the situational and cultural contexts in which they occur. Students hence learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose – through the choice of a particular variety of language, and through the ways in which language varieties are used in processes of inclusion and exclusion. Students explore how language can distinguish between ‘us’ and ‘them’, thus reinforcing the degree of social distance and/or solidarity.

What students should know at the end of the course
By the end of the course students should know:
- the role of Standard and non-Standard English in creating formal and informal texts;
- stylistic features in informal speech and writing, including phonological patterning, syntactic patterning, morphological patterning, and lexical choice and semantic patterning;
- the nature and functions of formal and informal texts and speech, and their uses;
- the role of discourse features and lexical choice in creating textual cohesion and coherence;
- stylistic features in formal speech and writing, including phonological patterning, syntactic patterning, morphological patterning, and lexical choice and semantic patterning the use of formal language;
- characteristics of Australian English in contrast to Englishes from other continents, in phonological, lexical, prosodic, and/or grammatical patterns;
- the role of language in constructing national identity;
- the ways in which the language of individuals and the language of groups is shaped by social expectations

What students should be able to do by the end of the course
By the end of the course students should be able to:
- define key linguistic concepts as they relate to informal language in texts;
- use key concepts and metalanguage appropriately to describe and analyse spoken and written language use in an objective and a systematic way;
- analyse the effects of context on language choices;
- investigate and analyse how Australian identity is constructed and reflected in a range of texts;
- use key linguistic concepts and metalanguage appropriately to discuss the relationship between language variation and identity for both individuals and groups in an objective and a systematic way;
- explain and analyse how group and individual identities are constructed and reflected in a range of written and spoken texts.

How these outcomes will be assessed
Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Tasks (SACs). The formal SAC assessments will be a selection from, but not all of:
- a folio;
- an investigative report;
- an essay;
- a case study;
- a written or an oral analysis of data;
- an analysis of spoken and/or written text; or
- an oral and/or a multimodal presentation.
## Course overview

The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focusses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of their other studies. Students develop an ethical, robust and rationale approach to gathering, interpreting, and evaluating evidence in order to answer their research question. Throughout this study students develop the capacity to explore, justify and defend their research findings in both oral and written forms to a general, or non-specialist audience.

Students will develop, research and write a major research report into an area of interest over a sustained period of time. The final research report will be in the vicinity of 3000 words in length, and will reflect considerable research and analysis on the part of the student.

## What students should know at the end of the course

By the end of the course students should know:

- the purpose and role of research;
- characteristics of a range of research methods including qualitative and quantitative data;
- characteristics of a good research question and rationale;
- ways of defining and refining research questions and evaluating their significance;
- relevant selected literature;
- ethics and issues of research, including: protection against harm; consent; plagiarism; privacy; unsubstantiated claims; and bias;
- methods of organizing and analyzing ideas and information;
- the conventions of academic writing.

## What students should be able to do by the end of the course

By the end of the course students should be able to:

- use key research concepts and terms;
- identify the scope of research;
- compare research methods;
- identify and assemble literature and/or other resources to inform an investigation;
- summarise research findings;
- organize and analyse ideas and information;
- use conventions of academic report writing;
- present an extended, refined and sophisticated report on research findings;
- orally defend research methods and conclusions.

## How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Tasks (SACs). The formal SAC assessments will be:

- Written rationale of research question and methods;
- Written research plan;
- Written research report (~3000 words);
- Oral defence of research.
## Food Technology Units 1 & 2

### Course overview – Unit 1

In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation. Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing foods. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

### What students should know at the end of the course

- Principles of working safely when preparing food
- Causes of food spoilage and food poisoning
- Storage practices to ensure safety and maximising quality of food
- Safe and hygienic use of tools and equipment
- The design process – including design brief, criteria for evaluation, research, the design plan and evaluation processes
- Classification, origin and structure of key foods – cereals, fruits and vegetables, nuts and legumes, meats, seafood, dairy and eggs
- Physical, sensory, chemical and functional properties of selected key foods
- Changes in the properties of foods during preparation and processing

### What students should be able to do by the end of the course

- Identify causes of food poisoning and food spoilage
- Implement safe and hygienic work practices
- Analyse safety and hygiene risk points in food preparation, and identify actions to minimise risks
- Use the design process to plan and safely and hygienically prepare and process key foods to maximise quality
- Identify the major nutrients of selected foods within key food groups
- Prepare selected foods to demonstrate the functional properties including – dextrinisation, denaturation, coagulation, aeration, Maillard reaction, gelatinisation
- Compare physical and sensory properties of selected key foods before and after processing

### How these outcomes will be assessed

Assessment tasks for this unit are selected from the following:

- Production work and records of production
- Tests (short and/or extended answer)
- Practical tests
- Short written reports, such as media analysis, comparative analysis on a food tasting, product evaluations
- Oral report supported with a multimedia visual presentation
- Online publication – e.g. podcast, website, wiki, vodcast
Course overview – Unit 2

Students investigate the most appropriate tools and equipment to produce optimum result's, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties’ of food. Students work independently and as a member of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences and resources and availability. Students also explore environmental considerations when planning and preparing meals.

What students should **know** at the end of the course

- Appropriate selection and safe and hygienic use of tools and equipment for food preparation and food processing
- Technological developments in tools and equipment for domestic use, such as the latest advances in cookware and appliances
- Properties of key foods, including cereals, fruits, vegetables, nuts and legumes, meats, seafood, dairy and eggs
- Suitability of food preparation and processing, wet and dry cooking techniques and presentation methods that optimise properties of key foods, including nutrient content, appearance, aroma, flavour and texture
- The design process – design brief, criteria for evaluation, research, the design plan and evaluation of processes and products
- Nutritional considerations when planning meals, including basic nutritional requirements such as reduced fat, high fibre, food allergies and food intolerances
- Social and cultural influences that have an impact on meal planning
- The impact of resources on planning – such as access to ingredients, skills, equipment, time and budget
- Environmental considerations in planning meals so as to minimise waste and effectively use resources such as consideration for food miles and use of seasonally available ingredients
- Methods of evaluating planning and production activities

What students should **be able to do** by the end of the course

- Examine, compare and select suitable tools and equipment for food preparation and processing
- Investigate technological developments in tools and equipment, and analyse their impact on food preparation
- Apply a range of food preparation, processing, cooking and presentation techniques safely and hygienically
- Demonstrate a range of wet and dry cooking methods
- Use the design process to plan and prepare meals to meet the requirements of specific design briefs, including – nutritional considerations, alterations to recipes to improve nutrient value, social or cultural influences, impact of resources, quick and easy home prepared meals
- Research and develop strategies to minimise waste
- Research and implement appropriate food preparation and processing techniques safely and hygienically to improve nutritional value
- Evaluate outcomes of planning and production activities
- Work independently and as member of a team.

How these outcomes will be assessed

Assessment tasks for this unit are selected from the following:

- Production work and records of production
- Designing and developing solutions in response to a design brief
- Tests (short and/or extended answer)
- Practical tests
- Short written reports, such as media analysis, comparative analysis on a food tasting, product evaluations
- Oral report supported with a multimedia visual presentation
- Online publication – e.g. podcast, website, wiki, vodcast
- Examination
<table>
<thead>
<tr>
<th>Course overview</th>
</tr>
</thead>
</table>
This unit, entitled *The National Citizen*, introduces the students to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy.

This area of study focuses on the nature and purpose of politics in Australia. Students are introduced to politics in its broad sense as the exercise of power as defined by the ability to make decisions and exert influence over individuals and groups. Students explore political power in both formal and non-formal contexts – that is, operating outside the structures and institutions of government and law-making.

<table>
<thead>
<tr>
<th>What students should know at the end of the course</th>
</tr>
</thead>
</table>
On completion of this unit the student should be able to demonstrate knowledge of:
- The nature and purpose of power and influence
- The nature of democracy and democratic principles and ideas
- The important features of democratic government
- The characteristics of Australian democracy
- Motivations for political involvement
- Leadership styles including populist, persuasive, charismatic, pragmatic, authoritarian and consultative
- Political ideologies including conservatism, liberalism, social democracy, socialism and religious fundamentalism
- Political movements such as environmentalism, animal rights, refugee rights, gay rights and feminism

<table>
<thead>
<tr>
<th>What students should be able to do by the end of the course</th>
</tr>
</thead>
</table>
On completion of this unit the student should be able to:
- Define and use key terms and concepts related to the nature of democracy and political power
- Describe and analyse the purpose of political power
- Define and describe principles and features of democracy
- Describe and critically analyse characteristics of Australian democracy
- Access, interpret and draw conclusions from information gathered from a variety of sources
- Define and use key terms and concepts related to political power
- Analyse motivations for political involvement and active citizenship
- Describe and analyse styles of political leadership
- Describe, compare and contrast political ideologies
- Research, analyse and report on a contemporary political movement
- Access, interpret and draw conclusions from information gathered from a variety of sources

<table>
<thead>
<tr>
<th>How these outcomes will be assessed</th>
</tr>
</thead>
</table>
Students will sit one SAC for each of the three areas of study. The work they will produce for assessment includes:
- Structured responses in the form of a test.
- A written research report on political power and influence.
- Oral and interactive presentation and debate on a topical political issue.
Health and Human Development Units 1 & 2

Course overview – Unit 1
In this unit students are introduced to the concepts of health and individual human development. This unit focuses on the health and individual human development of Australia’s youth and even though the health of youth is quite good they still experience a range of health issues that affect both their immediate and longer term health and individual human development. In this unit students identify issues that have an impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

What students should know at the end of the course
- definitions of physical, social, emotional and intellectual development
- characteristics of, and interrelationships between, physical, social, emotional and intellectual development during the lifespan stage of youth
- definitions of health and the limitations of these definitions
- characteristics of, and interrelationships between, physical, social and mental dimensions of health
- measurements of health status, including life expectancy, incidence, prevalence, trends, morbidity, mortality, disability adjusted life years (DALYs) and burden of disease
- the key features of one health issue for Australia’s youth, including:
  - its impact on all dimensions of health and individual human development
  - its incidence, prevalence and changes over time (trends)
  - determinants of health that act as risk and/or protective factors
  - government, community and personal strategies or programs designed to promote health and individual human development of youth
- the range of health care services available to youth and their rights and responsibilities in accessing and using relevant services (including Medicare)

What students should be able to do by the end of the course
- define health and individual human development
- describe characteristics of, and interrelationships between, the different types of individual human development during the lifespan stage of youth
- explain the limitations of definitions of health
- describe the characteristics of, and interrelationships between, the dimensions of health
- explain health status measurement terms
- explain the functions of major nutrients for the development of hard tissue, soft tissue, blood tissue and energy during youth
- explain the possible consequences of nutritional imbalance in a youth’s diet on short- and long-term health and individual human development
- explain how food models can be used as a tool to promote health
- analyse information on a selected youth health issue and draw informed conclusions about personal, community and government strategies and programs to optimise youth health and development
- identify the range of health care services available to youth and discuss their rights and responsibilities in accessing and using these services.

How these outcomes will be assessed
One of either methods below will be used for assessment
- a case study analysis
- a data analysis
- a visual presentation, such as a concept/mind map, poster or presentation file
- a research assignment or written report.
# Course overview – Unit 2

This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. During this stage the health and development of the embryo/foetus is shaped by a range of determinants, which in turn can have an impact on future health and development. This unit looks at the determinants of health and development of Australia’s children; social factors such as family and community are crucial, as children develop through their relationships with others. 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.

## What students should know at the end of the course

- the process of fertilisation
- physical development from conception to birth, including the features of the germinal, embryonic and foetal stages
- the health status of Australia’s pregnant women and unborn babies
- determinants that have an impact on health and individual human development during the prenatal stage of the lifespan
- physical, social, emotional and intellectual development from birth to late childhood
- government, community and personal strategies and programs designed to promote the health and human individual development of children.
- the different classifications of the stages of adulthood
- characteristics of physical development during adulthood, including the physiological changes associated with ageing
- determinants that act as risk and/or protective factors in relation to one health issue such as cardiovascular disease, cancer, type 2 diabetes, obesity or mental illness
- government, community and personal strategies and programs designed to promote health and individual human development of adults.

## What students should be able to do by the end of the course

- describe the characteristics of physical development from conception to birth
- interpret data on health status of pregnant women and unborn babies
- explain the determinants of health and individual human development and their impact during the prenatal stage of the lifespan using relevant examples
- describe a specific health issue affecting the prenatal stage of the lifespan and draw informed conclusions about personal, community and government strategies and programs to optimise prenatal health and development.
- describe the characteristics of individual human development from birth to late childhood
- interpret data on the health status of Australia’s children
- interpret data on the health status of Australia’s adults
- explain the determinants of health and individual human development and their impact on adults using relevant examples

## How these outcomes will be assessed

One of either methods below will be used for assessment
- a case study analysis
- a data analysis
- a visual presentation, such as a concept/mind map, poster or presentation file
- a research assignment or written report.
# Health and Human Development Units 3 & 4

## Course overview

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development. VCE Health and Human Development provides students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. This study enables students to understand current ideologies of health and human development of the individual across the lifespan in the context of both Australia’s and global health and human development.

## What students should know at the end of the course

By the end of this course students should know;

- Definitions of the dimensions of health and health status
- Different measures of health status of Australians, and health status of Australians compared with populations in other developed countries, and differences within Australian subgroups
- The role of determinants of health, their impact on the NHPA
- Models of health and health promotion, nutrition surveys and non-government organisations that give nutrition advice and promote healthy eating.
- Australia’s health system including: its values, government levels and their responsibilities.
- The eight UN Millennium Development Goals, their purpose and reasons why they are important
- The interrelationships between health, human development and sustainability to produce sustainable human development in a global context
- Programs focusing on literacy, food security, HIV/AIDS and malaria, immunisation, safe water and sanitation in terms of: reasons for each program, types of aid involved in the programs, implementation of the programs their contribution to the achievement of sustainable human development

## What students should be able to do by the end of the course

- Use the determinants of health to explain differences in the health status of Australians and between population groups.
- Analyse the different models of health and health promotion.
- Identify and explain key components of Australia’s health system, principles of the social model of health evident in a VicHealth project
- Describe the role of VicHealth including the mission and strategic priorities.
- Explain and draw informed conclusions about the role of government and non-government agencies in promoting healthy eating.
- Compare factors that influence the health status and human development of Australia and developing countries.
- Describe and evaluate the progress the eight UN Millennium Development Goals, their purpose and reasons why they are important.
- Analyse the interrelationships between health, human development and sustainability in a range of scenarios.

## How these outcomes will be assessed

<table>
<thead>
<tr>
<th>Unit 3 Outcome 1 Task 1 Data Analysis</th>
<th>Task 2 Short and Extended answers written task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 2 Test</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4 Outcome 1 Task 1 Data Analysis</th>
<th>Task 2 Written Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 2 Test</td>
<td></td>
</tr>
</tbody>
</table>

Last modified: 28 July 2015 by Michael Horne
### History (20th Century) Units 1 & 2

#### Course overview – Unit 1

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. WW1 is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace (League of Nations) the world was again overtaken by war in 1939. The period after WW1 was characterised by significant social and cultural change in the 1920s and 1930s.

#### What students should know at the end of the course

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

- the main features of the post-WW1 peace treaties; the impact of League of Nations and other agreements
- the ideologies, movements and events of the interwar period such as socialism and fascism
- patterns of and factors that influenced change in social life during the first half of the century
- the relationship between the historical context and a cultural expression of the period from 1918 to 1939.

#### What students should be able to do by the end of the course

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

- use key concepts relevant to the selected historical contexts such as culture, nationalism, internationalism, race, ideology, gender and class and explain continuity and change
- locate, select and analyse relevant written and visual sources and synthesise evidence to draw conclusions and construct an argument using a range of sources
- present material using historical conventions such as quotations, footnotes and a bibliography.

#### How these outcomes will be assessed

Students will complete one SAC for each of the two areas of study. The work they will produce for assessment includes:

- an extended analytical essay on the Rise of Nazism in the 1930s
- an analysis of a cultural product during the 1920s and 1930s
- an examination
### Course overview – Unit 2

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

### What students should know at the end of the course

On completion of this unit the student should be able to analyse and explain:
- the characteristics of Communism and Capitalism and the features of the Cold War
- the impact of the battle between political ideologies
- the conditions and events that gave rise to challenge and change to power

### What students should be able to do by the end of the course

On completion of this unit the student should be able to:
- use questions to shape historical inquiry and explain the significance of particular conflicts/events
- explain continuity and change in history
- explain the beliefs and values reflected in ideologies of the period
- analyse the perspectives of people from this period and compare historical interpretations
- construct arguments using primary sources and historical interpretations as evidence.

### How these outcomes will be assessed

Students will complete one SAC for each of the three areas of study. The work they will produce for assessment includes:
- an analysis of the film Invasion of the Body Snatchers as an attack on Communism
- a series of short answer responses, analysing sources about peoples' movements
- examination
History (Revolutions) Units 3 & 4

Course overview

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions. Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defence of the revolution, under attack from within and without, revolutionary governments often deploy armed force and institute policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement made. Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgments of the history of the revolution. The course covers the French and Russian revolutions. For the two selected revolutions, both areas of study must be explored.

What students should know at the end of the course

- the chronology of key events and factors which contributed to the revolution;
- the causes of tensions and conflicts generated in the old regime that many historians see as contributing to the revolution;
- the ideas and ideologies utilised in revolutionary struggle; for example, ideas of liberty, equality, fraternity, Marxist ideas;
- the role of revolutionary individuals and groups in bringing about change; for example, in France, Sièyes, Lafayette, Mirabeau; in Russia, Kerensky, Trotsky, Lenin, the Socialist Revolutionaries, Mensheviks and Bolsheviks;
- the cause of difficulties or crises faced by the revolutionary groups or governments as a new state was consolidated;
- the response of the key revolutionary individuals, groups, governments or parties to difficulties.

What students should be able to do by the end of the course

- document the chronological events that contributed to the revolution;
- analyse information about the causes of tension and conflict in the old regime that contributed to revolution;
- analyse the ideas that were utilised in the revolutionary struggle;
- synthesise evidence to develop a coherent argument about the role of revolutionary ideas, leaders, movements and events in the development of the revolution;
- consider a range of historians’ interpretations;
- gather evidence of the difficulties faced by revolutionary individuals, groups, governments or parties in the creation of a new society;
- analyse evidence of the response of the key revolutionary individuals, groups, governments or parties to the difficulties that they encountered as the new state was consolidated;
- evaluate the degree to which the revolution brought about change from the old regime;
- consider a range of historians’ interpretations.

How these outcomes will be assessed

Unit 3: France
SAC 1: Analysis of Visual and/or Written Documents
SAC 2: Research Report

Unit 4: Russia
SAC 1: Historiographical Exercise
SAC 2: Essay
Computing Units 1 & 2

Course overview – Unit 1
In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs.

- In Area of Study 1, students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation.
- In Area of Study 2, students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented.
- In Area of Study 3, students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

What students should know at the end of the course
On completion of this unit students should know:

- Data and graphic solutions - Data and information; Digital systems; Interactions and impact; Approaches to problem solving
- Networks - Digital systems; Interactions and impact
- Collaboration and communication - Interactions and impact; Data and information; Digital systems; Approaches to problem solving

What students should be able to do by the end of the course
On completion of this unit students should be able to:

- acquire, secure and interpret data, and design and develop a graphic solution that communicates the findings of an investigation;
- design a network with wireless capability that meets an identified need or opportunity, explain its configuration and predict risks and benefits for intended users;
- design and develop a website collaboratively with others that presents an analysis of a contemporary issue and the team’s point of view on the issue.

How these outcomes will be assessed
Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal Assessment Tasks. Suitable tasks for assessment in this unit may be selected from the following:

- using digital systems and techniques, create a solution in response to a need
- visual presentations
- oral presentations
- written reports
- end-of-semester examination

Software tools
The following table indicates the software tools that students are required to both study and use in this unit.

<table>
<thead>
<tr>
<th>Area of Study 1</th>
<th>Area of Study 2</th>
<th>Area of Study 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any software tool to create a graphic solution</td>
<td>A graphic tool to represent a network solution</td>
<td>Web authoring software, visualising thinking tool/s, tool for planning a project</td>
</tr>
<tr>
<td>Required to both use and study</td>
<td>Required to use</td>
<td>Required to both use and study</td>
</tr>
</tbody>
</table>
Course overview – Unit 2

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

- In Area of Study 1, students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology.
- In Area of Study 2, students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data.
- In Area of Study 3, students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

What students should know at the end of the course

On completion of this unit students should know:

- Programming - Data and information; Digital systems; Approaches to problem solving
- Data analysis and visualisation - Data and information; Approaches to problem solving
- Data management - Data and information; Approaches to problem solving; Interactions and impact

What students should be able to do by the end of the course

On completion of this unit students should be able to:

- design working modules in response to solution requirements and use a programming or scripting language to develop the modules;
- apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user's needs;
- apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.

How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal Assessment Tasks. Suitable tasks for assessment in this unit may be selected from the following:

- using digital systems and techniques, create a solution in response to a need or opportunity
- visual presentations
- oral presentations
- written reports
- end-of-semester examination

Software tools

The following table indicates the software tools that students are required to both study and use in this unit.

<table>
<thead>
<tr>
<th>Area of Study 1</th>
<th>A programming or scripting language that can support object-oriented programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of Study 2</td>
<td>One data manipulation tool and one visualisation tool, for example a programming language, database software, spreadsheet software, data visualisation software</td>
</tr>
<tr>
<td>Area of Study 3</td>
<td>Database management software</td>
</tr>
</tbody>
</table>

Students are required to both use and study in this unit.
Informatics Units 3 & 4

Course overview

In Informatics Units 3 and 4, students focus on data, information and information systems.
In Unit 3, students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.
In Unit 4, students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students draw on the analysis and conclusion of their hypothesis determined in Unit 3 and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings.

What students should know at the end of the course

By the end of the course, students should know how to:
- design a solution, develop it using a relational database management system, and diagrammatically represent how users interact with an online solution when supplying data for a transaction;
- use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress;
- design, develop and evaluate a multimodal online solution that confirms or refutes a hypothesis, and assess the effectiveness of the project plan in managing progress;
- compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

What students should be able to do by the end of the course

- This is to be informed by the VCAA Study Design ‘Key skills’ for each outcome.

How these outcomes will be assessed

- the design and development of a relational database management system solution.
- an annotated, diagrammatic representation of a user’s interactions with an online solution when conducting a transaction and the user interface for the page that initiates the transaction.
- A written report or an annotated visual report.
- A short report that sets out a statement of a student-generated hypothesis, the conclusion that has been drawn and an outline of the findings supporting the conclusion
- A collection of data sets, and information derived from them, that allows a conclusion to be drawn about the hypothesis and evidence of:
- A project plan (Gantt charts) indicating times, resources and tasks.
- A folio of two or three alternative design ideas and the detailed design specifications of the preferred design
- AND a multimodal online solution that communicates the confirmation or refutation of a hypothesis
- an evaluation of the effectiveness of the solution
- an assessment of the effectiveness of the project plan (Gantt chart)
- end-of-year examination
### Legal Studies Units 1 & 2

#### Course overview – Unit 1

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The focus of Unit 1 is on the need for laws in society. It investigates the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making.

#### What students should know at the end of the course

On completion of this unit the student should be able to demonstrate:
- the difference between legal and non-legal rules
- the need for laws and the characteristics of effective laws
- the distinction between criminal law and civil law
- the role and characteristics of parliament and subordinate authorities in lawmaking.
- an understanding of the principles of criminal liability, including elements of a crime, the presumption of innocence, the burden and standard of proof, age of criminal responsibility and participants in crime
- the criminal investigation process, including police powers and individual rights and responsibilities in dealing with police
- sanctions under criminal law and their effectiveness
- the distinction between summary offences and indictable offences
- reasons for a court hierarchy
- features of a fair trial and rights in criminal proceedings guaranteed by the Victorian Charter of Rights and Responsibilities
- overview of the adversarial nature of a criminal trial

#### What students should be able to do by the end of the course

On completion of this unit the student should be able to:
- define key legal terminology and legal principles and use it appropriately
- classify rules as either legal or non-legal
- consider the effectiveness of selected laws
- identify legal problems that might be addressed by criminal or civil law
- describe the role of parliament and subordinate authorities in law-making
- research and gather information about criminal cases, using print and electronic media
- discuss the effectiveness of criminal sanctions
- analyse data on sentencing and crime trends in Victoria, comparing it with an international jurisdiction
- explain the need for a court hierarchy
- identify the rights in criminal proceedings guaranteed by the Victorian Charter of Rights and Responsibilities

#### How these outcomes will be assessed

Students will sit one SAC for each of the three areas of study. The work they will produce for assessment includes:
- Structured responses in the form of a test.
- An essay analysing the effectiveness of sanctions, including a comparison between two types of sentences.
- Case study examining the court hierarchy and the effectiveness of the adversary system.
Course overview – Unit 2

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The focus of Unit 2 is on the rights that are protected by civil law, as well as obligations that laws impose. It investigates types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies. Students examine these methods of dispute resolution and evaluate their effectiveness.

What students should know at the end of the course

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

- the need for civil law
- key principles of civil law
- the distinction and relationship between civil law and criminal law
- an overview of law-making through the courts
- torts, including negligence, defamation, and related defences.
- the role of the court hierarchy in civil disputes
- the civil jurisdiction of courts in the Victorian court hierarchy
- methods of civil dispute resolution, including mediation, conciliation, arbitration and judicial determination
- purpose and operation of civil pre-trial procedures
- an understanding of the specifics of an Australian case that illustrates rights issues and the empowerment of the people, and its impact on the legal system

What students should be able to do by the end of the course

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

- define key legal terminology and use it appropriately
- research and gather information about civil cases, using print and electronic media
- discuss, interpret and analyse legal information
- evaluate methods of dispute resolution relevant to civil cases
- research and gather information about a legal case and issues, using print and electronic media
- describe the role of individuals in bringing about changes in the law through launching test cases

How these outcomes will be assessed

Students will sit one SAC for each of the four areas of study. The work they will produce for assessment includes:

- Structured responses in the form of a test x 2
- Oral presentation on their chosen civil law
- Case study analysing an Australian case illustrating rights issues.
# Legal Studies Units 3 & 4

## Course overview

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. In unit 3 students develop an appreciation of the complex nature of law-making by investigating key features and operations of parliament and influences on law-making, with a focus on the role of the individual. Students develop an understanding of the importance of the Constitution in their lives and on society as a whole, and undertake a comparative analysis with another country. They also undertake an investigation of the importance of courts as law-makers and, the relationship between parliament and the courts. In unit 4 the students examine the institutions that adjudicate criminal and civil disputes. They investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system.

## What students should know at the end of the course

By the end of the course the students should know:

- The principles of the Australian legal system;
- The structure of the Victorian and Commonwealth Parliaments and the role played by the Crown and Houses of parliament in law-making;
- Reasons why law change and role of, and means individuals and groups influence law-making;
- Role of the Victorian Law Reform Commission;
- Legislative process and, the strengths and weaknesses of parliament as a law-maker;
- Division of law-making between states and Commonwealth parliaments and restrictions imposed on these by the Constitution;
- Process of changing the Constitution, s.128 and , factors affecting this;
- Role of the High Court in interpreting the Constitution to change the division of powers;
- Ability of judges and courts to make laws and , the operation of the doctrine of precedents;

## What students should be able to do by the end of the course

By the end of the course the students should be able to:

- Define and use appropriate legal terminology;
- Discuss, interpret and analyse legal information and data;
- Explain principles and structures of Australia’s parliamentary system;
- Use contemporary examples;
- Evaluate the effectiveness of methods used by individuals and groups to influence changes to the law;
- Explain the role of the Commonwealth Constitution with respect to law-making powers and protecting rights;
- Analyse the impact of referendum, HCA interpretation and referral of powers on the division of powers;
- Evaluate the means by which rights are protected in the Constitution, the extent of the protection and, compare this with another country;
- Describe the nature, importance and operations of the courts as law-maker;
- Analyse the impact of courts on law-making;
- Critically evaluate the process of courts making law
- Discuss the relationship between parliament and the courts in making law;
- Justify the existence of a court hierarchy in Victoria and, describe its jurisdiction;

## How these outcomes will be assessed

Students will be assessed on their understanding of the key knowledge and mastery of skills throughout the year, both informally in class and in formal School Assessed Tasks (SACs). There are 10 formal SAC assessments and these will include one or more of the following:
- Structured questions;
- Case studies;
- Test;
- Essay;
- Reports; and,
- Folio of exercises.
Literature Units 1 & 2

Course overview – Units 1 & 2

In these units students focus on the ways in which the interaction between text and reader creates meaning, as well as how literary texts connect with each other and with the world. Students analyse the features and conventions of text to help them develop increasingly discriminating responses to a range of literary forms and style. They respond to texts critically as well as creatively, considering the ideas and concerns raised within texts and how these reflect human experience. They examine the ways that their own culture and other cultures are represented in texts, and how these representations can influence the ways in which they interpret peoples. They study the relationships developed between authors, audiences, and contexts, and they consider their experiences of literary texts by analysing the similarities and differences across texts.

What students should know at the end of the course

By the end of the course students should know:
- The ways that conventions, techniques, language patterns, style, and diction of texts guide the reader to make meaning;
- The significance of characters, settings, and events in shaping the reader’s understanding;
- The structures, linguistic, and literary features of particular forms of texts;
- Aspects of society, ideas, and behaviour that texts appear to support or question;
- The way film texts are constructed and convey meaning;
- The way that technical strategies are used in film;
- How the language of a text reflects its era;
- The extent to which a text encourages one to understand or imagine other contexts; and
- How to convey one’s understanding in written and creative (oral) forms.

What students should be able to do by the end of the course

By the end of the course students should be able to:
- Analyse the construction of texts in terms of characterisation, tone, style, structure, and point of view;
- Analyse how views and values are suggested by what the text endorses, challenges, and leaves unquestioned;
- Justify personal interpretations of texts;
- Comment on the ways texts represent historical, social, and cultural concerns;
- Use close analysis of a text to develop and justify an interpretation of a text; and
- Construct cohesive, thoughtful and detailed writing that showcases a critical personal interpretation of the texts studied.

How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Coursework (SACs). The formal assessments will be:
- Creative responses to texts;
- Analytical essays on texts;
- Passage analyses of the views, values and contexts of texts;
- Close analysis essays; and
- Comparative analyses of more than one text.
Literature Units 3 & 4

Course overview

Unit 3 and 4 Literature focuses on the ways writers construct their work and how meaning is created for and by the reader. In undertaking Literature, students consider how the form of a text affects meaning and generates different expectations in readers. They also appreciate the ways texts represent views and values and they build on their analytical skills to comment on human experience, as well as the social, historical, and cultural contexts of literary works. An array of texts is studied, of various types. Stop motion film, poetry of the 1800s and Magic Realism of South American literature are studied, as well as classic literature and short stories. Through these texts, students examine the ways that meaning is shaped and then altered, depending on a text’s interpretation and form. They also consider how different interpretations of texts can occur, and they develop their appreciation for the ways in which context, time, and place influence these interpretations. In studying the works of a range of authors, students consider the different social contexts of times past, and they examine how social issues evolve over time and are considered today.

What students should know at the end of the course

By the end of the course students should know:

- The way forms of text are significant in the making of meaning;
- The conventions used in particular forms of text;
- How contexts (cultural, social, historical or ideological) may influence the construction of a text;
- The ways contemporary beliefs and values influence one’s interpretations of varied texts;
- How various viewpoints of a text can be developed;
- The ways that central ideas of a text are represented;
- The effects and nuances of language;
- The significance of key passages in interpreting a text as a whole; and
- The implications of word choice, language and syntax in writing.

What students should be able to do by the end of the course

By the end of the course students should be able to:

- Analyse the construction of texts in terms of characterisation, tone, style, structure, and point of view;
- Identify and discuss similarities and differences between original and adapted texts;
- Analyse how views and values are suggested by what the text endorses, challenges, and leaves unquestioned;
- Compare different interpretations of texts;
- Justify personal interpretations of texts;
- Understand and appreciate the viewpoints or theoretical perspectives of texts;
- Demonstrate into abstract and complex ideas;
- Use close analysis of a text to develop and justify an interpretation of a text; and
- Construct cohesive, thoughtful and detailed writing that showcases her appreciation of the texts studied.

How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Coursework (SACs). The formal assessments will be:

- A review of an interpretation of a text, as well as a personal interpretation (a review) of the same text;
- A comparative essay that examines a primary text and an adaptation of it;
- A passage analysis essay of the views, values and context of a text;
- A creative interpretation of an author’s style; and
- Close analysis essays.
## LOTE: Indonesian Units 1 & 2

### Course overview – Unit 1

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, literacy and general knowledge. The study of Indonesian develops students’ knowledge of the language and culture of Australia’s closest neighbour and one of the most populous countries in the world. The study of Indonesian also has a broader application in that it is closely related to Malay and is also understood by Malay speaking inhabitants of Singapore and Brunei. This unit focuses on the three topics which are drawn from the prescribed themes listed in the areas of Stories from the past, Personal world and Education and aspirations.

### What students should know at the end of the course

On completion of this unit the student should be able to demonstrate:
- How Indonesian is used to communicate with others.
- An understanding and appreciation of the cultural contents in which Indonesian is used
- An understanding of their own culture through the study of Indonesian
- An understanding of the language as a system
- A connection between Indonesian and English as well as other cultures

### What students should be able to do by the end of the course

On completion of this unit the student should be able to:
- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- use vocabulary and expressions appropriate to the topics studied;
- recognise and apply conventions of informal conversation/correspondence;
- recognise and respond to cues for turn taking;
- communicate in a range of text types; for example, letter, fax, email, voicemail, telephone conversation and Internet chat, as well as face-to-face;
- use appropriate non-verbal forms of communication, such as eye contact and gesture;
- respond appropriately for the context, purpose and audience described.
- apply knowledge of the conventions of text types;

### How these outcomes will be assessed

Students will sit one SAC for each of the three areas of study. The work they will produce for assessment includes:
- Informal conversation- Outcome 1. Establish and maintain a spoken or written exchange related to a personal area of experience.
- Reading task (task 1) and listening task (task2) both pertaining to outcome 2. Students listen to, read and obtain information from written and spoken texts.
- Writing task – Outcome 3. Students produce a personal response to a text focussing on a real or imaginary experience.
- End of Semester exam
### Course overview – Unit 2

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, literacy and general knowledge. The study of Indonesian develops students’ knowledge of the language and culture of Australia’s closest neighbour and one of the most populous countries in the world. The study of Indonesian also has a broader application in that it is closely related to Malay and is also understood by Malay speaking inhabitants of Singapore and Brunei. This unit focuses on the three topics which are drawn from the prescribed themes listed in the areas of visiting Indonesia, visiting Indonesia and lifestyles.

### What students should know at the end of the course

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

- How Indonesian is used to communicate with others.
- An understanding and appreciation of the cultural contents in which Indonesian is used.
- An understanding of their own culture through the study of Indonesian
- An understanding of the language as a system
- A connection between Indonesian and English as well as other cultures.
- An application of Indonesian to work, further study or leisure.

### What students should be able to do by the end of the course

- use structures related to asking for or giving advice or assistance, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to the topics studied;
- recognise and apply conventions of text types;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreements, and reach decisions;
- obtain and provide goods, services and public information;
- link and sequence ideas and demonstrate cohesion in text;

### How these outcomes will be assessed

Students will sit one SAC for each of the three areas of study. The work they will produce for assessment includes:

- Role play (task 1)-Outcome 1. Students participate in a spoken or written exchange related to making arrangements and completing transactions.
- Reading task: Outcome 2
- Listening task: Outcome 2. Students listen to, read, extract information and ideas from written and spoken texts.
- Writing task: Outcome 3. Students produce a written response focussing on a real or imaginary experience.
- Semester exam
## LOTE: Indonesian Units 3 & 4

### Course overview

The focus of a language other than English is to contribute to the overall education of students, namely in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond. The study of Indonesian develops students' ability to understand and use a language in both spoken and written forms. The main aims of the study is to enable students to use Indonesian to communicate with others; understand and appreciate the cultural contexts in which Indonesian is used; understand their own culture(s) through the study of other cultures; understand language as a system; make connections between Indonesian and English, and/or other languages; and apply Indonesian to work, further study, training or leisure.

### What students should know at the end of the course

By the end of the course students should know:

- the structure to create a personal or imaginative text focusing on an event or experience in the past or present or future
- how to use a range of relevant text types
- strategies for organising and sequencing ideas
- first- and third-person narrative perspectives
- the methods to assist with inferring points of view, attitudes, emotions from context and/or choice of language and intonation
- how to present and comment on factual information
- how to infer meaning from cognates, grammatical markers, common patterns of word formation
- recognise and comment on culturally specific aspects of language, behaviour or attitude
- that different social contexts require different types of language

### What students should be able to do by the end of the course

By the end of the course students should be able to:

- organise, link and sequence ideas and information
- select and use reference materials, including dictionaries
- use simple stylistic techniques such as repetition, questions and exclamations
- vary style and register for audience, context and purpose
- convey gist, identify main points, supporting points and detailed items of specific information
- use appropriate intonation, stress and gesture
- compare and contrast aspects of life in Indonesian-speaking communities with those in Australia
- present an opinion about an aspect of the culture associated with the language

### How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Tasks (SACs). The formal SAC assessments will be:

- The production of original text -personal or imaginative- focusing on an event in the past, present or future tense, written in class in response to an unseen question
- One analysis from spoken texts and one from written texts requiring a response to specific questions, messages or instructions, while extracting and using information requested
- An exchange of information, opinions and experiences in a 3-4 minute role-play focusing on the resolution of an issue, and another 3-4 minute exchange on an issue related to the texts studied
- An informative, persuasive or evaluative written response, such as a report, comparison or review related to texts studied
LOTE: Italian Units 1 & 2

Course overview – Unit 1

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, literacy and general knowledge. The study of Italian develops students’ ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It is designed to enable students to use Italian to communicate with others; understand and appreciate the cultural contexts in which Italian is used; understand their own culture(s) through their study of another culture; understand language as a system; make connections between Italian and English, and other cultures and apply Italian to work or leisure. This unit focuses on the three topics which are drawn from the prescribed themes listed in the areas of study.

La Gioventù e La Propria Individualità: Within these topics, subtopics are studied in Italian including the Personal world, Education and aspirations as well as the Changing world- the world of work and future job aspirations. This topic explores youth issues, making decisions for the future and being an individual. L’Emancipazione della donna: Students will consider the role of women and the place feminism has had in obtaining emancipation. Students will study a short novel “Volevo I Pantaloni” which will form the basis of discussion and reflection on this theme. Il Fascismo in Italia: this topic will provide a brief overview of the Fascist period in Italian history. Students will explore this issue via a film study.

What students should know at the end of the course

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

- How Italian is used to communicate with others.
- An understanding and appreciation of the cultural contents in which Italian is used
- An understanding of their own culture through the study of Italian
- An understanding of the language as a system
- A connection between Italian and English as well as other cultures
- An application of Italian to work, further study, study or leisure.

What students should be able to do by the end of the course

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

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- use vocabulary and expressions appropriate to the topics studied;
- recognise and apply conventions of informal conversation/correspondence;
- use a range of question and answer forms;
- link, sequence and demonstrate cohesion in text;
- initiate, maintain and close an exchange;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- use exclamations and fillers to maintain continuity;
- recognise and respond to cues for turn taking;
- communicate in a range of text types; for example, letter, fax, email, voicemail, telephone conversation and Internet chat, as well as face-to-face;
- use appropriate non-verbal forms of communication, such as eye contact and gesture;
- respond appropriately for the context, purpose and audience described.

How these outcomes will be assessed

Students will sit one SAC for each of the three areas of study. The work they will produce for assessment includes:

- Informal conversation- Outcome 1. Establish and maintain a spoken or written exchange related to a personal area of experience.
- Reading task (task 1) and listening task (task2) both pertaining to outcome 2. Students listen to, read and obtain information from written and spoken texts.
- Writing task – Outcome 3. Students produce a personal response to a text focussing on a real or imaginary experience.
## Course overview – Unit 2

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, literacy and general knowledge. The study of Italian develops students’ ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It is designed to enable students to use Italian to communicate with others; understand and appreciate the cultural contexts in which Italian is used; understand their own culture(s) through their study of another culture; understand language as a system; make connections between Italian and English, and other cultures and apply Italian to work or leisure.

This unit focuses on four different topics which are drawn from the prescribed themes listed in the areas of study. **Tutti in Forma:** this topic looks at the role diet and physical exercise play in maintaining a healthy lifestyle. **La Famiglia Italiana Ieri e Oggi** Students will look at the concept of the Italian family and its peculiarities past and present, and discuss relationships both within the nuclear family and the extended family. **La Communicazione e la tecnologia:** this topic looks at the influence of technology and the changing ways people are communicating with each other. **La Vita in Italia:** this topic focuses on Italian lifestyles, particularly on the rhythm of life in Italy; Italian youth; the bar; city life; schools and travelling in Italy.

## What students should know at the end of the course

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

- How Italian is used to communicate with others.
- An understanding and appreciation of the cultural contexts in which Italian is used.
- An understanding of their own culture through the study of Italian
- An understanding of the language as a system
- A connection between Italian and English as well as other cultures.
- An application of Italian to work, further study or leisure.

## What students should be able to do by the end of the course

- use structures related to asking for or giving advice or assistance, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to the topics studied;
- recognise and apply conventions of text types;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreements, and reach decisions;
- obtain and provide goods, services and public information;
- link and sequence ideas and demonstrate cohesion in text;
- initiate, maintain, direct and close an exchange, as appropriate;
- use examples and reasons to support arguments, and to convince;
- use appropriate non-verbal forms of communication, such as eye contact, gesture, stance, facial expression to enhance meaning and persuade;
- respond appropriately for the context, purpose and audience described.
- use vocabulary, structures and content related to topics studied;
- recognise and apply conventions of text types;
- infer meaning from linguistic and contextual features;

## How these outcomes will be assessed

Students will sit one SAC for each of the three areas of study. The work they will produce for assessment includes:

- Role play (task 1). Outcome 1. Students participate in a spoken or written exchange related to making arrangements and completing transactions.
- Reading task: Outcome 2
- Listening task: Outcome 2. Students listen to, read, extract information and ideas from written and spoken texts.
- Writing task: Outcome 3. Students produce a written response focussing on a real or imaginary experience.
### Course overview

The focus of a language other than English is to contribute to the overall education of students, namely in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond. The study of Italian develops students’ ability to understand and use a language in both spoken and written forms. The main aims of the study is to enable students to use Italian to communicate with others; understand and appreciate the cultural contexts in which Italian is used; understand their own culture(s) through the study of other cultures; understand language as a system; make connections between Italian and English, and/or other languages; and apply Italian to work, further study, training or leisure.

### What students should be able to do by the end of the course

By the end of the course students should know:

- the structure to create a personal or imaginative text focusing on an event or experience
- how to use a range of relevant text types
- strategies for organising and sequencing ideas
- first- and third-person narrative perspectives
- the methods to assist with inferring points of view, attitudes, emotions from context
- how to present and comment on factual information
- the use of appropriate forms of address for familiar and unfamiliar audiences
- how to self-correct/rephrase to maintain communication
- how to infer meaning from cognates, grammatical markers, common patterns of word formation
- recognise and comment on culturally specific aspects of language, behaviour or attitude
- that different social contexts require different types of language

### What students should be able to do by the end of the course

By the end of the course students should be able to:

- organise, link and sequence ideas and information
- select and use reference materials, including dictionaries
- use simple stylistic techniques such as repetition, questions and exclamations
- vary style and register for audience, context and purpose
- convey gist, identify main points, supporting points and detailed items of specific information
- show knowledge of, and use, registers and stylistic features such as repetition and tone
- exchange and justify opinions and ideas
- use appropriate intonation, stress and gesture
- summarise, interpret and evaluate information from texts
- compare and contrast aspects of life in Italian-speaking communities with those in Australia
- present an opinion about an aspect of the culture associated with the language

### How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Tasks (SACs). The formal SAC assessments will be:

- The production of original text - personal or imaginative- focusing on an event in the past, present or future tense, written in class in response to an unseen question
- One analysis from spoken texts and one from written texts requiring a response to specific questions, messages or instructions, while extracting and using information requested
- An exchange of information, opinions and experiences in a 3-4 minute role-play focusing on the resolution of an issue, an another 3-4 minute exchange on an issue related to the texts studied
- An informative, persuasive or evaluative written response, such as a report, comparison or review related to texts studied
# General Mathematics Units 1 & 2

## Course overview – Units 1 & 2

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. 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. Students should have facility with relevant mental and by-hand approaches to estimation and computation. The use of technology for learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit as applicable.

## What students should know at the end of the course

The following areas of study and topics are completed in either Semester 1 or 2.

- Algebra and structure – Linear relations and equations
- Arithmetic and number - Financial arithmetic
- Discrete mathematics – Matrices; Graphs and networks
- Geometry, measurement and trigonometry- Applications of trigonometry
- Graphs of linear and non-linear relations - Linear graphs and models
- Statistics – Investigating and comparing data distributions; Investigating relationships between two numerical variables

## What students should be able to do by the end of the course

This is to be informed by the VCAA Study Design 'Key skills' for each outcome.

## How these outcomes will be assessed

Demonstration of achievement must be based on a selection of the following tasks:

- assignments;
- tests;
- summary or review notes;
- projects;
- short written responses;
- problem-solving tasks;
- modelling tasks;
- effective and appropriate use of computer algebra system technology.
Further Mathematics Units 3 & 4

Course 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 ‘Matrices’ and ‘Networks and decision mathematics’.

‘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 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 courses.

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. They should have a 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.

What students should know at the end of the course

By the end of the course, students should know how to:
- define and explain key concepts and apply related mathematical techniques and models in routine contexts.
- select and apply the mathematical concepts, models and techniques in a range of contexts of increasing complexity.
- 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.

What students should be able to do by the end of the course

This is to be informed by the VCAA Study Design ‘Key skills’ for each outcome.

How these outcomes will be assessed

Application Task: the Application task is a guided investigation of a given data set with several variables. The task has three components of increasing complexity:
- the construction, description and interpretation of data plots, including smoothed plots where time series data is used
- the calculation and interpretation of summary statistics, including seasonal indices and their application where time series data is used
- the modelling of linear associations, or trends where time series data is used, including the use of data transformation as appropriate.

Two Modelling or problem-solving tasks, one for each module.
The modelling or problems solving tasks are to be of 2 – 3 hours duration over a period of 1 week.
End-of-year examinations
## Mathematical Methods Units 1 & 2

### Course overview – Units 1 & 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The 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’. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of ‘Algebra’ which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

### What students should know at the end of the course

- **1. Functions and graphs**
  Graphical representation of simple algebraic functions of a single real variable and the key features of functions and their graphs such as axis intercepts, domain, co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is explored in a variety of modelling contexts and theoretical investigations.

- **2. Algebra**
  The algebra of polynomial functions of low degree and transformations of the plane.

- **3. Rates of change and calculus**
  Constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.

- **4. Probability**
  Introductory probability theory, including the concepts of event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, venn diagrams, karnaugh maps, tables and tree diagrams. This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

### What students should be able to do by the end of the course

This is to be informed by the VCAA Study Design ‘Key skills’ for each outcome.

### How these outcomes will be assessed

Demonstration of achievement must be based on a selection of the following tasks:

- assignments;
- tests;
- summary or review notes.
- projects;
- short written responses;
- problem-solving tasks;
- modelling tasks;
- effective and appropriate use of computer algebra system technology.
Mathematical Methods Units 3 & 4

Course overview
Mathematical Methods Units 3 and 4 consists of the following areas of study: ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability and statistics’, which must be covered in progression from Unit 3 to Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2. For Unit 3 a selection of content would typically include the areas of study ‘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, this selection would typically consist of remaining content from the areas of study: ‘Functions and graphs’, ‘Calculus’ and ‘Algebra’, and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the ‘Calculus’ area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

What students should know at the end of the course
By the end of the course, students should know:
- how 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;
- how 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;
- how 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.

What students should be able to do by the end of the course
This is to be informed by the VCAA Study Design ‘Key skills’ for each outcome

How these outcomes will be assessed
The student’s level of achievement for Units 3 and 4 will be determined by School-assessed Coursework.

Unit 3 – Application Task:
A function and calculus-based mathematical investigation of a practical or theoretical context involving content from two or more areas of study.
The application task is to be of 4–6 hours duration over a period of 1–2 weeks.

Unit 4: Two Modelling or problem-solving tasks. One of these tasks is to be related to the Probability and statistics area of study.
The modelling or problems solving tasks are to be of 2 – 4 hours duration over a period of 1 week.

End-of-year examinations
Specialist Mathematics Units 1 & 2

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

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’.

What students should know at the end of the course
The following topics are prescribed and must be completed in either Semester 1 or 2.
- Arithmetic and number - Number systems and recursion
- Geometry, measurement and trigonometry – Geometry in the plane and proof; vectors in the plane
- Graphs of linear and non-linear relations
Two or more of the following topics must be covered in each of Unit 1 and 2. The actual topics will be confirmed at the commencement of 2015:
- Algebra and structure – Logic and algebra; Transformations, trigonometry and matrices
- Arithmetic and number – Principles of counting
- Discrete mathematics – Graph theory
- Graphs of linear and non-linear relations - Kinematics
- Statistics - Simulation, sampling and sampling distributions

What students should be able to do by the end of the course
This is to be informed by the VCAA Study Design ‘Key skills’ for each outcome.

How these outcomes will be assessed
Demonstration of achievement must be based on a selection of the following tasks:
- assignments;
- tests;
- summary or review notes;
- projects;
- short written responses;
- problem-solving tasks;
- modelling tasks;
- effective and appropriate use of computer algebra system technology.
Specialist Mathematics Units 3 & 4

Course overview

Specialist Mathematics Units 3 and 4 consist of the areas of study: ‘Functions and graphs’, ‘Algebra’, ‘Calculus’, ‘Vectors’, ‘Mechanics’ and ‘Probability and statistics’. The course content covers mathematical structure, reasoning and applications across a range of modelling contexts. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics ‘Number systems and recursion’ and ‘Geometry in the plane and proof’, and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics. 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, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. Students should be familiar with by-hand approaches to estimation and computation.

What students should know at the end of the course

The following topics are prescribed and must be completed in either Semester 1 or 2.

- Functions and graphs - inverse circular functions, reciprocal functions, rational functions and other simple quotient functions, the absolute value function, graphical representation of these functions, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points, points of inflection, periodicity, and symmetry
- Algebra - the expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; points and curves in the complex plane; introduction to factorisation of polynomial functions over the complex field; and an informal treatment of the fundamental theorem of algebra.
- Calculus - advanced calculus techniques for analytic and numeric differentiation and integration of a range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics.
- Vectors - the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one and two dimensions.
- Mechanics - an introduction to Newtonian mechanics, for both constant and variable acceleration.
- Probability and statistics - statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

What students should be able to do by the end of the course

This is to be informed by the VCAA Study Design ‘Key skills’ for each outcome.

How these outcomes will be assessed

Unit 3 - Application task
A mathematical investigation of a practical or theoretical context involving content from two or more areas of study, with the following three components of increasing complexity:
- introduction of the context through specific cases or examples
- consideration of general features of the context
- variation or further specification of assumption or conditions involved in the context to focus on a particular feature or aspect related to the context.

The application task is to be of 4–6 hours duration over a period of 1–2 weeks.

Unit 4 - 2 tasks - Modelling and/or problem solving task
One of the modelling or problem-solving tasks is to be related to the Mechanics or Probability and statistics area of study. The modelling or problem-solving tasks are to be of 2–3 hours duration over a period of 1 week.
### Media Units 1 & 2

#### Course overview – Unit 1

In this unit students develop an understanding of the relationship between the media, technology and the representations present in various media forms. They also study audiences and society and they develop practical and analytical skills, including an understanding of the contribution of codes and conventions to create their own media products. They understand the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

#### What students should know at the end of the course

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

- media representation and its relationship to the selection and construction of reality in various media forms
- the nature of codes and conventions and stereotypes (social and otherwise) evident in media productions, and the meanings they create, and the ways they are constructed
- the nature and role of audiences in reading media representations
- the nature and use of media technologies, materials and applications in two or more media forms
- techniques and processes used in the production of media representations
- the implications of the use of different media technologies – old and new – and processes for the construction, distribution and consumption of media representations.
- implications of new media technologies and the ways in which audiences make meaning from varied technologies.

#### What students should be able to do by the end of the course

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

- describe, compare and analyse representations in media texts and across media forms
- use concepts of representation, selection, omission and construction in the evaluation of media texts
- discuss how audiences make judgments about how realism is represented in specific media texts
- use and analyse technologies, materials and processes to understand and construct media representations in two or more media forms
- identify and describe characteristics and capabilities of new media technologies, and examine relationships between new and existing media technologies
- analyse the creative and social impact of new media technologies, including changes in the production, distribution and consumption of media.

#### How these outcomes will be assessed

Assessment tasks for this unit are selected from the following:

- photographs
- print layouts
- tests
- written responses
Course overview – Unit 2

In this unit students develop their understanding of and participate in practical skills involved in the specialist production stages and roles of collaborative of media production. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

What students should know at the end of the course

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

- specialist and collaborative roles in each stage in the media production process from planning and pre-production to final audience reception
- production techniques, practices and conventions used to structure media texts to engage audiences
- characteristics of stages of a media production and skills of specialist production roles within the context of the overall production process of a particular media product
- national, international and global media industry issues and developments relating to media
- production and their impact on production stages and specialist roles
- the nature of the production and distribution processes of Australian media organisations and significance of factors such as ownership, finance and control
- characteristics of Australian audiences and the texts they consume
- the impact of historical, cultural, legal, political and economic factors, and institutional practices
- on the Australian media

What students should be able to do by the end of the course

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

- identify and describe the specific and collaborative nature of stages and roles in the media production process
- undertake specialist roles within collaborative media production and apply the relevant technical skill, production techniques, practices and conventions
- describe and discuss characteristics of the stages, specialist roles and their production work of a media production, within the context of the overall production process of a media product
- describe and compare the features of Australian media organisations
- discuss the relationships, funding and management between media audiences, Australian media organisations and texts they produce

How these outcomes will be assessed

Assessment tasks for this unit are selected from the following:

- radio/ audio and video sequences
- tests
- written responses
Media Units 3 & 4

Course overview

In Units 3 and 4 Media students develop an understanding of filmic production and story elements, and they learn to recognise the role and significance of narrative organisation in fictional film texts. Students examine how production and story elements work together and alongside one another to structure meaning in narratives ultimately to engage with and communicate ideas to audiences. Students also develop practical skills through undertaking exercises related to aspects of their personal design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work. Students develop practical skills in the production of media products to realise the production design plan. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, and audiences. They also examine theories of communication, as well as the ways that media is regulated in Australia.

What students should know at the end of the course

By the end of the course students should know:

- The nature of and relationships between production and story elements in fictional media narrative;
- The relationship between texts and the genre/s, styles, and techniques they may reference;
- Media production design techniques and practices;
- The possibilities and limitations of a range of technical equipment, applications and media processes;
- Media production design processes, techniques, and practices appropriate to the proposed production;
- Production and postproduction practices and processes associated with adapting a production design plan for a given medium and product;
- Communication theories and model and their application to media forms and texts; and
- Arguments and evidence about media influence on audiences and the broader society.

What students should be able to do by the end of the course

By the end of the course students should be able to:

- Identify and discuss the nature and function of story and production elements in fictional film;
- Use appropriate media language and terminology;
- Explore how media design and production techniques present ideas and achieve particular effects;
- Explore aesthetic and structural qualities and characteristics of a media product;
- Research and evaluate possibilities for an individual or a distinctive media production;
- Apply media preproduction processes, techniques and practices;
- Apply communication theories and models to media forms and texts; and
- Analyse the rationale for and arguments about the regulation of the media.

How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, in formal School Assessed Coursework (SACs) and in a formal School Assessed Task (SAT). The formal assessments will be:

- Short and extended responses to questions examining Area of Study 1 of Unit 3, written in class in response to unseen questions;
- A series of Production Skill exercises pertaining to the student’s own media production choice;
- A Production Design Plan Folio;
- Short and extended responses to questions examining Area of Study 1 of Unit 4, written in class in response to unseen questions;
- The production of a Media Product; and
- Short and extended responses to questions examining Area of Study 3 of Unit 4, written in class in response to unseen questions.
## Music Performance Units 1 & 2

### Course overview
This unit focuses on building performance and musicianship skills. Students 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 for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances. In this study design, the term ‘instrument’ includes voice. The choice of instrument may vary within a unit or between units. Students who work with more than one instrument should select a main instrument for solo performance.

### What students should know at the end of the course
On completion of this unit the student should be able to demonstrate:
- ways of shaping music performance through interpretation of expressive elements of music such as tempo, dynamics, phrasing, articulation, groove, feel, intonation, and balance and blend of instrumental voices and parts/lines in the texture as appropriate to the works
- strategies for developing effective instrumental practice routines, rehearsals with other musicians, instrumental techniques and techniques required to meet specific technical, expressive and stylistically challenging strategies for practising technical work and exercises for development of flexibility, dexterity and pitch identification in treble and/or bass clefs, key signatures, accidentals and chord symbols
- rhythmic notation of semibreve, minim, crotchet, quaver, semi-quaver and associated rests, simple and compound time signatures, bar lines, rhythmic grouping and beaming
- music terminology and language to identify and describe the interpretation of expressive elements of music

### What students should be able to do by the end of the course
On completion of this unit the student should be able to:
- practise and perform a program of group and solo works that are representative of a range of styles and diversity of character
- implement instrumental practice routines
- prepare and perform a program of technical work and exercises relevant to achieving flexibility, dexterity and control when performing selected group and/or solo works
- describe the impact of studying selected technical work on performance outcomes for selected group and/or solo works
- present an unprepared performance by either sight reading previously unseen music, spontaneously imitating within a set style, or spontaneously improvising within a set style.
- use conventional music notation to write intervals, scales and chords in treble and/or bass clef
- use a system to sing intervals, scales, short melodic phrases and chord-tone arpeggios
- identify and use conventional music notation to transcribe missing notes in a short melody
- identify major and minor triads presented aurally in block harmony or as arpeggios

### How these outcomes will be assessed
Assessment tasks for this unit are:
- Performances of three works including at least one group work and one solo work with accompaniment as appropriate.
- A demonstration of technical work and exercises
- An explanation of how selected technical work and exercises support the student’s development as an instrumentalist and their preparation of works performed for Outcome 1.
- A performance of unprepared material in a test or other performance context.
- A Theory and Ear Training Examination
## Outdoor & Environmental Studies Units 1 & 2

### Course overview – Units 1 & 2

The focus of units 1 and 2 is on reasons why people look for outdoor experiences, the types of environments people go to and the motivations people have when going to these places. Students will investigate types of environments found in Victoria their characteristics and some interrelationships between the components within them including flora and fauna.

### What students should know at the end of the course

On completion of this course students should know:

- characteristics of outdoor environments
- recreational users’ understandings of specific outdoor environments
- scientific understandings of specific outdoor environments
- land managers’ understandings of specific outdoor environments,
- other understandings of specific outdoor environments, such as artistic, Indigenous, and historical
- the impact of conservation, commercial and recreational activities on outdoor environments
- community-based environmental action to promote positive human impacts on outdoor environments
- rationales for codes of conduct relating to recreational activities
- impacts of technologies on outdoor environments
- the impact on outdoor environments of urbanisation and changing human lifestyles

### What students should be able to do by the end of the course

On completion of this course student should be able to:

- plan for and reflect upon a range of practical sustainable outdoor experiences and analyse relevant information collected
- describe, compare and contrast the characteristics of different outdoor environments
- analyse different understandings of the use of, and cultural relationship to, outdoor environments
- identify and evaluate impacts of different types of activities on outdoor environments
- identify and apply practices for promoting positive impacts on outdoor environments
- discuss the application of codes of conduct relating to recreational activities in outdoor environments
- analyse direct and indirect impacts of technologies on outdoor environments
- analyse the impact of urbanisation and changing human lifestyles on outdoor environments

### How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Tasks (SACs). The formal SAC assessments may include:

- a journal/report of outdoor experiences
- a case study analysis
- oral presentations
- practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display
- data analysis
- tests
- written responses, including essays, short answers, weblogs, web discussion forums
Outdoor & Environmental Studies Units 3 & 4

Course overview

The focus of Units 3 and 4 is on the changing relationships humans have with outdoor environments within Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider 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 in contemporary Australian society.

What students should know at the end of the course

On completion of this course students should know:

- an overview of Australian outdoor environments before humans
- relationships with Australian outdoor environments expressed by specific Indigenous communities before and after European colonisation
- the foundation and role of environmental movements in changing relationships with outdoor environments
- contemporary societal relationships with outdoor environments reflected in different forms of conservation, recreation, primary industries, and tourism practices
- indicators of healthy outdoor environments
- management strategies and policies for achieving and maintaining healthy and sustainable outdoor environments that may be adopted by public and private land managers
- two acts or conventions related to the management and sustainability of outdoor environments,
- actions undertaken to sustain healthy outdoor environments

What students should be able to do by the end of the course

On completion of this course student should be able to:

- explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.
- examine current relationships between humans and outdoor environments.
- examine a number of ways outdoor environments are portrayed in different media; the dynamic nature of relationships between humans and their environment; and the social, cultural, economic and political factors that influence these relationships.
- evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.
- analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.

How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Tasks (SACs). The formal SAC assessments will be:

- A short answer test responding to information from Unit 3, Area of study 1
- A oral presentation and supporting material in relation to a chosen environmental interest group
- A case study response to unseen set data based on Unit 3, Area of study 2
- A case study response to unseen set data based on Unit 4, Area of study 1
- A short answer test responding to information from Unit 4, Area of study 2
- A data analysis response based on an unseen set data from Unit 4, Area of study 2
**Physical Education Units 1 & 2**

### Course overview – Unit 1

In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. 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. Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity. In Area of Study 3, will study Injury prevention and rehabilitation, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2.

### What students should know at the end of the course

On completion of this unit students should know:

- the musculoskeletal system working together to produce movement in physical activity: bones of the human body, major muscles and muscle structure, classification of joints and joint action
- characteristics and functions of muscle fibres including fibre arrangement and type
- types of muscular contraction (isotonic, isometric and isokinetic) agonists, antagonists and stabilisers and the concept of reciprocal inhibition
- control of muscles including the recruitment of motor units, voluntary and involuntary muscular contractions
- the cardiovascular and respiratory systems, including the structure and function of the heart and lungs, mechanics of breathing, gaseous exchange, blood vessels, blood flow around the body at rest and during exercise
- introduction to the characteristics of aerobic and anaerobic pathways (with or without oxygen) and their contribution to movement and dominant fibre type associated with each pathway.
- roles of health care professionals (for example, sports physiologists, doctors, physiotherapists, osteopaths, dieticians) in injury prevention and rehabilitation.

### What students should be able to do by the end of the course

On completion of the unit students should be able to:

- use correct anatomical terminology to identify bones, individual muscles (for example, rectus abdominus), joints and joint actions used in human movement
- perform, observe and analyse a variety of movements used in physical activity and identify the bones, muscles, joints and joint actions responsible for movement
- accurately describe the process of reciprocal inhibition
- identify the dominant energy pathway utilised in a variety of aerobic or anaerobic activities determined by the intensity and duration of the activity
- collect, analyse and report on primary data related to responses to exercise and anaerobic and aerobic pathways.
- investigate the role of health care professionals such as physiotherapists, occupational therapists, dieticians and masseuses in injury prevention and rehabilitation to plan a person’s return to sport or lifestyle.

### How these outcomes will be assessed

Students will be assessed using the following tools:

- a practical laboratory report linking key knowledge and key skills to practical activity
- a test.
- Assignment
- Exam
Course overview – Unit 2

In this unit students explore a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are introduced to physical activity and the role it plays in the health and well-being of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome. In Area of Study 3, students will study Promoting active living, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2.

What students should know at the end of the course

On completion of this unit students should know

- the roles and responsibilities of the coach
- skills and behaviours of an exemplary coach
- effective and appropriate relationships between coach and the individual or group, understanding group dynamics, leadership skills, conflict resolution, communication and the setting of boundaries
- rationale for the development of codes of conduct
- coaching methods applied in different contexts
- coaching techniques, strategies and practices used by coaches to develop and improve skills
- coaching pathways and accreditation for coaches
- skill learning principles such as stages of learning (cognitive, associative and autonomous), skill elements of an effective program promoting physical activity
- a variety of media communication tools used to promote population-based physical activity programs.

What students should be able to do by the end of the course

On completion of the unit students should be able to

- create a safe and inclusive learning environment when coaching
- demonstrate a range of coaching practices a coach may use to improve performance
- evaluate coaching methods and justify their appropriateness in a variety of settings
- apply principles of learning to practical situations
- identify factors that influence coaching and learning at different stages of learning
- adopt the role of the coach in a variety of practical sessions and reflect, evaluate and report on the personal experience of taking on the role of a coach.
- define the concepts of physical activity, inactivity and sedentary behaviours
- in an ethically sound manner, collect and analyse primary data related to perceived barriers to participation in physical activity
- create and implement a program that encourages compliance with the National Physical Activity Guidelines for a given age group.

How these outcomes will be assessed

Students will be assessed using the following tools

- a practical laboratory report linking key knowledge and key skills to practical activity
- a test.
- Assignment
- Exam
Physical Education Units 3 & 4

Course overview

The focus of Units 3 and 4 Physical Education is on understanding and applying information pertaining to physical activity and sedentary behaviour from a participatory and physiological perspective. Students will apply methods in assessing physical activity and analyse adherence to the National Physical Activity Guidelines. They spend time investigating energy systems and interplay during physical activity. Students consider characteristics of fatigue and strategies to delay and manage fatigue, as well as promoting recovery. There is also a focus on improvements in performance and the application of training programs. Activity analysis will be conducted to investigate different fitness components and apply them to a real-life program. They will explore physiological adaptations over time. Students will critically evaluate differing techniques and practices used for performance enhancement, as well as explore the banning or inclusion of practices from sporting competition.

What students should know at the end of the course

By the end of the course students should know:

- the subjective and objective methods of assessing physical activity in relation to the National Health Priority Areas
- how the multiple levels of influence of the social-ecological model effect physical activity
- the role of government and non-government organisations in promoting adherence to the National Physical Activity Guidelines
- how the mechanisms responsible for acute responses to exercise work
- how the interplay between energy systems contribute to energy production
- to identify chronic adaptations of the cardiovascular, respiratory and muscular systems to training
- nutritional strategies, hydration techniques, physiological strategies and psychological strategies used to enhance performance
- perceived benefits and harms of legal and illegal ergogenic aids
- the rationale of anti-doping codes

What students should be able to do by the end of the course

By the end of the course students should be able to:

- compare and contrast subjective and objective methods of assessing sedentary behaviour and physical activity
- collect, measure and evaluate data pertaining to methods of assessing physical activity and sedentary behaviour
- identify components of the social-ecological model and apply the model to critique physical activity strategies developed by government and non-government organisations for sub-population groups
- collect and analyse information on initiatives increasing physical activity participation
- explain how chronic adaptations to body systems lead to improved performance
- compare, contrast, analyse and evaluate practices designed to; speed up recovery and enhance individual performance and recovery
- identify psychological factors which impact on performance and recovery
- evaluate anti-doping codes to govern sport including ASADA and WADA
- participate in and evaluate nutritional, physiological or psychological strategies that enhance performance and aid recovery

How these outcomes will be assessed

Unit 3 Outcome 1 – Data analysis, comparison of findings, test
Unit 3 Outcome 2 a – Practical lab report, test
Unit 3 outcome 2 b – Practical lab report, comparison of findings, test

Unit 4 Outcome 1 a – Written training program, evaluation on training program
Unit 4 Outcome 1 b – Practical lab report on chronic adaptations acquired from training program, test
Unit 4 Outcome 2 – Media analysis, test
Physics Units 1 & 2

Course overview – Unit 1

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

What students should know at the end of the course

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

- thermodynamics principles
- thermodynamics and climate science
- issues related to thermodynamics
- concepts used to model electricity
- circuit electricity
- using electricity
- electrical safety
- origins of atoms
- particles in the nucleus
- energy from the atom

What students should be able to do by the end of the course

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

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

How these outcomes will be assessed

Tasks for assessment will be selected from the following:

- an annotated folio of practical activities
- data analysis
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a report of a selected physics phenomenon
- a modelling activity
- a media response
- a summary report of selected practical investigations
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response
### Course overview – Unit 2

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

### What students should know at the end of the course

On completion of this unit the student should be able to demonstrate an understanding of:
- concepts used to model motion
- forces and motion
- energy and motion
- One option from the following: What are stars? Is there life beyond Earth’s Solar System? How do forces act on the human body? How can AC electricity charge a DC device? How do heavy things fly? How do fusion and fission compare as viable nuclear energy power sources? How is radiation used to maintain human health? How do particle accelerators work? How can human vision be enhanced? How do instruments make music? How can performance in ball sports be improved? How does the human body use electricity?

### What students should be able to do by the end of the course

On completion of this unit the student should be able to
- investigate, analyse and mathematically model the motion of particles and bodies.
- able to explain and apply concepts of light or other various principals of physics.
- design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

### How these outcomes will be assessed

Tasks for assessment will be selected from the following:
- an annotated folio of practical activities
- data analysis
- design, building, testing and evaluation of a device
- an explanation of the operation of a device
- a proposed solution to a scientific or technological problem
- a report of a selected physics phenomenon
- a modelling activity
- a media response
- a summary report of selected practical investigations
- a reflective learning journal/blog related to selected activities or in response to an issue
- a test comprising multiple choice and/or short answer and/or extended response.
- a report of a practical investigation (student-designed or adapted) using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.
Physics Units 3 & 4

Course overview

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe. The knowledge gained through physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources. This knowledge can be used, for example, in industrial, medical, engineering and technical applications. Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions; Electronics and photonics; and the detailed study of materials and their use in structures. This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. The detailed study offers examples of theoretical and practical applications of these technologies. Unit 4 consists of two prescribed areas of study: Electric power and Interactions of light and matter. This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered.

What students should know at the end of the course

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

- Ability to investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.
- Ability to describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.
- Ability to explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.
- Ability to use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.
- Ability to analyse and explain the properties of construction materials, and evaluate the effects of forces and loads on structures and materials.

What students should be able to do by the end of the course

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

- investigate and inquire scientifically;
- analyse and apply physics understanding;
- communicate physics information and understanding.

How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Tasks (SACs). The formal SAC assessments will be:

- Motion in one and two dimensions test (Exam-style questions)
- Motion in one and two dimensions summary report of practical tasks
- Electronics and photonics test (Exam-style questions)
- Materials and their use in structures student-designed extended practical investigation
- Electric power test (Exam-style questions)
- Electric power data analysis
- Interactions of light and matter test (Exam-style questions)
## Course overview – Unit 1

**Unit 1: Product re-design and sustainability**

This unit focuses on the analysis, modification and improvement of a product design and the sustainable use of materials. Knowledge of the source, origin and processing of materials is central to sustainable practices. Sustainable practices claimed to be used by designers are examined.

### What students should know at the end of the course

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

- methods of analysing a product that is an existing solution to a problem or need for identified user/s and generating and evaluating ideas for the redesign of the product
- approaches used by designers to incorporate sustainability practices in product design
- impacts of unsustainable products and resource use on environmental, social and economic systems
- assess the sustainability of a material and/or product and back them up with testing
- Product design process and its application to re-design of a product
- the purpose, components and structure of a design brief and how to incorporate Product design factors
- origins, sources, and classification of at least two materials with consideration of their sustainability
- the role and content of production plans, timeline, materials, machines, OH&S, and know how to evidence and record practice
- matching of the prototype the design brief requirements, and evaluate and compare with the original design
- methods of evaluating the efficient and effective use of materials, tools, equipment, machines and techniques in design and production activities

### What students should be able to do by the end of the course

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

- identify and examine case studies of designers that are claim to address sustainability practices
- analyse an existing product to be re-designed that has solved a design need or problem relevant to the Product design factors while using appropriate systems and models to assess the sustainability of the product
- use the Product design process and Product design factors to develop a re-designed product and write a design brief for the modification and improvement of a product design
- describe the principle of IP in Australia and appropriately acknowledge the IP of others
- develop and present annotated drawings of the re-design of the product showing improvements, a production plan, apply risk management, safely use appropriate materials, tools, equipment, and machines in production
- record progress and adjustments to the production plans, timeline, evaluate prototype an note improvements
- evaluate the effectiveness and efficiency of designing and planning for the re-designed prototype.

### How these outcomes will be assessed

Assessment tasks for this unit are selected from the following:

- design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report, and a prototype with records of production and modifications
- written report that includes materials testing or trialling activities, industry visits, technical reports, case study analysis, oral report, notes and/or visual materials, multimedia presentation supported by speaker’s notes
## Course overview – Unit 2

Unit 2: Collaborative design

In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics. Students work both individually and as members of a small design team to address a problem, need or opportunity and consider the associated human-centred design factors. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen style or movement. The product produced individually or collectively is evaluated. Students also examine the use of global ICT for collaborative teams.

### What students should know at the end of the course

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

- how to work collaboratively and share the;
- application of the Product design process, use of primary and secondary resources to research a design, methods of using global ICT
- methods of applying the Product design factors in a design brief while including the influence of human-centred design factors and sustainability
- methods of establishing evaluation criteria from a design brief
- methods of presenting research and ideas using test reports, image/mood boards, material and product samples, diagrams, charts and drawings, and how historical and/or cultural design movements can inspire
- creative and critical design thinking techniques to generate annotated visualisations, design options and working drawings to explain product functions, materials and construction methods, and the role of ICT and CAD

### What students should be able to do by the end of the course

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

- develop a design brief with relevant Product design factors, be able to apply criteria to evaluate how
- the completed product will meet each criterion and the sustainability of the design
- identify and allocate responsibilities to conduct research and investigate an historical and/or a cultural design movement or style
- implement the design and development stage of the Product design process using ICT as appropriate
- provide critical and constructive feedback and justify preferred option selection and be able to present
devise a production plan with reference to working drawings, and implement safe production procedures
- individually record and evaluate progress, decisions made and modifications to the preferred design option and production plans, production activities and the product/s to determine how they satisfy the design brief.

### How these outcomes will be assessed

Assessment tasks for this unit are selected from the following:

- design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report, and a prototype with records of production and modifications
- written report that includes materials testing or trialling activities, industry visits, technical reports, case study analysis, oral report, notes and/or visual materials, multimedia presentation supported by speaker’s notes
Product Design and Technology Units 3 & 4

Course overview
In these units students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process. Students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user.
Comparisons between similar commercial products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

What students should know at the end of the course
By the end of the course students should know:
- the roles of the designer, client and/or end-user/s, the Product design process
- the influences on design, development and manufacture of products within industrial settings.
- the documentation of the Product design process
- the comparison, analysis and evaluation of similar commercial products
- the safe application of a range of production skills and processes to make the product

What students should be able to do by the end of the course
By the end of the course students should be able to:
- explain the roles of the designer, client and/or end-user/s, the Product design process
- explain and analyse influences on the design, development and manufacture of products within industrial settings.
- present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.
- compare, analyse and evaluate similar commercial products
- safely apply a range of production skills and processes to make the product designed
- evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and/or an end-user and outline its care requirements.

How these outcomes will be assessed
The formal assessments will be:
- SAC 1 – Outlining the product design process
- SAC 2 – Explain and analyse influences on design, development and manufacture of products within industrial settings
- SAC 3 – Compare, analyse and evaluate similar commercial products
- SAT – Unit 3&4 Folio of Design Process and product production
- Students will also be assessed informally on their demonstration of the key knowledge and skills throughout the year. All the key knowledge and key skills that underpin Units 3 and Unit 4 are examinable.
# Psychology 1 & 2

## Course overview – Unit 1

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the 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.

## What students should know at the end of the course

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

- role of the brain in mental processes and behaviour
- brain plasticity and brain damage
- the complexity of psychological development
- atypical psychological development

## What students should be able to do by the end of the course

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

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

## How these outcomes will be assessed

Tasks for assessment will be selected from the following:

- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a brain structure modelling activity
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response
- a reflective learning journal/blog related to selected activities or in response to an issue
- a report of an investigation into brain function and/or development that can be presented in various formats, for example digital presentation, oral presentation, or written report.
### Course overview – Unit 2

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

### What students should know at the end of the course

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

- sensation and perception
- distortion of perception
- social cognition
- social influences on behaviour

### What students should be able to do by the end of the course

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

- compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
- identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.
- design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

### How these outcomes will be assessed

Tasks for assessment for these outcomes will be selected from the following:

- a report of a practical activity involving the collection of primary data
- a research investigation involving the collection of secondary data
- a logbook of practical activities
- analysis of data/results including generalisations/conclusions
- media analysis/response
- problem solving involving psychological concepts, skills and/or issues
- a test comprising multiple choice and/or short answer and/or extended response
- a reflective learning journal/blog related to selected activities or in response to an issue
- a report of an investigation into internal and/or external influences on behaviour that can be presented in various formats, for example digital presentation, oral presentation, scientific poster or written report.
Psychology Units 3 & 4

Course overview

The Unit 3 focuses on the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and sleep. Students also study memory and apply different theories of memory and forgetting to everyday life. During Unit 4, students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Students also consider different concepts of normality and use a biopsychosocial to explore the nature of stress and a selected mental disorder. Throughout the course, students analyse methodologies and ethics associated with the conduct of research and apply appropriate research methods when undertaking their own investigations.

What students should know at the end of the course

By the end of the course students should know:
- concepts of normal waking consciousness and altered states of consciousness
- sleep as an altered state of consciousness
- methods used to study the level of alertness in normal waking consciousness and the stages of sleep
- the effects of total and partial sleep deprivation
- the interaction between cognitive processes of the brain and its structure including
- use of a biopsychosocial framework as an approach to considering physical and mental health
- application of a biopsychosocial framework to understanding the relationship between stress and physical and mental wellbeing
- application of a biopsychosocial framework to understanding one type of mental disorder and its assessment
- research methodologies and ethical principles

What students should be able to do by the end of the course

By the end of the course students should be able to:
- formulate research questions and construct testable hypotheses
- design and conduct investigations using experimental and non-experimental methods
- collect, record and summarise both quantitative and qualitative data
- analyse and interpret data, and draw conclusions consistent with the research question
- work independently and collaboratively as appropriate and within identified research constraints
- adhere to current occupational health and safety codes and ethical guidelines for conducting psychological investigations
- use research literature to demonstrate how psychological concepts and theories have developed over time
- use scientific language, conventions and referencing of information sources appropriate to the medium of communication.

How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and in formal School Assessed Tasks (SACs). The formal SAC assessments will be a combination of any of the following tasks:
- evaluation of research
- data analysis
- essay
- media response
- folio of practical activities
- oral presentation using two or more data types
- report of a student investigation
- test
- visual presentation.
Religion and Society Units 1 & 2

Course overview – Unit 1

In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

What students should know at the end of the course

- the importance of the eight aspects of religion and the characteristics of at least two religious traditions.
- the contributions, both positive and negative, of religion in general to the development of human society
- the distribution of, adherence to and the expression of collective identity by major religions in Australia
- the ways selected aspects of religion may assist members to find and then further develop personal meaning and identity
- the ways in which the religious traditions can assist members through important life passages and events
- the tension that can occur between members and a religious tradition over issues of authority, freedom, interpretation of beliefs and teaching, and behavior

What students should be able to do by the end of the course

- identify and describe the nature and purpose of religion
- identify and define the eight aspects of religion
- explain the importance of these aspects to religion
- describe the diversity of religious traditions in the world and in Australia today
- explain how religious traditions express their collective identity through their history and religious aspects
- explain the nature of interaction between religious traditions
- describe how religious traditions can contribute to the life experience and search for personal meaning and identity of members
- analyse points of tension between members and their religious tradition

How these outcomes will be assessed

Students will sit one SAC for each of the three areas of study. The work they will produce for assessment includes:
- a test covering the eight aspects of a religion and the purpose, nature and significance of religion
- an oral presentation which explores the adherence, distribution and Australian expressions of a major world religion
- a report which examines the religious identity and life experience of Sr. Helen Prejean
### Course overview – Unit 2

Family, community and traditional connections tie people together and provide an ethical background to guide what individuals do, supporting some choices and disapproving of others. This background is enmeshed with the dominant religious and philosophical traditions of the times.

In this unit students survey various approaches to ethical decision-making and then explore Catholicism and Islam in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral viewpoints in religious traditions.

### What students should know at the end of the course

On completion of this unit the student should be able to demonstrate:
- the way competing ideas, values and principles in pluralist societies influence ethical decision-making
- factors involved in the process of ethical decision-making, such as reasoning and conscience
- a variety of approaches to ethical decision-making and the theories that arise from these
- the authorities, ideas, values and principles informing ethical perspectives and ethical decision-making
- of Catholicism and Islam
- moral viewpoints of religious traditions derived from their ethical perspectives and their ethical decision-making processes
- the religious and non-religious individuals, groups and traditions in pluralist society that contribute to debate about ethical issues
- the authorities that are used to justify ethical perspectives and moral viewpoints in the debates

### What students should be able to do by the end of the course

On completion of this unit the student should be able to:
- outline the role of various factors in the process of ethical decision-making
- explain a variety of approaches to and theories of ethical decision-making
- identify the authorities, ideas, values and ethical principles informing ethical perspectives and ethical decision-making of Catholicism and Islam
- explain the ways in which these ideas, values and ethical principles are expressed to succeeding generations in Catholicism and Islam
- explain moral viewpoints of Catholicism and Islam
- identify the authorities used to support the argument of each participant in the debate
- summarise and explain the ethical perspectives and moral viewpoints within the arguments presented by those participating in the debates
- explain and evaluate the methods of ethical decision-making involved in the debates

### How these outcomes will be assessed

Students will sit one SAC for each of the three areas of study. The work they will produce for assessment includes:
- a test covering the eight aspects of a religion and the purpose, nature and significance of religion
- an oral presentation which explores the adherence, distribution and Australian expressions of a major world religion
- a report which examines the religious identity and life experience of Sr. Helen Prejean
## Studio Arts Units 1 & 2

### Course overview – Unit 1

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making through the application of an individual design process to assist the student’s production of a folio of artworks.

The focus of the unit Artistic inspiration and design is 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.

### What students should know at the end of the course

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

- diverse sources of inspiration used to generate ideas and a range of methods for communicating ideas, observations and experiences through artworks;
- types of visual and written methods used for recording the reflection of ideas and work produced.
- personal applications to the characteristics and properties of a variety of materials and techniques to produce a range of visual effects;
- ways in which artists from different times and cultures have interpreted ideas and sources of inspiration;
- ways in which artists from different times and cultures have used materials and techniques; and
- relevant resources and methods of research and a familiarity with art language and terminology.

### What students should be able to do by the end of the course

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

- generate ideas and identify sources of inspiration to translate ideas, observations and experiences;
- select, create, organise and use visual reference material to support art making;
- research, investigate and explore the characteristics and properties materials and techniques appropriate to art making and particular art forms to produce a range of visual effects;
- evaluate and record the exploration and use of materials and techniques.
- compare and contrast the ways in which artists from different times and cultures have interpreted ideas and sources of inspiration;
- identify, discuss and compare the ways in which artists from different times and cultures have used various materials and techniques in making artworks in particular art forms;
- use appropriate art language and terminology in discussion of artwork.

### How these outcomes will be assessed

Students work through the design process in their visual diary and complete a folio of finished artworks through the use of a variety of materials and techniques (drawing mediums, paper collage and printmaking) for areas of study 1 and 2.

They will complete a series of short answer analysis tasks to set visual examples for area of study 3.
Course overview – Unit 2

This unit, Design exploration and concepts 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, including line, tone, shape, colour, texture and other elements such as sound and light, to produce particular directions and solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

What students should know at the end of the course

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

- the nature and structure of an individual design process;
- a range of sources of information to support ideas for art making such as evidence of the works of other artists;
- techniques for generating a range of directions and solutions including the characteristics and nature of materials and techniques;
- a range of art elements such as line, colour, texture, tone, form, shape, sound and light, and an understanding of aesthetic qualities.
- signs, symbols and/or images used in artworks for their implied meaning;
- ways in which art and, where appropriate, other elements and principles have been used to produce aesthetic qualities, communicate ideas and develop styles in artworks by artists from different times and cultures;
- relevant resources and methods of research using appropriate art language and terminology.

What students should be able to do by the end of the course

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

- develop an individual design process that explores and use ideas and sources of inspiration;
- explore and develop a range of directions and solutions using a variety of materials and apply techniques;
- use art elements to create aesthetic qualities in their design process and the production of artworks;
- research, analyse and evaluate directions explored;
- identify and discuss art elements and, where appropriate, other principles in artworks;
- identify and discuss signs, symbols and/or images used in artworks for their implied meaning;
- compare and contrast and evaluate ways in which art elements and, where appropriate, other principles have been used to produce aesthetic qualities, communicate ideas and develop skills in artworks by artists from different times and cultures;
- use appropriate art terminology, language and visual material when researching a range of references.

How these outcomes will be assessed

Students work through the design process in their visual diary and complete a folio of finished artworks through the use of a variety of materials and techniques (photography, oil painting and drawing) for areas of study 1. They will complete a series of short answer analysis tasks to set visual examples for area of study 2.
Studio Arts Units 3 & 4

Course overview
This focus of Units 3 and 4 is on the implementation of an individual design process leading to the production of a range of potential directions and solutions where students develop and use an exploration proposal to define an area of creative exploration. From this students present visual and written documentation explaining how selected potential directions generated in Unit 3 are to be used to produce a cohesive folio of finished artworks. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks and also consider the issues that may arise from the use of other artists’ work in the making of new artworks. Students investigate aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks.

What students should know at the end of the course
By the end of the course students should know:
- the characteristics of an exploration proposal including a plan;
- the structure of a design process;
- the characteristics of a focus, reflection and evaluation document in visual and written form;
- the nature and format of a cohesive folio of finished artworks;
- the art practices related to particular artworks or art form/s in more than one historical and/or cultural context/s;
- what legal obligations and ethical considerations are involved in the use of the work of other artists in
- the making of new artwork;
- the role of public galleries, commercial galleries and other art spaces;
- what roles, methods and considerations are involved in the preparation and presentation of artworks, in particular, in relation to at least two exhibition spaces.

What students should be able to do by the end of the course
By the end of the course students should be able to:
- prepare an exploration proposal and plan the design process;
- use an exploration proposal as a frame for an 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;
- provide visual and written documentation that identifies the folio focus and evaluates the cohesive relationship between the works;
- present a cohesive and skilful folio of finished artworks, based on selected potential directions developed through the design process;
- discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles;
- analyse and discuss the legal obligations and ethical considerations involved in the use made of the work of other artists in the making of new artwork;
- describe and compare the roles of public galleries, commercial galleries and other art spaces;
- discuss curatorial, exhibition design and promotional methods and considerations involved in preparing and presenting an exhibition and/or displaying artworks.

How these outcomes will be assessed
The formal assessments will be:
- SAT 1 – Exploration Proposal and Design Process
- SAT 2 – Focus, reflection and Evaluation document and a Folio of cohesive artworks
- Students will also be assessed informally on their demonstration of the key knowledge and skills throughout the year. All the key knowledge and key skills that underpin Outcome 3 in Units 3 and 4 are examinable.
## Visual Communication Design Units 1 & 2

### Course overview – Unit 1

Visual communication design focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills and drawing skills to make messages, ideas and concepts visible and tangible. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how these affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of visual design styles.

### What students should know at the end of the course

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

- key design factors that contribute to the aesthetics, appearance and functions of objects/structures
- observational drawing methods for the purpose of showing form, proportion, surface textures and relationships
- visualisation drawing methods for the purpose of making visible design ideas and concepts
- presentation drawing methods for the purpose of refining conceptual designs using manual and digital methods
- drawing methods to visual ideas and concepts and represent three-dimensional paraline and perspective forms
- rendering techniques for depicting light, shade and shadow and representing surfaces, materials, texture, form
- a range of media and materials to support different drawing purposes and drawing methods
- key features, functions and aesthetics of design elements and principles that influence selection and application
- purposes of visual communications such as to advertise, promote, depict, teach, inform, identify and guide
- design styles of past and contemporary key designers and ways in which methods, media, materials, elements and principles are influenced by past and contemporary practices and cultural and social factors and practices
- terminology appropriate to the study

### What students should be able to do by the end of the course

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

- apply drawing methods that are suitable for the purposes of observation, visualisation and presentation
- use manual and/or digital methods to create drawings for different purposes
- apply three-dimensional drawing methods to represent the form and structure of objects
- apply design thinking techniques to generate alternative ideas and design options that reflect on their suitability
- select and apply different elements and principles when generating and developing alternative design options
- refine and present visual communications to meet their stated purposes.
- identify and describe the connections between past and contemporary visual communications in terms of visual communication practices and social and cultural factors and settings
- describe how methods, media, materials, elements, principles and presentation formats are applied
- use appropriate terminology.

### How these outcomes will be assessed

Assessment tasks for this unit are selected from the following:

- folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- final presentations created using manual and/or digital methods
- written report and an annotated report of a case study and an oral report supported by written notes and/or visual materials.
Course overview – Unit 2

Visual communication design focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

What students should know at the end of the course

On completion of this unit the student should be able to demonstrate:
- features of key historical and contemporary typography and layout conventions
- image file formats for print and screen-based presentations for meeting different communication purposes
- role of the brief in establishing the design task and purposes in relation to target audiences and contexts
- the design process as a framework for research, organising, generating and implementing design decisions
- key features, functions and suitability of materials, media, elements, principles, and manual and digital methods
- techniques for digitally manipulating type and images to convey particular moods or emotions
- techniques for refining and presenting visual communications using manual and/or digital methods
- relevant copyright obligations when using the work of others
- appropriate terminology for the study

What students should be able to do by the end of the course

On completion of this unit the student should be able to:
- identify the connections between past and contemporary typography
- research, analyse and generate ideas and reflect on suitability of conceptual options relevant to a given brief
- apply and document design thinking techniques when engaged in the design process
- use freehand visualisation drawings and annotations to make ideas visible
- select and use a range of appropriate methods, media, materials, design elements and design principles, presentation formats and conventions to suit communication purposes
- apply techniques to refine and present visual communications
- apply practices that fulfil legal obligations with respect to copyright when using type and images belonging to others to create visual communications.
- use appropriate terminology.

How these outcomes will be assessed

Assessment tasks for this unit are selected from the following:
- folio of typography and image ideas and concepts and a folio of technical drawings
- written and/or oral descriptions and analysis of historical and contemporary design examples
- folio demonstrating the design process created using manual and/or digital methods
- final presentations of visual communications
**Visual Communication Design Units 3 & 4**

**Course overview**

In unit 3 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 investigation, analysis and experimentation, students gain insight into how the selection of methods, media, materials and the application of design elements and principles can create visual communications for specific audiences and purposes. Students establish a brief and apply design thinking skills through the design process. The brief and investigation work underpin the work undertaken in Unit 4. The focus of unit 4 is the development of design concepts and two final presentations of visual communications. Students continue the design process by developing and refining concepts for each need with ongoing reflection and evaluation of design solutions. Students refine and present two visual communications and devise a pitch to the client.

**What students should know at the end of the course**

- key design features associated with the communication, environmental and industrial design fields
- characteristics of audiences and purposes of visual communications
- techniques for gaining attention and maintaining engagement of audiences using visual language
- characteristics and functions of design elements and design principles
- two-dimensional and three-dimensional drawing methods to visualise ideas, concepts and represent forms
- techniques for creating visual communications using manual and digital methods
- methods, materials and media used for different visual communications
- key characteristics and functions of typography conventions
- roles and responsibilities of designers in the design fields, specialists and clients
- the role of the brief in documenting the parameters of clients’ needs
- social, ethical, financial, legal and environmental factors influencing designers’ decisions
- purposes and relevant components of a pitch and methods of delivering a pitch
- terminology appropriate to the study

**What students should be able to do by the end of the course**

- analyse, make and document visual communications
- select and apply drawing methods and conventions appropriate to purposes, audiences and contexts
- select and apply design elements, principles, manual and digital methods, materials and media
- describe the roles, practices and relationships between the clients, designers and specialists
- identify practices that acknowledge legal obligations
- apply design thinking skills to create, analyse, evaluate, reflect on, and critique information and ideas
- document a brief and reference research material and synthesise research and investigation findings
- refine concepts and present final visual communications in the light of evaluation and reflection
- devise and deliver a pitch that supports the presentation of final visual communications
- use appropriate terminology.

**How these outcomes will be assessed**

The formal assessments will be:

- SAC 1 – Analysis and Practice in Context - 3 mini design folios
- SAC 2 – Design Industry Practice- short and extended responses
- SAC 3 – The Pitch – An oral presentation
- SAT – Brief, Folio and Final Presentations
### Course overview – Units 1 & 2

The VCE VET Business program aims to:-
- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects within a broad range of business and industry settings
- Enable participants to gain a recognised credentials and make a more informed choice of vocation or career paths.

### What students should know at the end of the course

On completion of this unit should be able to demonstrate competency in the key Employability skills, these will be demonstrated by competency in the followings units:

- Contribute to health and safety of self and others
- Process and maintain workplace information
- Handle mail
- Contribute to workplace information
- Communicate in the workplace
- Produce simple word processed documents
- Participate in environmentally sustainable work practices
- Organise and complete daily work activities
- Work effectively with others
- Use business technology

### What students should be able to do by the end of the course

On completing of this course, students would be expected to operate at a level in business in which they would be able to:

- Demonstrate some relevant theoretical knowledge
- Demonstrate some basic understanding of government legislation affecting business
- Apply a range of well-developed skills
- Apply know solutions to a variety of problems
- Interpret information and use problem solving techniques
- Take responsibility for one’s own work
- Demonstrate the ability to work within a team

### How these outcomes will be assessed

Students will be assessed through a variety of activities including completion of worksheets, workbooks, projects, tests, allocated tasks and observation.
VCE/VET Cert II in Business Units 3 & 4

Course overview

The VCE VET Business program aims to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects within a broad range of business and industry settings
- Enable participants to gain a recognised credentials and make a more informed choice of vocation or career paths.

What students should know at the end of the course

On completion of this unit should be able to demonstrate competency in the key Employability skills, these will be demonstrated by competency in the followings units:

- Deliver and Monitor a service to customers
- Organise workplace information
- Design and produce business documents
- Recommend products and services
- Organise personal work priorities and development

What students should be able to do by the end of the course

On completing of this course, students would be expected to operate at a level in business in which they would be able to:

- Demonstrate some relevant theoretical knowledge
- Demonstrate some basic understanding of government legislation affecting business
- Apply a range of well-developed skills
- Apply know solutions to a variety of problems
- Interpret information and use problem solving techniques
- Take responsibility for one’s own work
- Demonstrate the ability to work within a team

How these outcomes will be assessed

Students will be assessed on their demonstration of the key knowledge and skills throughout the year – informally in class, and formal School Assessed Tasks (SATs). The formal SATs assessments will be in the form of Case Studies, Project and Tests.
VCE/VET Certificate III in Sport and Recreation Units 1 & 2

Course overview
The VCE VET Sport and Recreation program aims to provide students with skills and knowledge to achieve competencies that will enhance their employment prospects in the sport and recreation or related industries. This will enable students to gain a recognised credential and to make a more informed choice of vocation or career path. Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry.

The VCE VET Unit 1 and 2 sequence incorporates compulsory units such as developing critical and creative thinking skills, organising personal work priorities and development, providing first aid, using social media tools for collaboration and management, provide customer service, respond to emergency situations and follow work health and safety policies.

What students should know at the end of the course
Students will gain a range of skills by developing key ‘Units of Competency’ during the study of the course. These units of competency include the compulsory units listed above, eight employability skills - communication, initiative and enterprise, learning, planning and organisation, problem solving, self-management, teamwork, and technology – as well as the skills associated with the particular Sport and Recreation electives chosen by the school and the student.

Broadly, 15 units must be completed:
- 10 core units
- 5 elective units, which may be selected from the electives in this qualification or from units first packaged at AQF levels 2, 3 and 4 within SIS10; up to 2 of these elective units may be selected from any current accredited course or other Training Package, and must be units which are first packaged at AQF level 3.

The core units in the Cert III in Sport and Recreation at Unit 1 and 2 are:
- BSBCRT301A Develop and extend critical and creative thinking skills
- BSBWOR301B Organise personal work priorities and development
- HLTAID003 Provide first aid
- ICAWEB201A Use social media tools for collaboration and engagement
- SISXCCS201A Provide customer service
- SISXEMR201A Respond to emergency situations
- SISXWHS101 Follow work health and safety policies

Elective units are drawn from a wide range of sport and recreation electives. The full list is available on the VCAA website, here. Exact electives will be determined by the College in response to student need.

How these outcomes will be assessed
Assessment of Competence - Unit 1 and Unit 2
Units 1 and 2 will involve opportunities for students to demonstrate competence in both compulsory and elective areas. Forms of assessment will be observation, tests, practical demonstrations, group sessions, and presentations.
### VCE VET Applied Fashion Design & Technology Units 1 & 2
(taken at Year 10)

<table>
<thead>
<tr>
<th>Course overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>The VCE VET Applied Fashion Design and Technology program aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the fashion, clothing and related industries. It will enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Further information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The VCE VET Unit 1 and 2 sequence incorporates a core unit of competence – identify fibres and fabrics – and electives units such as fabric performance and handling, garment repairs and alterations, basic patternmaking principles, preparing design concept and marketing design concepts.</td>
</tr>
</tbody>
</table>

**What Credit will I receive towards my VCE?**

Students will be eligible for credit for up to six VCE VET units towards your VCE: four units at Unit 1 and 2 level and a Unit 3 and 4 sequence.

**Australian Tertiary Entrance Rank (ATAR)**

The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC), subjects to satisfactory completion of the VCE and using the study scores students have received for their VCE studies. The contribution of the VCE VET Applied Fashion Design and Technology program to the ATAR is as follows:

- Any contribution to the ATAR is subject to satisfactory completion of the designated Units 3 and 4 sequence.
- Students who successfully complete a Units 3 and 4 sequence will receive one ATAR increment.

Any increment is calculated as 10 per cent of the average of the scaled scores of the student’s primary four VCE studies.

<table>
<thead>
<tr>
<th>How these outcomes will be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Units 1 and 2 Units of Competence:</td>
</tr>
<tr>
<td>- Follow defined OH&amp;S policies and procedures</td>
</tr>
<tr>
<td>- Apply quality standards</td>
</tr>
<tr>
<td>- Use a sewing machine</td>
</tr>
<tr>
<td>- Design and produce a simple garment</td>
</tr>
<tr>
<td>- Identify design process for fashion designs</td>
</tr>
<tr>
<td>- Sew components</td>
</tr>
<tr>
<td>- Modify patterns to create basic sketch</td>
</tr>
<tr>
<td>- Work in the Textiles, Clothing and Footwear Industry</td>
</tr>
</tbody>
</table>
VCE VET Applied Fashion Design & Technology Units 3 & 4  
(taken at Year 11)

Course overview
The VCE VET Applied Fashion Design and Technology program aims to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the fashion, clothing and related industries. It will enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

Further information
The VCE VET unit 3 and 4 sequence incorporates a core unit of competence – identify fibres and fabrics – and electives units such as fabric performance and handling, garment repairs and alterations, basic patternmaking principles, preparing design concept and marketing design concepts.

What Credit will I receive towards my VCE?
Students will be eligible for credit for up to six VCE VET units towards your VCE: four units at Unit 1 and 2 level and a Unit 3 and 4 sequence.

Australian Tertiary Entrance Rank (ATAR)
The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC), subjects to satisfactory completion of the VCE and using the study scores students have received for their VCE studies. The contribution of the VCE VET Applied Fashion Design and Technology program to the ATAR is as follows:
- Any contribution to the ATAR is subject to satisfactory completion of the designated Units 3 and 4 sequence.
- Students who successfully complete a Units 3 and 4 sequence will receive one ATAR increment.
Any increment is calculated as 10 per cent of the average of the scaled scores of the student’s primary four VCE studies.

How these outcomes will be assessed
Assessment Units 3 and 4 Units of Competence:
- Identify fibers and fabrics
- Participate in environmentally sustainable work practices

Optional Electives:
- Prepare and Produce sewn garment
- Develop patterns from a block using basic patternmaking principles
- Prepare design concept for a simple garment