

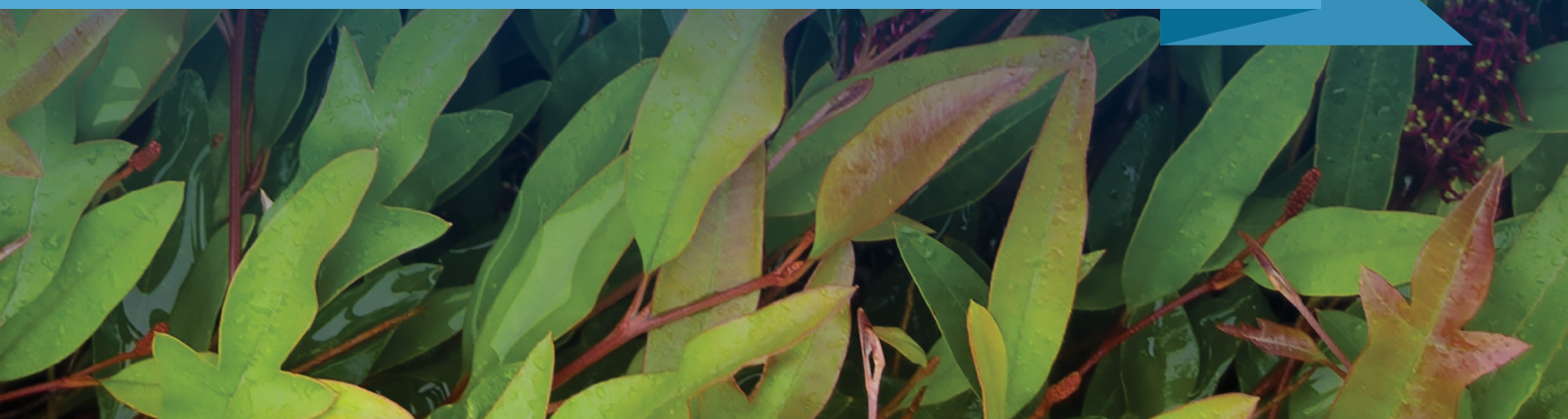


Chairo Christian School

Course Handbook 2024

PAKENHAM CAMPUS

Years 11–12



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To our knowledge, the information in this booklet was accurate at the time of publication. However, the Victorian Curriculum Assessment Authority reserves the right to make modifications to the VCE Units. Changes may also occur to subject offerings due to patterns of student preferences or availability of teaching staff.

This booklet serves as a companion to the *VCE Student Handbook*. Families are encouraged to read both in selecting their program.

The following subject information can also be found in more detail on the VCAA Study Design website at vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx.

If you require further information or would like to schedule an appointment with either the

VCE & Pathway Development Coordinators please feel free to contact them.

Vocation Coordinator:

Mr Robin Lee – rlee@chairo.vic.edu.au

VCE & Pathway Development Coordinator:

Mr Michael McDonald –
mmcdonald@chairo.vic.edu.au

VCE POLICY AND REGULATIONS

The VCE (Victorian Certificate of Education) is normally completed by students over two years. The VCAA (Victorian Curriculum Assessment Authority) is the government authority responsible for the administration of the VCE and each student's program must be approved by this authority.

Each subject in the VCE is divided into four semester length units. Units 1 and 2 are normally taken at Year 11 level and Units 3 and 4 at Year 12 level. However, it is possible for students at Years 10 and 11 to be involved in Chairó's Advance Program. This allows Year 10 students to undertake a Unit 1 and Unit 2 sequence and Year 11 students to complete a Unit 3 and Unit 4 sequence. Students must demonstrate an aptitude for these subject areas before permission is granted.

Units 3 and 4 must be studied as a sequence. Each student's two-year program of study

normally comprises 22 units of work. To be awarded the VCE, the minimum requirement is satisfactory completion of 16 units which must include:

- three units from the English group (English, Literature, English as an Additional Language (EAL)); and,
- at least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Please note that although we have endeavoured to provide a wide range of VCE and vocational education options, the final availability of options will depend on student preferences, staffing and timetable requirements. You may also need to consider the option of taking units offered by the Distance Education Centre of Victorian.

DISTANCE EDUCATION

Study through Virtual School Victoria and the Victorian School of Languages is a service available to students attending the Pakenham Campus of Chairo. Subjects that are selected by a small number of students may be offered via Distance Education or a combination of Distance Education and tutorials.

The fee is payable at the time of enrolment and is non-refundable after the subject has commenced. In 2023, the fees for Virtual School Victoria were \$810.00 per subject. The fees

for the Victorian School of Languages were \$560.00 per language.

Students undertaking studies with either of the Distance Education schools need to be self-motivated and disciplined as this form of study places a significant amount of organisational responsibility on them.

Please see the Pathway Development Coordinator for more information about Distance Education and the Victorian School of Language.

HIGHER EDUCATION (UNIVERSITY SUBJECT)

Students may choose to study a Higher Education subject. Higher Education subjects are offered by a range of universities and subject offerings depend on the individual university. At Chairo Pakenham, we offer programs from the University of Melbourne, Monash University, Deakin University and Federation University.

Each university has their own payment structure and fees range from little-to-no cost up to approximately \$3000. If there is a fee for the course, families are expected to bear the total cost, including books and other resources.

Only one Higher Education course can be counted towards a student's ATAR. Subjects may also count towards their chosen University course, but it is up to the University to decide if they accept it as recognition of prior learning.

The courses offered by each University differ in delivery and, as such, students should research the type of delivery mode (such as online or on campus) as well as the location of the program.

The selection criteria to complete a Higher Education subject is quite stringent and students looking to participate in any of the programs should be maintaining high marks in their chosen discipline. As with Distance Education subjects, students are required to apply for the program through the Pathway Development Coordinator and the nominated school Fellow.

Students undertaking Higher Education studies need to be self-motivated and disciplined as this form of study places a significant amount of organisational responsibility on them.

A school based coordinator is appointed by Chairo each year to assist students with their external studies.

At Chairo, students have access to a telephone and computers, should they need to speak to, or communicate with, their teacher. Weekly teacher-student contact is encouraged.

VCE VM

The VCE VM (Vocational Major) is a vocational and applied learning program within the VCE system. It seeks to provide students with greater choice and flexibility to pursue their strengths and interests, while simultaneously developing the skills and capabilities needed to succeed in further education, work and life. The Vocational Major approach to learning teaches skills and knowledge in the context of 'real life' experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real world. This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

Unlike other VCE studies there are no external assessments, and VCE VM studies do not receive a study score. As a result, the VCE VM studies do not contribute to the ATAR. However,

completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- two VCE VM Numeracy or VCE Mathematics units
- two VCE VM Work Related Skills units
- two VCE VM Personal Development Skills units; and
- two VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program.

Chairo's Standard Approach to VCE VM

Year 11	Year 12
<ul style="list-style-type: none"> • VM Literacy Units 1–2 • VM Numeracy Units 1–2 • VM Personal Development Skills Units 1–2 • A VET Certificate II or above • One VCE Units 1–2 subject 	<ul style="list-style-type: none"> • VM Literacy Units 3–4 • VM Numeracy Units 3–4 • VM Personal Development Skills Units 3–4 • VM Work Related Skills Units 3–4 • A VET Certificate II or above

VET IN SCHOOLS

Students who complete all or part of a nationally recognised VET (Vocational Education and Training) qualification can receive credit towards satisfactory completion of VCE.

Chairo is a member of the local 'VET Cluster' which expands the number of VET certificates that are available to our students. Chairo is an intermediary institution, outsourcing students to various providers. As such, students undertaking a VET subject may study off-campus one day per week.

Please note: Some courses that are initially offered may not run if there are insufficient student numbers. This decision is made by the individual providers.

The VET courses include, but are not limited to:

Chairo Christian School

- Cleaning Operations

Chisholm

- Automotive
- Beauty Services
- Building and Construction
- Business
- Community Services
- Early Childhood Education
- Electrotechnology
- Fitness
- Hospitality
- Kitchen Operations
- Makeup Design
- Plumbing
- Salon
- Screen and Media

Lightmare Studios

- Information, Digital Media and Technology

SELLEN

A cluster of VETiS providers with over 36 VET courses available across 17 locations.

VFA Learning

- Allied Health Assistance
- Aquatics and Community Recreation
- Early Childhood Education
- Education Support

ADVANCE

VCE EARLY ENTRANCE PROGRAM

Chairo Pakenham students have the opportunity to apply to participate in Advance, a VCE Early Entrance Program, to start a VCE sequence during Year 10. Students who take part in this program will be advanced from a Year 10 subject into a VCE subject, as such it is important that they are prepared and able to make this transition. Students must apply for permission using the appropriate form available at the Administration Centre.

Students at Year 10 will have the opportunity to apply for entry to a range of subjects including Business Management, Music, Outdoor and Environmental Studies, and Psychology. Only under special circumstances could a student Advance into a subject not listed above.

To be selected for the Advance Program, students must satisfy the following conditions:

- previous performances in this subject (or related) areas have been consistently high, indicating potential for further success;
- demonstrated a positive attitude and approach to studies in this area;
- discussed this application with parents/guardians who have signed the application form;
- completed the written application form and shown evidence of their ability to complete the subject (feedback from Linc tasks will be referred to); and
- undergo an interview involving the VCE coordinator. Parents are also required to attend this interview.

Participating in Advance provides some definite advantages. It allows a Year 10 student to gain passes in some extra VCE units, whilst gaining increased familiarity with the VCE system. It provides Year 11 students with an opportunity to pass a Unit 3 and 4 sequence early.

The value of this program depends on the readiness of the student to undertake these units. Therefore, a selection process operates to ensure the candidate has a real likelihood of experiencing success.

It is very important that students consider selections for the total two-year program and not just the Year 10 program. Essentially, for a student to gain access to Advance, they must prove they have the ability to compete with students who are in Year 11, while they themselves are in Year 10. Further, they will also need to compete with students who are in Year 12, while they are in Year 11.

A student's entry into a Unit 1 and 2 subject in Year 10 does not automatically secure their place in a Unit 3 and 4 subject in Year 11. Their position will be under review during Year 10, and subject to critique based on engagement and proven ability.

In selecting subjects, each student must consider the VCAA's requirements and carefully consider the subjects that may be needed for entry into tertiary institutions or particular careers.

CALCULATING AN ATAR SCORE

ATAR (Australian Tertiary Admission Rank) is the score given to students at the successful completion of VCE, except for those undertaking the VCE VM. This score is used for admission into tertiary courses around Australia.

The ATAR is compiled using the Study Scores from each subject undertaken by a student. These are scores out of 50. Despite its name, the Study Score is actually a ranking or relative position which shows a student's performance compared with all other students who took the subject in that year. The ATAR is also a ranking of all students who completed their VCE studies in that year.

When calculating the ATAR, after scaling, the study scores used are as follows:

- English (any) + top three studies (primary four)
- 10% of any 5th and 6th study undertaken and completed, or VCE VET appropriate subjects

SELECTING A PROGRAM

Listed on the following pages of this booklet are the studies on offer to students at the Pakenham Campus of Chairo. **Please note subjects may be offered via classes held on campus, through the Distance Education Centre of Victoria or through a combination of Distance Education and tutorials. Classes offered will depend on the subject selection of students and the availability of qualified staff members.**

There is a written description of what each unit involves. This will assist students in the process of making appropriate choices. Once again, we intend to build the blockings around actual subject selections. Students will need to select the required number of subjects for their chosen pathway.

Any student who wishes to attempt an Advance Unit is required to apply in writing on the appropriate form, requesting permission to do so and providing reasons for the request. It is important that all students adhere to the VCAA policies regarding the satisfactory completion of VCE. These are summarised in the VCE Policy and Regulations section of this booklet. Please note: where there are inconsistencies between this handbook and the VCAA Policies, the VCAA publications take precedence. If

Scaling by the Victorian Tertiary Admissions Centre (VTAC) affects all subjects and occurs as a reflection of the level of competition in each respective subject. The scaling process is designed to avoid students being advantaged by taking a study that has attracted a higher proportion of less able students, or disadvantaged by taking a study that has attracted a higher proportion of more able students. The scaling of a study should not influence subject choice. Choices should be made on aptitude, interest and relevance to future studies—these qualities will lead to the achievement of the best possible ATAR.

Approved VCE VET Units 3 and 4 sequences will include scored assessments from which a study score is calculated. These can be considered along with other VCE Unit 3 and 4 sequences in calculating the ATAR.

you have any questions about the successful completion of VCE, please speak to the Pathway Development Coordinator.

At Chairo we recommend Year 12 students to do at least four Unit 3 and 4 sequences other than English (i.e. 5 Unit 3 and 4 sequences). Up to six Unit 3 and 4 sequences can contribute to the ATAR score. The typical workload of a student will be 22 units over two years with the possibility of extra units available through Advance Subjects.

Students **must** complete their 2024 Subject Selection using the Timetabling Web Preference Service. Details on how to do this will be given in addition to this booklet and emailed to students. Once completed you will be given an email receipt. This needs to be signed by parents and submitted to the Administration Centre Forms Submission Box or emailed to fclacy@chairo.vic.edu.au **by Friday 4 August 2023.**

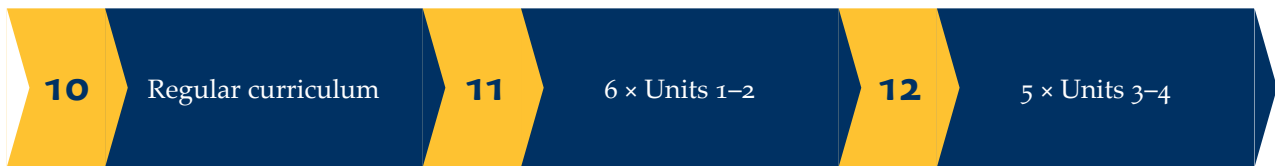
The 2024 subject selections will be carefully read and collated by staff. Where a student's subject selection requires clarification, a Chairo staff member will meet with them individually to discuss course options. Any student who is unable to access the Web Preference Service can seek assistance from the Pathway Development Coordinator.

PATHWAYS

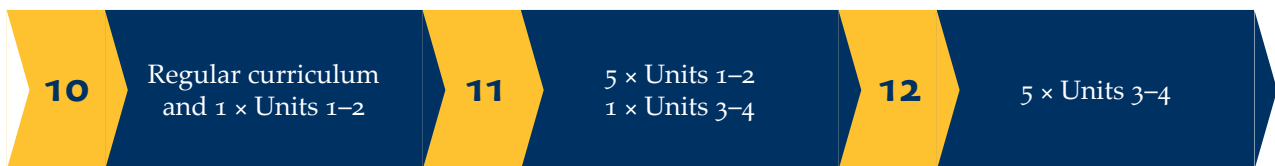
The following flowcharts present some of the typical pathways students take through Senior School at Chairo. Pathways can be flexible,

within the VCAA guidelines, and students are encouraged to discuss their individual pathway with the Pathway Development Coordinator.

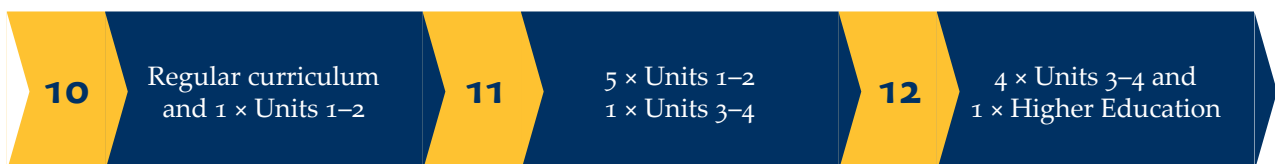
VCE Pathway



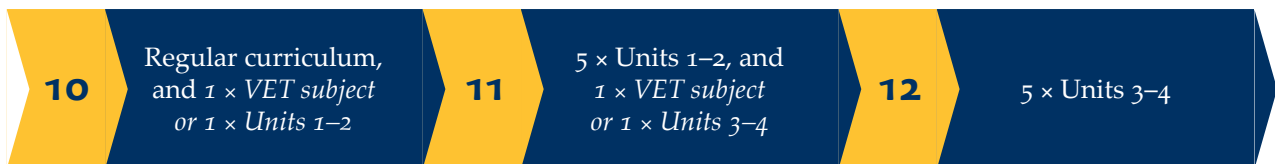
VCE Pathway (Advance)



VCE Pathway (Advance – University Subject)



VCE Pathway (including VET)



VCE VM Pathway



Subject Content Outlines

Please note: Subject costs relate to additional costs not covered in fees.

For more information on each subject please visit vcaa.vic.edu.au

ENGLISH

Units 1–4

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

In Units 1 and 2 students are challenged to read and explore texts, to craft texts and explore argument; considering the ways in which arguments are developed and delivered, and how they will influence an audience.

In Units 3 and 4, students are extended further in reading and responding to texts, including more complex and diverse texts that will require sustained analysis. Additionally, students will continue to create texts and analyse arguments.

The knowledge and skill developed through English will be crucial for life and work. An English subject is compulsory for completing the VCE and may form a prerequisite for various tertiary courses.

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Prerequisites	Year 10 English completed satisfactorily
Additional Subject Costs	Texts to be advised
Sequence Requirements	Of the four Units, three must be satisfactorily completed. Units 3 & 4 must be completed in sequence to obtain a study score and an ATAR.

Text Selection

In Units 1 & 2, texts are selected by the school in accordance with strict guidelines set by the VCAA. In Units 3 & 4, texts must be selected from a list provided by the VCAA. All texts are carefully chosen based on the ideas, themes and issues they explore in addition to their potential for close literary analysis.

ENGLISH LANGUAGE

Unit 1: Language and communication

Students consider the way language is organised and explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language, and the stages of language acquisition across a range of subsystems.

Unit 2: Language change

Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected. Students also consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students consider the cultural repercussions of the spread of English and the various possibilities for the future of English.

Unit 3: Language variation and purpose

Students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. Students examine the stylistic features of formal and informal language in both spoken and written modes. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They 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.

Unit 4: Language variation and identity

Students focus on the role of language in establishing and challenging different identities. Students examine both print and digital texts to consider the ways different identities are constructed. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Prerequisites	Year 10 English completed satisfactorily
Additional Subject Costs	Texts to be advised
Sequence Requirements	Of the four Units, three (3) must be satisfactorily completed. Units 3 & 4 must be completed in sequence to obtain a study score and an ATAR.

LITERATURE

Unit 1

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Unit 2

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students also focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Unit 3

Students focus on how the form of a text contributes to its meaning. They reflect on the extent to which adapting a text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Unit 4

Students focus on how the form of a text contributes to its meaning. They reflect on the extent to which adapting a text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Reading practices Exploration of literary movements and genres 	<ul style="list-style-type: none"> Voices of Country The text in its context 	<ul style="list-style-type: none"> Adaptations and transformations Developing interpretations 	<ul style="list-style-type: none"> Creative responses to texts Close analysis of texts

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Prerequisites	Year 10 English completed satisfactorily
Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

ACCOUNTING

Unit 1: The Role of Accounting in Business

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

Unit 2: Accounting and Decision-Making for a Trade Business

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

Unit 3: Financial Accounting for a Trade Business

Students focus on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Unit 4: Recording, reporting, Budgeting and Decision Making

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

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> The role of accounting Recording financial data and reporting accounting information as a service business 	<ul style="list-style-type: none"> Accounting for inventory Accounting for and managing accounts receivable and accounts payable Accounting for and managing non-current assets 	<ul style="list-style-type: none"> Recording and analysing financial data Preparing and interpreting accounting reports 	<ul style="list-style-type: none"> Extension of recording and reporting Budgeting and decision-making

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	To be advised each year
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

APPLIED COMPUTING

Applied Computing—Units 1 & 2

In Unit 1 students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Unit 2 students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Areas of Study

Unit 1	Unit 2
<ul style="list-style-type: none"> Data analysis Programming 	<ul style="list-style-type: none"> Innovative solutions Network security

Data Analytics—Unit 3 & 4

In Unit 3 students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Unit 4 students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

Software Development—Units 3 & 4

In Unit 3 students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

Areas of Study

Unit 3	Unit 4	Unit 3	Unit 4
Data Analytics <ul style="list-style-type: none"> Data analytics Analysis and design 	Data Analytics <ul style="list-style-type: none"> Development and evaluation Cybersecurity: data and information security 	Software Development <ul style="list-style-type: none"> Programming Analysis and design 	Software Development <ul style="list-style-type: none"> Development and evaluation Cybersecurity: software security

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	10%
	School Assessed Coursework for Unit 4	10%
	School Assessed Task for Units 3 and 4	30%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	To be advised each year
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

ART CREATIVE PRACTICE

In the study of Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

Unit 1: Artists, artworks and audiences

Students are introduced to the Structural and the Personal Lenses by researching and analysing three artists from different periods of time and cultures, their practices and their artworks. They also learn how to use evidence from artworks and a range of sources to support their personal interpretation and point of view.

Unit 2: The Creative Practice

Students are introduced to the Creative Practice through Experiential learning activities guided by the teacher, exploring at least three art forms they respond to a range of artworks, ideas and the practices of artists through experimentation and exploration. They build skills using materials, techniques and processes, and explore areas of personal interest to develop and make visual responses.

Unit 3: Documenting and reflecting on the Creative Practice

Students develop their art practice by responding to the ways artists conceptualise, develop and make their artworks. They document the visual responses to the ideas they have explored, their creative and critical thinking, and their trials and experimentation with materials and techniques.

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

Students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Artists/audience/ Artwork • Contexts • Creative practice • Research/evaluation 	<ul style="list-style-type: none"> • Artist/society/culture • Collaborative approaches • Cultural/personal lenses • Reflection/discussion 	<ul style="list-style-type: none"> • Artists and artworks • Ideas and Issues • Experimentation • Presentation 	<ul style="list-style-type: none"> • Creative practice • Critique • Refinement • Body of Work

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework	10%
	School Assessed Task	60%
	End-of-year Examination	30%

Additional Information

Additional Subject Costs	Texts to be advised. Some materials costs may need to be covered by student.
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score.

BIOLOGY

Unit 1: How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment. A practical investigation is undertaken.

Unit 2: How does inheritance impact on diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species. A research investigation is undertaken.

Unit 3: How do cells maintain life?

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices. An investigation of a selected case study, data analysis and/or a bioethical issue is undertaken.

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

Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how evolutionary biology is based on the accumulation of evidence over time. Students examine the evidence for structural trends in the human fossil record. A student-designed scientific investigation is undertaken.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> How do cells function? How do plant and animal systems function? How do scientific investigations develop understanding of how organisms regulate their functions? 	<ul style="list-style-type: none"> How is inheritance explained? How do inherited adaptations impact on diversity? How do humans use science to explore and communicate contemporary bioethical issues? 	<ul style="list-style-type: none"> What is the role of nucleic acids and proteins in maintaining life? How are biochemical pathways regulated? 	<ul style="list-style-type: none"> How do organisms respond to pathogens? How are species related over time? How is scientific inquiry used to investigate cellular processes and/or biological change?

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	30%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

BUSINESS MANAGEMENT

Unit 1: Planning a business

Students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2: Establishing a business

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

Unit 3: Managing a business

Students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Unit 4: Transforming a business

Students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> The business idea Internal business environment and planning External business environment and planning 	<ul style="list-style-type: none"> Legal requirements and financial considerations Marketing a business Staffing a business 	<ul style="list-style-type: none"> Business foundations Human resource management Operations management 	<ul style="list-style-type: none"> Reviewing performance—the need for change Implementing change

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

CHEMISTRY

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

Students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers. A research investigation is undertaken.

Unit 2: How do chemical reactions shape the natural world?

Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. A scientific investigation is undertaken.

Unit 3: How can design and innovation help to optimise chemical processes?

Students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials. Students analyse and compare different fuels as energy sources for society. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. Students conduct practical investigations.

Unit 4: How are carbon-based compounds designed for purpose?

Students investigate the structures and reactions of carbon-based organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations. A student-designed scientific investigation is undertaken.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> How do the chemical structures of materials explain their properties and reactions? How are materials quantified and classified? How can chemical principles be applied to create a more sustainable future? 	<ul style="list-style-type: none"> How do chemicals interact with water? How are chemicals measured and analysed? How do quantitative scientific investigations develop our understanding of chemical reactions? 	<ul style="list-style-type: none"> What are the current and future options for supplying energy? How can the rate and yield of chemical reactions be optimised? 	<ul style="list-style-type: none"> How are organic compounds categorised and synthesised? How are organic compounds analysed and used? How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	30%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

FOOD STUDIES

Unit 1: Food origins

Students focus on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Throughout the unit students complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Unit 2: Food makers

Students investigate food systems in contemporary Australia. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances

Unit 3: Food in daily life

Students investigate the many roles and everyday influences of food. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated.

Unit 4: Food issues, challenges and futures

Students examine debates about global and Australian food systems. They focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students examine individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Food around the world Food in Australia 	<ul style="list-style-type: none"> Australia's food systems Food in the home 	<ul style="list-style-type: none"> The science of food Food choices, health and wellbeing 	<ul style="list-style-type: none"> Navigating food information Environment and ethics

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	30%
	School Assessed Coursework for Unit 4	30%
	End-of-year Examination	40%

Additional Information

Additional Subject Costs	Texts to be purchased
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

GEOGRAPHY

Unit 1: Hazards and disasters

Hazards represent the potential to cause harm to people and or the environment. Disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change. Students undertake fieldwork and produce a fieldwork report.

Unit 2: Tourism: issues and challenges

Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year. The study of tourism at local, regional and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. The growth of tourism at all scales requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable. Students undertake fieldwork and produce a fieldwork report.

Unit 3: Changing the land

Students focus on two investigations of geographical change: change to land cover and change to land use. Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report. They develop a research question and hypothesis and use both primary and secondary sources to collect data. Fieldwork techniques including geospatial technologies are employed to collect and present data.

Unit 4: Human population: trends and issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Characteristics of hazards • Response to hazards and disasters 	<ul style="list-style-type: none"> • Characteristics of tourism • Impacts of tourism: issues and challenges 	<ul style="list-style-type: none"> • Land cover change • Land use change 	<ul style="list-style-type: none"> • Population dynamics • Population issues and challenges

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

HEALTH AND HUMAN DEVELOPMENT

Unit 1: Understanding health and wellbeing

Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort.

Unit 2: Managing health and development

Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information.

Unit 3: Australia's health in a globalised world

Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Unit 4: Health and human development in a global context

Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students look at global action to improve health and wellbeing and human development. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Health perspectives and influences Health and nutrition Youth health and wellbeing 	<ul style="list-style-type: none"> Developmental transitions Health care in Australia 	<ul style="list-style-type: none"> Understanding health and wellbeing Promoting health and wellbeing 	<ul style="list-style-type: none"> Health and wellbeing in a global context Health and the Sustainable Development Goals

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Textbook and Workbook to be purchased
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

HISTORY: ANCIENT HISTORY

Unit 1: Ancient Mesopotamia

This unit begins with the invention of agriculture and the subsequent emergence of early cities (approximately 3500 BC). It includes the Early Dynastic Period (2900 BC) and concludes at the end of the Ur III Period (2004 BC) through to the First Babylonian Dynasty (1900 BC) and concludes with the fall of Nineveh at the end of Neo-Assyrian Period (612 BC).

Unit 2: Ancient Egypt

This unit begins at the start of the Early Dynastic Period (2920 BC) and concludes at the end of the First Intermediate Period (2040 BC) through to the end of the First Intermediate Period and reunification of Egypt (2040 BC) and concludes at the end of the Seventeenth Dynasty (1550 BC).

Units 1 and 2 Ancient History corresponds to the biblical period chronicled in Genesis including the lifetime of Noah, Abraham and Isaac through to the lifetime of Job up to the destruction of Nineveh (Exodus through to Zephaniah) and culminates just before the First Captivity and Exile.

Unit 3: Greece

Students examine the social, political and economic features of life during the Archaic Period. They also investigate social, political and economic features of Athens and Sparta to 454 BC. Furthermore, they examine the causes and consequences of the conflict between Greece and Persia. Students study the period from 800 BC through to 403 BC.

Unit 4: Rome

Students examine social, political and economic features of the early development of Rome and life under the Kings. They also investigate the social, political and economic features of the Roman Republic. Furthermore, they examine the causes and consequences of the conflict between Rome and Carthage. They culminate their study by examining the demise of the Republic which began with the election of Tiberius Gracchus as tribune, and gathered momentum under Gaius Gracchus, Gaius Marius, Sulla and Pompey. In the climactic final years of the crisis, Julius Caesar, Cleopatra VII and Augustus were important figures in the struggle for mastery of the Roman world. Students study the period from 700 BC through to 23 BC.

The study of Rome during this time will allow students to understand the political instability at the time of Jesus's birth.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Discovering civilization Ancient empires 	<ul style="list-style-type: none"> Egypt: The double crown Middle Kingdom Egypt: Power and propaganda 	<ul style="list-style-type: none"> Living in an ancient society People in power, societies in crisis 	<ul style="list-style-type: none"> Living in an ancient society People in power, societies in crisis

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

HISTORY: MODERN HISTORY

Unit 1: Change and conflict

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

Unit 2: The changing world order

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

Units 3 and 4: Revolutions

Students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Areas of Study

Unit 1	Unit 2	Units 3 & 4
<ul style="list-style-type: none"> Ideology and conflict Social and cultural change 	<ul style="list-style-type: none"> The causes, course and consequences of the Cold War Challenges and change 	<ul style="list-style-type: none"> Causes of revolution Consequences of revolution

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

LEGAL STUDIES

Unit 1: The presumption of innocence

Students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

Unit 2: Wrongs and rights

Students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Unit 3: Rights and justice

Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

Unit 4: The people, the law and reform

Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Legal foundations • Proving guilt • Sanctions 	<ul style="list-style-type: none"> • Civil liability • Remedies • Human rights 	<ul style="list-style-type: none"> • The Victorian criminal justice system • The Victorian civil justice system 	<ul style="list-style-type: none"> • The people and the law-makers • The people and reform

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

MATHEMATICS

Foundation Mathematics—Units 1–4

Foundation Mathematics provides for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

General Mathematics—Units 1–4

General Mathematics provides for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Mathematical Methods—Units 1–4

Mathematical Methods provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Specialist Mathematics—Units 1–4

Specialist Mathematics provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Combinations of Mathematics Units

Units 1 & 2	Units 3 & 4
Foundation Mathematics	Foundation Mathematics
General Mathematics	General Mathematics or Foundation Mathematics
Mathematical Methods	Mathematical Methods or General Mathematics
General Mathematics and Mathematical Methods	General Mathematics and/or Mathematical Methods
Mathematical Methods and Specialist Mathematics	Any combination of Mathematics subjects (Specialist must be done concurrently with Methods)

Areas of Study

Foundation Mathematics	General Mathematics	Mathematical Methods	Specialist Mathematics
<p>Units 1–2</p> <ul style="list-style-type: none"> Algebra, number and structure Data analysis, probability and statistics Discrete mathematics Space and measurement Mathematical investigations <p>Units 3–4</p> <ul style="list-style-type: none"> Algebra, number and structure Data analysis, probability and statistics Discrete mathematics Space and measurement Mathematical Investigations 	<p>Units 1–2</p> <ul style="list-style-type: none"> Data analysis, probability and statistics Discrete mathematics Algebra, number and structure Functions, relations and graphs Space and measurement Mathematical investigation <p>Units 3–4</p> <ul style="list-style-type: none"> Data analysis, probability and statistics Discrete mathematics 	<p>Units 1–2</p> <ul style="list-style-type: none"> Functions, relations and graphs Algebra, number and structure Calculus Data analysis, probability and statistics Mathematical investigation <p>Units 3–4</p> <ul style="list-style-type: none"> Functions, relations and graphs Algebra, number and structure Calculus Data analysis, probability and statistics 	<p>Units 1–2</p> <ul style="list-style-type: none"> Algebra, number and structure Data analysis, probability and statistics Discrete mathematics Functions, relations and graphs Space and measurement Mathematical investigation <p>Units 3–4</p> <ul style="list-style-type: none"> Discrete mathematics Functions, relations and graphs Algebra, number and structure Calculus Space and measurement Data analysis, probability and statistics

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework (Foundation)	60%
	School Assessed Coursework (Further, Methods and Specialist)	40%
	End-of-year Examination (Foundation)	40%
	End-of-year Examinations (General)	30% & 30% (60%)
	End-of-year Examinations (Methods & Specialist)	20% & 40% (60%)

Additional Information

Prerequisites	Students attempting Mathematical Methods or Specialist Mathematics should have a sound background in Algebra, Functions and Probability. In general terms, students should have received an overall 'B' aggregate in Year 10 Applied Mathematics.
Additional Subject Costs	Texts and type of graphics calculator to be advised

MEDIA

Unit 1: Media forms, representations and Australian stories

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

Unit 2: Narrative across media forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media narratives, contexts and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience.

Unit 4: Media production; agency and control in and of the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Media representation Media forms in production Australian stories 	<ul style="list-style-type: none"> Narrative, style and genre Narratives in production Media and change 	<ul style="list-style-type: none"> Narratives and their contexts Research, development and experimentation Pre-production planning 	<ul style="list-style-type: none"> Media production Agency and control in the media

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework	20%
	School Assessed Task	40%
	End-of-year Examination	40%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

MUSIC

Music is made up of ten units. Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. After completing Music Units 1–2 students are able to complete their Units 1–4 sequence by selecting any of the Units 3–4 Music options. These options include: Music Inquiry, Music Contemporary Performance, Music Repertoire Performance, Music Composition.

Unit 1: Organisation of music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Unit 2: Effect in music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Areas of Study

Units 1 & 2
<ul style="list-style-type: none">• Performing• Creating• Analysing and responding

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)
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Additional Information

Prerequisites	Previous training in music
Additional Subject Costs	Texts to be advised

MUSIC COMPOSITION

This study allows students to explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

Unit 3

In this unit students explore music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and concepts, and use compositional devices to develop music works and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts.

Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be a work created by an Australian composer since 1990.

Students explore the creative process through composing brief creative exercises in response to their understanding of the music characteristics and the creative processes evident in the works selected for study. They also devise a folio brief in preparation for an extended composition, or collection of short pieces, to be created in Unit 4.

Unit 4

In this unit students consolidate their understanding of the diversity of music styles in different times, places and stylistic traditions. They expand their knowledge of the ways music elements, concepts and compositional devices are manipulated to create style, structure music works and elicit subjective responses. Students apply this knowledge to formulate and present critical responses to music excerpts.

They document their own creative processes while creating an original work, or group of works, and present an analysis of the final outcome in terms of unity, diversity and coherence.

Areas of Study

Units 3 & 4
<ul style="list-style-type: none"> • Creating • Analysing for composition • Responding

Assessment

Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	10%
	Unit 4 Externally-assessed Task	50%
	End-of-year aural and written examination	20%

Additional Information

Prerequisites	Students are encouraged to first complete Music Units 1 & 2
Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

MUSIC CONTEMPORARY PERFORMANCE

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Unit 3

In this unit students begin developing the program they will present in Unit 4. Students should refer to the examination specifications to make sure that the works selected allow them to best meet the requirements and conditions of this task. They use music analysis skills to refine strategies for developing their performances.

Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

Unit 4

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

Areas of Study

Units 3 & 4
<ul style="list-style-type: none"> • Performing • Analysing for performance • Responding

Assessment

Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	10%
	Unit 4 Performance examination	50%
	End-of-year aural and written examination	20%

Additional Information

Prerequisites	Students are encouraged to first complete Music Units 1 & 2
Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

MUSIC INQUIRY

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually.

Unit 3: Influence in music

Through music making and responding, students focus on connections between music created in different times and/or places and the influence(s) of one on the other. Their music making involves the integrated music experiences of performing, creating and responding. They compose, arrange, interpret, reimagine, improvise, recreate, perform and critique music in a scaffolded manner that will lead to their project in Unit 4.

Students perform music to demonstrate musical approaches influenced by an existing style and/or performer, and create/arrange short music works that include identifiable influences from an existing work/performer/style and are able to explain these influences.

Students develop aural skills by responding to and analysing music from a range of sources across time and place, comparing their music characteristics. They analyse a music work and/or style and explore how it has influenced subsequent music creators. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in the works of others.

Unit 4: Project

Students deepen their understanding of the influence of music by considering it at a personal level. They move from considering the influences in the works of others to applying new understandings of influence in their own music making.

Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced their own music making. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in their own works.

Students choose their own Area of Investigation. This may be a style, a performer, a creator or a musical genre.

Students analyse at least two works from their chosen Area of Investigation. They discuss how the treatment of music elements, concepts and compositional devices in these works influence their own musical output. They describe the connections between these works and their own music making.

On their own chosen instrument they perform works from their area of investigation. They create/arrange a music work that demonstrates direct connections to their Area of Investigation.

Areas of Study

Units 3 & 4
<ul style="list-style-type: none"> • Music making • Analysing for music making • Responding

Assessment

Units 3 & 4	School Assessed Coursework for Unit 3	30%
	School Assessed Coursework for Unit 4	5%
	Unit 4 Externally-assessed Task	50%
	End-of-year Examination	15%

Additional Information

Prerequisites	Students are encouraged to first complete Units 1–2 Music
Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

MUSIC REPERTOIRE PERFORMANCE

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Unit 3

In this unit students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Unit 4

In this unit students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance, and present these strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

Areas of Study

Units 3 & 4
<ul style="list-style-type: none"> • Performing • Analysing for performance • Responding

Assessment

Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	10%
	Unit 4 Performance examination	50%
	End-of-year aural and written examination	20%

Additional Information

Prerequisites	Students are encouraged to first complete Music Units 1 & 2
Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

OUTDOOR AND ENVIRONMENTAL STUDIES

Unit 1: Connections with outdoor environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments.

Unit 2: Discovering outdoor environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments.

Unit 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction.

Unit 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Our place in outdoor environments • Exploring outdoor environments • Safe and sustainable participation in outdoor experiences 	<ul style="list-style-type: none"> • Understanding outdoor environments • Observing impacts on outdoor environments • Independent participation in outdoor environments 	<ul style="list-style-type: none"> • Changing human relationships with outdoor environments • Relationships with Australian environments in the past decade 	<ul style="list-style-type: none"> • The importance of healthy outdoor environments • The future of outdoor environments • Investigating outdoor environments

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	30%
	End-of-year Examination	50%

Additional Information

Prerequisites	Students who include regular physical activity in their lifestyle will find it easier to complete the physical activity requirements of this subject
Additional Subject Costs	To be advised each year (approximately \$700)
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

PHYSICAL EDUCATION

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2: Physical activity, sport and society

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

Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> How does the musculoskeletal system work to produce movement? How does the cardiorespiratory system function at rest and during physical activity? 	<ul style="list-style-type: none"> What are the relationships between physical activity, sport, health and society? What are the contemporary issues associated with physical activity and sport? 	<ul style="list-style-type: none"> How are movement skills improved? How does the body produce energy? 	<ul style="list-style-type: none"> What are the foundations of an effective training program? How is training implemented effectively to improve fitness?

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

PHYSICS

Unit 1: How is energy useful to society?

Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues.

Unit 2: How does physics help us to understand the world?

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 investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students choose one of eighteen options that enables them to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Unit 3: How do fields explain motion and electricity?

Students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field and compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Students explore some monumental changes in thinking in Physics. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Students are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS. A student-designed practical investigation is undertaken.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> How are light and heat explained? How is energy from the nucleus utilised? How can electricity be used to transfer energy? 	<ul style="list-style-type: none"> How is motion understood? How does physics inform contemporary issues and applications in society? How do physicists investigate questions? 	<ul style="list-style-type: none"> How do physicists explain motion in two dimensions? How do things move without contact? How are fields used in electricity generation? 	<ul style="list-style-type: none"> How has understanding about the physical world changed? How is scientific inquiry used to investigate fields, motion or light?

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	30%
	School Assessed Coursework for Unit 4	20%
	End-of-year Examination	50%

Additional Information

Prerequisites	Recommend completing Methods concurrently
Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

PRODUCT DESIGN TECHNOLOGY

Unit 1: Design practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. Students analyse and evaluate existing products and current technological innovations in product design. In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product.

Unit 2: Positive impacts for end users

In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. Students also explore cultural influences on design.

Unit 3: Ethical product design and development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Unit 4: Production and evaluation of ethical designs

In this unit students continue to work as designers throughout the production process. Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Developing and conceptualising designs Generating, designing and producing 	<ul style="list-style-type: none"> Opportunities for positive impacts for end users Design for positive impacts for end users Cultural influences on design 	<ul style="list-style-type: none"> Influences on design, development and production of products Investigating opportunities for ethical design and production Developing a final proof of concept for ethical production 	<ul style="list-style-type: none"> Managing production for ethical designs Evaluation and speculative design

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework	20%
	School Assessed Task	50%
	End-of-year Examination	30%

Additional Information

Prerequisites	It is recommended students undertake Units 1 & 2 prior to 3 & 4.
Additional Subject Costs	Texts to be purchased as per book list. Materials costs above \$120 will need to be covered by student.
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score.

PSYCHOLOGY

Unit 1: How are behaviour and mental processes shaped?

Students examine the complex nature of psychological development, including psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour. A student-directed research investigation is undertaken.

Unit 2: How do internal and external factors influence behaviour and mental processes?

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. A student-adapted or student-designed scientific investigation is undertaken.

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

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours.

Unit 4: How is mental wellbeing supported and maintained?

Students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep. Students consider ways in which mental wellbeing may be defined and conceptualised. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. A student-designed scientific investigation is undertaken.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • What influences psychological development? • How are mental processes and behaviour influenced by the brain? • How does contemporary psychology conduct and validate psychological research? 	<ul style="list-style-type: none"> • How are people influenced to behave in particular ways? • What influences a person's perception of the world? • How do scientific investigations develop understanding of influences on perception and behaviour? 	<ul style="list-style-type: none"> • How does the nervous system enable psychological functioning? • How do people learn and remember? 	<ul style="list-style-type: none"> • How does sleep affect mental processes and behaviour? • What influences mental wellbeing? • How is scientific inquiry used to investigate mental processes and psychological functioning?

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework for Unit 4	30%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

SOCIOLOGY

Unit 1: Youth and family

In this unit, students use sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies.

Unit 2: Deviance and crime

In this unit, students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule-breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and gender.

Unit 3: Culture and ethnicity

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Students study ethnicity as a key sociological factor and engage in a critical exploration of the historical suppression of, and increasing public awareness of, Australian Indigenous culture.

Unit 4: Community, social movements and social change

In this unit, students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Category and experience of youth The family 	<ul style="list-style-type: none"> Deviance Crime 	<ul style="list-style-type: none"> Australian Indigenous culture Ethnicity 	<ul style="list-style-type: none"> Community Social movements and social change

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	25%
	School Assessed Coursework for Unit 4	25%
	End-of-year Examination	50%

Additional Information

Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

VISUAL COMMUNICATION DESIGN

Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information.

Unit 2: Design contexts and connections

Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Unit 3: Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem.

Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Reframing design problems Solving communication design problems Design's influence and influences on design 	<ul style="list-style-type: none"> Design, place and time Cultural ownership and design Designing interactive experiences 	<ul style="list-style-type: none"> Professional design practice Design analysis Design process: defining problems and developing ideas 	<ul style="list-style-type: none"> Design process: refining and resolving design concepts Presenting design solutions

Assessment

Units 1 & 2	S or N (Satisfactory or Not Satisfactory)	
Units 3 & 4	School Assessed Coursework for Unit 3	20%
	School Assessed Coursework Task	50%
	End-of-year Examination	30%

Additional Information

Prerequisites	Strongly recommended completion of Units 1 & 2 for Units 3 & 4
Additional Subject Costs	Text book plus materials to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence to obtain a study score

VM LITERACY

VM Literacy is based on an applied learning approach to teaching and ensures students feel empowered to make informed choices about the next stages of their lives through authentic learning experiences.

Unit 1

Students develop their reading and viewing skills and will continue to consolidate their digital literacy skills. This unit focuses on the structures and features of print, visual and film texts and the personal reasons readers may engage with them. Students will develop their capacity to assess digital texts, including webpages for vocational and workplace settings, podcasts, and social media. Students will also learn to examine how purpose, language and structure influence the audience of a text.

Unit 2

Students engage in issues that are characterized by disagreement or discussion. Students will practice their use of persuasive language and participate in discussions either in print, orally or via a digital platform. They consider the biases and opinions that can underpin different perspectives and how these opinions may cause issues in vocational and workplace settings. Students will be asked to critically analyse the language, evidence and logic of the arguments of others so that they can formulate their own response.

Unit 3

Students focus on texts about an individual's rights and responsibilities within organisations, workplaces, and vocational settings. Students will develop confidence in understanding informational, organizational or procedural texts, and how they may be encountered in workplaces. They will read and respond to a variety of technical content of their choice, while learning to recognise, analyse and evaluate the structural elements of technical, workplace relevant texts.

Unit 4

During the first section of this unit students investigate, analyse and create content for the advocacy of self, a product or a community group of their choice in a vocational setting. Students will consider creating a 'brand' and how different texts, images, products, and multimedia platforms work together to produce one. They will then use their knowledge and understanding of language, context and audience to complete an oral presentation. The presentation will focus on an area of student interest and clearly relates to a vocational or personal focus.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> Literacy for personal use Understanding and creating digital texts 	<ul style="list-style-type: none"> Understanding issues and voices Responding to opinions 	<ul style="list-style-type: none"> Accessing and understanding informational, organisational and procedural texts Creating and responding to organisational, informational and procedural texts 	<ul style="list-style-type: none"> Understanding and engaging with literacy for advocacy Speaking to advise or to advocate

Assessment

Units 1–4	S or N (Satisfactory or Not Satisfactory)
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Additional Information

Prerequisites	Students must be completing VCE Vocational Major
Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence

VM NUMERACY

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

Students do this by exploring the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks that are part of the students' daily routines and practices, and extends to applications outside the immediate personal environment, such as the workplace and community.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Number • Shape • Quantity and Measures • Relationships 	<ul style="list-style-type: none"> • Dimension and direction • Data • Uncertainty • Systematics 	<ul style="list-style-type: none"> • Number • Shape • Quantity and Measures • Relationships 	<ul style="list-style-type: none"> • Dimension and direction • Data • Uncertainty • Systematics

Assessment

Units 1–4	S or N (Satisfactory or Not Satisfactory)
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Additional Information

Prerequisites	Students must be completing VCE Vocational Major
Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence

VM PERSONAL DEVELOPMENT SKILLS

Unit 1: Healthy individuals

Students focus on the development of personal identity and individual pathways to optimal health and wellbeing. They will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals. Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing.

Unit 2: Connecting with community

Students focus on the benefits of community participation and how people can work together effectively to achieve a shared goal. They look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

Unit 3: Leadership and teamwork

Students consider the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Unit 4: Community project

Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Personal identity and emotional intelligence • Community health and wellbeing • Promoting a healthy life 	<ul style="list-style-type: none"> • What is community? • Community cohesion • Engaging and supporting community 	<ul style="list-style-type: none"> • Social awareness and interpersonal skills • Effective leadership • Effective teamwork 	<ul style="list-style-type: none"> • Planning a community project • Implementing a community project • Evaluating a community project

Assessment

Units 1–4	S or N (Satisfactory or Not Satisfactory)
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Additional Information

Prerequisites	Students must be completing VCE Vocational Major
Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence

VM WORK RELATED SKILLS

Unit 1: Careers and learning for the future

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

Unit 2: Workplace skills and capabilities

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

Unit 3: Industrial relations, workplace environment and practice

Students focus on the core elements of a healthy, collaborative, inclusive and harmonious workplace. Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution.

Unit 4: Portfolio preparation and presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Areas of Study

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Future careers • Presentation of career and education goals 	<ul style="list-style-type: none"> • Skills and capabilities for employment and further education • Transferable skills and capabilities 	<ul style="list-style-type: none"> • Workplace wellbeing and personal accountability • Workplace responsibilities and rights • Communication and collaboration 	<ul style="list-style-type: none"> • Portfolio development • Portfolio presentation

Assessment

Units 1–4	S or N (Satisfactory or Not Satisfactory)
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Additional Information

Prerequisites	Students must be completing VCE Vocational Major
Additional Subject Costs	Texts to be advised
Sequence Requirements	Units 3 & 4 must be completed in sequence

CLEANING OPERATIONS

Cleaning Operations is a school based Traineeship that credits students with a percentage boost to their final ATAR (10% of their best 4 subjects, including English). Students who complete this course will be equipped with relevant skills and knowledge to work as a domestic, commercial or healthcare cleaner within the cleaning industry of Australia, in leading hand or supervisory roles.

Accreditation

On successful completion of Cleaning Operations, students receive a Certificate III in Cleaning Operations.

Areas of Study

During completion of this Traineeship students will establish a wide range of skills, including:

- Team building
- How to support leadership in the workplace
- Leadership skills
- Occupational health and safety
- Communication and customer service
- How to clean effectively and efficiently in an allocated time frame
- Window cleaning techniques
- Vacuuming techniques
- How to maintain all equipment
- COVID safe procedures
- The use of heavy duty machinery such as:
 - Pressure washer
 - Hot water extraction
 - High speed polisher

Additional Information

Prerequisites	<ul style="list-style-type: none"> • Students must be an employee of Quality Cleaning Pty Ltd. • Students need to be available to work their allocated week nights (this is where they experience their on the job training). • Students need to be available to work numerous days in the school holidays, as this is where they will get to experience the use of a variety of machinery.
Additional Subject Costs	Students are required to pay the first \$750 at registration. As a courtesy to families, the rest of the course fees are paid for by the student's employers, Quality Cleaning. If a student withdraws from the course after commencing they will be required to pay a further \$550.00 to cover course expenses already incurred.
Time Commitments	Approximately 2–4 hours per week as well as students employed cleaning hours.