

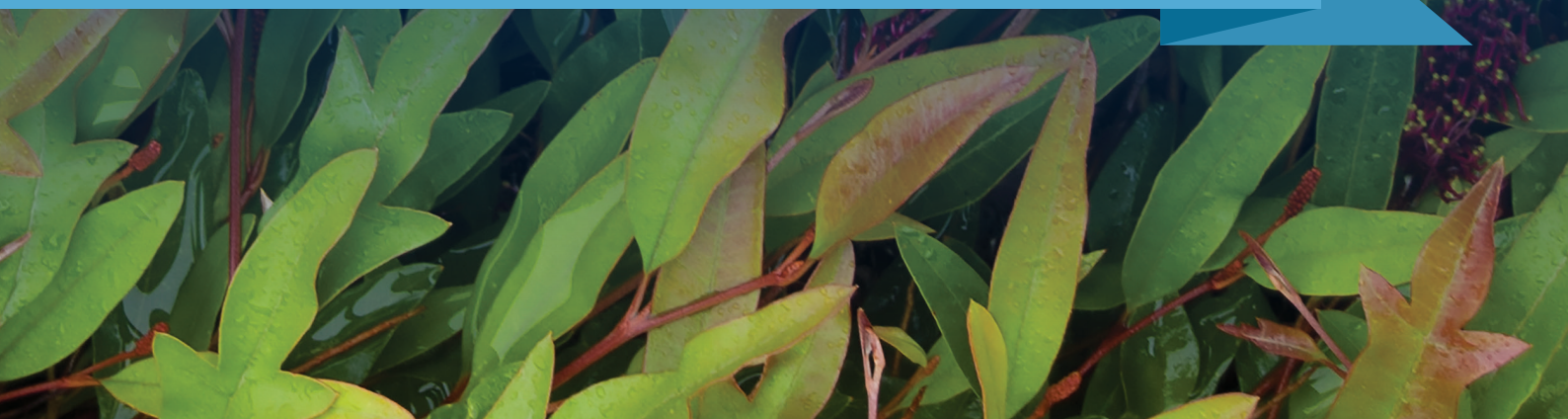


Chairo Christian School

Course Handbook 2019

PAKENHAM CAMPUS

Years 11–12 (VCE & VCAL)



CONTENTS

| | |
|---|----|
| Message to Parents/Guardians and Students | 4 |
| Career Advice | 4 |
| VCE Policy and Regulations | 5 |
| Distance Education | 5 |
| VCAL..... | 6 |
| Higher Education (University Subject)..... | 7 |
| VET in Schools | 7 |
| Advance (VCE Early Entrance Program)..... | 8 |
| Calculating an ATAR Score..... | 9 |
| Selecting a Program | 9 |
| Pathways | 10 |

Subject Content Outlines

| | |
|--------------------------|----|
| English | 11 |
| English Language..... | 12 |
| Literature..... | 13 |
| Foundation English..... | 14 |
| Biology | 15 |
| Business Management..... | 16 |
| Chemistry | 17 |
| Computing | 18 |

| | |
|--|----|
| Food Studies | 19 |
| Health and Human Development | 20 |
| History | 21 |
| Industry and Enterprise | 22 |
| Legal Studies..... | 23 |
| Mathematics Units 1 & 2 (All)..... | 24 |
| Mathematics Units 3 & 4 (All)..... | 25 |
| Media | 26 |
| Music Performance | 27 |
| Music Investigation..... | 28 |
| Music Style & Composition..... | 29 |
| Outdoor and Environmental Studies..... | 30 |
| Physical Education..... | 31 |
| Physics | 32 |
| Product Design and Development | 33 |
| Psychology | 34 |
| Visual Communication and Design..... | 35 |
| Christian Studies | 36 |
| Cleaning Operations..... | 37 |

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.

MESSAGE TO PARENTS/GUARDIANS AND STUDENTS

To Parents/Guardians and Students,

This booklet has been produced to assist you in making informed decisions regarding the many choices available for VCE students at the Pakenham Campus of Chairo Christian School in 2019. As a school, we are blessed with an experienced and enthusiastic teaching staff who want the best for your students and are dedicated to delivering the finest educational program possible. We are excited to be on this journey with you. You can be assured that Chairo is an experienced VCE provider and has continuously demonstrated great success in the delivery of the VCE program and we have confidence in the implementation of our VCAL program in 2019.

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.

The role of senior students within our school community is strategic and their leadership and loyalty is highly valued. It is expected that all students will uphold the values of this school and contribute positively to community life. Students will develop lasting friendships with other students and staff members through shared endeavours, sports, camps and other extra-curricular activities. Together, these aspects of school life should make each student's final years at Chairo both productive and enjoyable.

We encourage students to make their final stage of secondary education at Chairo an experience they will reflect on with fondness and satisfaction knowing they have finished well.

Senior School Staff
Chairo Christian School

CAREER ADVICE

Students in Years 10 and 11 will be involved in small group Course Selection Counselling Sessions, where subjects required for students' preferred post-secondary directions will be discussed. Individual Course Selection Counselling Sessions, if required, will be held with students after initial subject selections have been made.

After reading this booklet and discussing subject choices with staff and parents, students may wish to arrange for an interview with the Pathway Development Coordinator. Students are advised to ask themselves the following questions and obtain appropriate answers prior to such interviews:

- What requirements do I have to meet in order to complete my VCE/VCAL?
- What units are available?

- What pre-requisite and recommended studies do I need to undertake for a particular career pathway?
- What advice have I received from parents, teachers, Pathway Development Coordinator and friends?
- What units or combinations of units are going to be the most interesting and rewarding?

While the Pathway Development Coordinator is available to discuss career options, the onus is on the students to verify details.

The Pathway Development Coordinator has literature (handbooks and course leaflets) available for students and parents to read. The earlier students consider the options available to them after Year 12, the better prepared they will be to make informed decisions about their pathway through Senior School.

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 Chairo'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.

A list of subjects to be offered in 2019 is provided here. These subjects may be offered via classes held on campus, through the Distance Education Centre Victoria or through a combination of Distance Education and tutorials. Other studies not listed here may be available to Chairo students through other providers such as TAFE and the Victorian School of Languages.

- Biology
- Business Management
- Computing
- Chemistry
- English
- English Language
- Foundation English
- Food Studies
- Health & Human Development
- History
- Industry and Enterprise
- Legal Studies
- Literature
- Mathematics (all)
- Media
- Music (all)
- Outdoor and Environmental Studies
- Physical Education
- Physics
- Product Design and Technology
- Psychology
- Visual Communication Design

DISTANCE EDUCATION

Study through the Distance Education Centre of 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 2018, the fees for the School of Distance Education were \$810.00 per subject. The

fees for the Victorian School of Languages were \$1120.00 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.

VCAL

VCAL (Victorian Certificate of Applied Learning) is an alternative senior secondary qualification and give students practical, hands-on experience related to the workforce, as well as literacy and numeracy skills. Opportunities to develop inter-personal and work related skills also form part of the VCAL program. VCAL is an appropriate pathway for students who desire to transition to apprenticeships after school or undertake further training in the workplace or at TAFE.

The Project Team program that was implemented in 2018, offering the subjects of Foundation English, Foundation Mathematics and Industry & Enterprise, will continue to operate providing flexible pathway options for Year 11 students. This pathway will be further developed for students entering into Year 12 in 2019 with the addition of three Senior VCAL subjects (Senior Literacy, Senior Numeracy and Personal Development Skills) offered alongside a range of VCE subjects. As with all subjects offered at Year 11 and Year 12 the delivery

of these subjects is dependent on sufficient student numbers.

Students considering applying to complete a VCAL course need to make an appointment the Pathway Development Coordinator to discuss the appropriate subject selection to ensure they meet the requirements of a VCAL qualification.

In addition to studying subjects offered at Chairo all students who wish to undertake VCAL must complete a VET subject (these are mostly offered by third party providers, such as TAFE and usually incur an additional cost). VET (Vocational Education and Training) provides students with certificate qualifications as well as helping them gain credit towards either VCAL or VCE.

The flexibility of the VCAL program enables students to undertake a course of study that reflects their interests and capabilities and can be derived from a combination of subjects that are accredited to either VCE, VCAL or VET.

| Strand | Year 11 | Senior |
|------------------------------------|--|---|
| | Students enrolled in any one of the Literacy, Numeracy or Work Related Skills strands will be a member of the Project Team | To satisfy the requirements for Senior VCAL, students must undertake a subject from each of the Strands |
| Literacy Skills | Foundation English or any VCE English | VCAL Senior Literacy |
| Numeracy Skills | Foundation Mathematics or <ul style="list-style-type: none"> Any VCE Mathematics Chemistry Physics | VCAL Senior Mathematics <ul style="list-style-type: none"> Any VCE Mathematics Chemistry Physics |
| Work Related Skills | Industry & Enterprise or <ul style="list-style-type: none"> Any Technology studies Outdoor and Environmental Studies | VCE Units <ul style="list-style-type: none"> Any Technology studies Outdoor and Environmental Studies |
| Personal Development Skills | | Personal Development Skills (Tutorial Sessions) |
| Industry Specific Skills | Optional VET | Compulsory VET |

Additional Information

| | |
|---------------------------------|--|
| Prerequisites | None. |
| Additional Subject Costs | There will be external costs associated with the VET courses undertaken. |

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 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.

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/VCAL.

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 will 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
- Christian Studies

GippsTAFE

- Animal Studies
- Automotive Technology Studies
- Painting and Decorating
- Creative Industries (Media)
- Engineering
- Floristry
- Hospitality
- Interior Design
- Laboratory Skills (Forensic Investigation)

Chisholm

- Beauty Services
- Aged Care
- Cabinet Making
- Carpentry
- Early Childhood Education
- Fitness
- Hairdressing
- Health Services
- Home and Community Care
- Plumbing

ADVANCE

VCE EARLY ENTRANCE PROGRAM

Pakenham Chairo students have the opportunity to apply to participate in Advance, a VCE Early Entrance Program, to start a VCE sequence during Year 10. As the name Advance suggests, 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 Industry & Enterprise, 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. (Prior reports will need to be shown); 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 sequence in a 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 the VCE. 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

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.

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 or VCAL. 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 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 4 × Unit 3 and 4 sequences other than English (i.e. 5 Unit 3 and 4 sequences). Up to 6 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 2019 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 **by Tuesday 7 August 2018**.

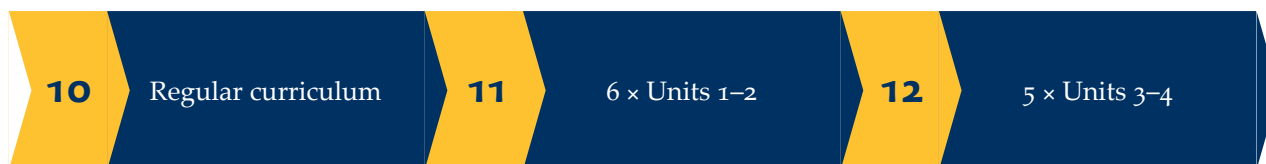
The 2019 subject selections will be carefully read and collated by staff. Where a student's subject selection requires clarification, a Chairo staff member will meet with them individually to discuss course options. Any student who is unable to access the Web Preference Service can seek assistance from the Pathway Development Coordinator.

PATHWAYS

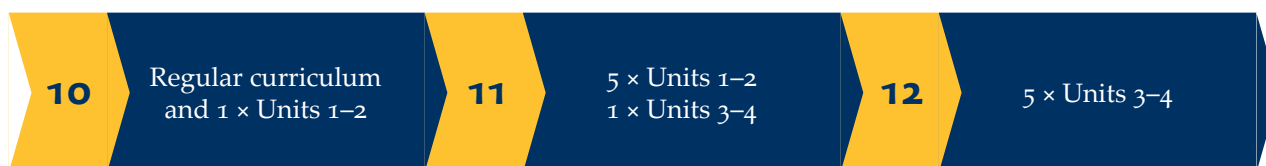
The following flowcharts present some of the typical pathways students take through Senior School at Chairo. Pathways can be flexible,

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

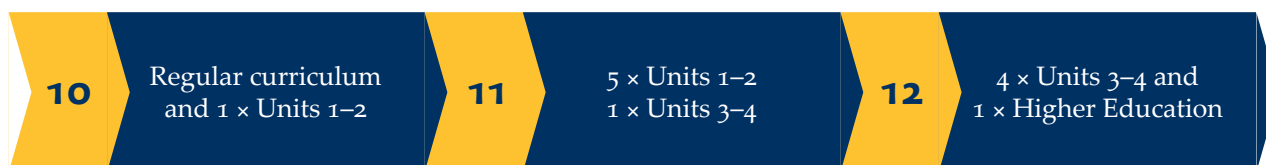
VCE Pathway



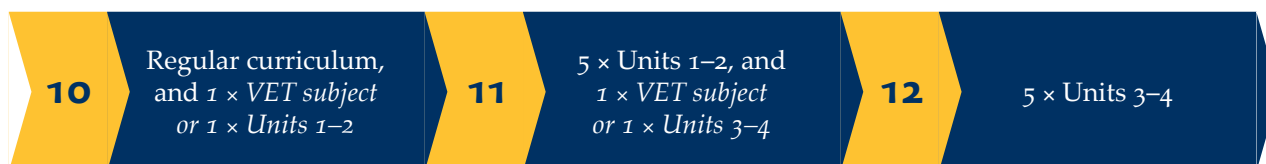
VCE Pathway (Advance)



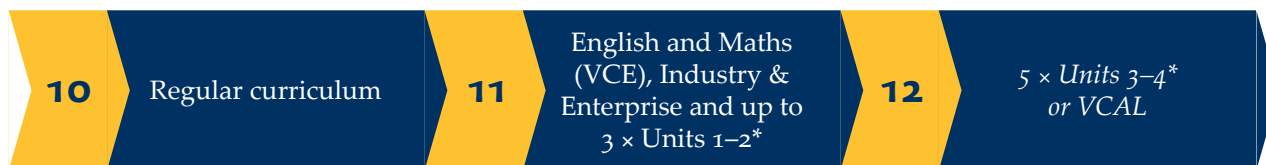
VCE Pathway (Advance – University Subject)



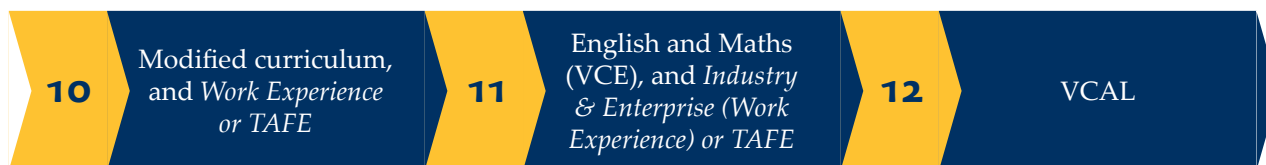
VCE Pathway (including VET)



VCE/VCAL Pathway



VCAL Pathway



* This may include one equivalent VET subject (a VET subject is required for entry to Intermediate and Senior

VCAL. Please discuss this pathway with the Pathways Development Coordinator for more information).

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

Area of Study 1—Reading and Creating Texts/ Reading and Comparing Texts

Students explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. They investigate how the meaning of a text is affected by the contexts in which it is created and read. They develop analytical responses dealing with the ways in which texts convey meaning and various points of view on key issues. In Units 1 & 3 students use their understanding of these features to respond creatively to a text, whilst in Units 2 & 4 they critically compare two texts.

Area of Study 2—Analysing and Presenting Argument

Students focus on the analysis and construction of texts that attempt to influence an audience. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader. Students use these skills to both analyse and create persuasive 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 | 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. |

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

In this unit, 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

In this unit, 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 social purpose

In this unit, 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

In this unit, 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: Approaches to literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience.

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts.

Unit 3: Form and transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

Unit 4: Interpreting texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|--|---|
| <ul style="list-style-type: none"> Reading practices Ideas and concerns in texts | <ul style="list-style-type: none"> The text, the reader and their contexts Exploring connections between texts | <ul style="list-style-type: none"> Adaptations and transformations Creative responses to texts | <ul style="list-style-type: none"> Literary perspectives Close analysis |

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 |

FOUNDATION ENGLISH

Units 1 & 2

All students will complete Area of Study 1 and two out of the remaining five Areas of study.

Area of study 1: Essentials of English

This area of study focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and processes students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English.

Area of study 2: Communication and the workplace

This area of study focuses on developing the skills of effective workplace communication. It describes the ways in which students comprehend, compose and respond to oral and written texts in the context of the workplace.

Area of study 3: Technology and communication

This area of study focuses on strategies for using information and communications technology to enhance and improve students' knowledge of the structures and features of various information technologies. It examines strategies for using the technologies to explore, record, process and present ideas and information

Area of study 4: The study of texts

This area of study focuses on developing the skills required to read a range of texts, including literary, factual, media, multimodal, visual and everyday texts, and develop oral and written responses.

Area of study 5: The analysis and construction of argument

This area of study focuses on developing the ability to analyse the oral and written arguments of others, and the skills to structure a logical and supported argument of one's own, orally and in writing.

Area of study 6: Information literacy

This area of study focuses on developing in students the ability to recognise the need for credible information in an age when sources are becoming more varied, in some cases transient and increasingly multimodal.

Assessment

| | |
|-------------|---|
| Units 1 & 2 | S or N (Satisfactory or Not Satisfactory) |
|-------------|---|

Additional Information

| | |
|--------------------------|--|
| Prerequisites | None |
| Additional Subject Costs | Texts to be advised |
| Sequence Requirements | Foundation English does not have a Unit 3 or 4 sequence. As such, it will not go towards an ATAR |

Text Selection

In Units 1 & 2, texts are selected by the school in accordance with strict guidelines set by the VCAA.

BIOLOGY

Unit 1

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment. A practical investigation related to the survival of an organism or species is undertaken

Unit 2

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. A research investigation into, and communication of, an issue related to genetics and/or reproductive science is undertaken

Unit 3

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules.

Unit 4

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. Students examine change in life forms using evidence from palaeontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change. A practical investigation related to cellular processes and/or biological change and continuity over time is undertaken

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|--|---|
| <ul style="list-style-type: none"> How do organisms function? How do living systems sustain life? Practical investigation | <ul style="list-style-type: none"> How does reproduction maintain the continuity of life? How is inheritance explained? Investigation of an issue | <ul style="list-style-type: none"> How do cellular processes work? How do cells communicate? | <ul style="list-style-type: none"> How are species related? How do humans impact on biological processes? |

Assessment

| Units 1 & 2 | S or N (Satisfactory or Not Satisfactory) | |
|-------------|---|-----|
| Units 3 & 4 | School Assessed Coursework for Unit 3 | 16% |
| | School Assessed Coursework for Unit 4 | 24% |
| | End-of-year Examination | 60% |

Additional Information

| | |
|---------------------------------|---|
| Prerequisites | Biology Unit 1 is strongly recommended before doing Units 3 & 4 |
| Additional Subject Costs | Texts to be advised |
| Sequence Requirements | Units 3 & 4 must be completed in sequence to obtain a study score |

BUSINESS MANAGEMENT

Units 1 & 2

These units focus on the factors affecting business ideas and the internal and external environments within which businesses operate, the effect of these on planning a business, as well as, the legal requirements that must be satisfied to establish a business. Essential features of effective marketing, staffing and financial record keeping are also considered.

Units 3 & 4

These units focus on the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives. The business's need to adapt and change to meet their objectives by reviewing data to determine performance and then develop strategies to manage change is also considered.

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|---|---|
| <ul style="list-style-type: none">• The business idea• External environment• Internal environment | <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• Managing employees• 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

| | |
|--------------------------|---|
| Prerequisites | None |
| 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

Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles; examine the modification of metals; assess the factors that affect the formation of ionic crystals; and investigate a range of non-metallic substances and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry and then apply their knowledge to determine the composition of substances. A research investigation is undertaken.

Unit 2

Students examine the polar nature of a water molecule and the relationship between inter and intramolecular bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures and then apply these to determine concentrations of different species in water samples. A practical investigation into an aspect of water quality is undertaken.

Unit 3

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and the amount of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells.

Unit 4

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. A practical investigation related to energy and/or food is undertaken.

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|--|
| <ul style="list-style-type: none"> How can knowledge of elements explain the properties of matter? How can the versatility of non-metals be explained? Research investigation | <ul style="list-style-type: none"> How do substances interact with water? How are substances in water measured and analysed? Practical investigation | <ul style="list-style-type: none"> What are the options for energy production? How can the yield of a chemical product be optimised? | <ul style="list-style-type: none"> How can the diversity of carbon compounds be explained and categorised? What is the chemistry of food? Practical investigation |

Assessment

| Units 1 & 2 | S or N (Satisfactory or Not Satisfactory) | |
|-------------|---|-----|
| Units 3 & 4 | School Assessed Coursework for Unit 3 | 16% |
| | School Assessed Coursework for Unit 4 | 24% |
| | End-of-year Examination | 60% |

Additional Information

| | |
|--------------------------|---|
| Prerequisites | None |
| Additional Subject Costs | Texts to be advised |
| Sequence Requirements | Units 3 & 4 must be completed in sequence to obtain a study score |

COMPUTING

Computing—Units 1 & 2

In Unit 1 students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

In Unit 2 students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

Informatics—Units 3 & 4

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Unit 4 students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|---|--|
| Computing <ul style="list-style-type: none"> Data and graphic solutions Networks Collaboration and communication | Computing <ul style="list-style-type: none"> Programming Data analysis and visualisation Data management | Informatics <ul style="list-style-type: none"> Organisations and data management Data analytics: drawing conclusions | Informatics <ul style="list-style-type: none"> Data analytics: presenting the findings Information management |

Software Development—Units 3 & 4

In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-

solving methodology and use a programming language to create working software modules. In Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment.

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|---|---|
| Computing <ul style="list-style-type: none"> See Computing above | Computing <ul style="list-style-type: none"> See Computing above | Software Development <ul style="list-style-type: none"> Programming practice Analysis and design | Software Development <ul style="list-style-type: none"> Software solutions Interactions and impact |

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

| | |
|---------------------------------|---|
| Prerequisites | None |
| Additional Subject Costs | To be advised each year |
| Sequence Requirements | Units 3 & 4 must be completed in sequence to obtain a study score |

FOOD STUDIES

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. 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.

Unit 2: Food makers

In this unit 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.

Unit 3: Food in daily life

This unit investigates 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

In this unit 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 worldFood in Australia | <ul style="list-style-type: none">Food industriesFood in the home | <ul style="list-style-type: none">The science of foodFood choice, health and wellbeing | <ul style="list-style-type: none">Environment and ethicsNavigating food information |

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

| | |
|--------------------------|---|
| Prerequisites | None |
| Additional Subject Costs | Texts to be purchased |
| 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

| | |
|--------------------------|---|
| Prerequisites | None |
| 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

Unit 1: Twentieth century history

1918–1939

The first half of the 20th Century was characterised by rapid changes in politics, thinking, economies, artistic expression, and technologies. Students investigate how crises and conflicts emerged, such as the World Wars and Nazi dictatorship; how groups were affected by such crisis and conflicts, such as persecution; and the cultural expressions that emerged within the new order.

Unit 2: Twentieth century history

1945–2000

The period after the end of the Second World War was marked by growing tensions between the USA and the USSR. Students investigate how this 'cold war' was played out in proxy wars such as in Vietnam, Korea and Afghanistan. Social movements emerging in this era also changed the way minority groups were viewed and students investigate these key movements as well as some of the issues facing the international community at the dawn of a new millennium.

Units 3 & 4: Revolutions

Revolutions share the common aim of breaking with the past and destroying regimes then embarking on a program of political and social transformation. Revolutions often involve civil war and provoke counter-revolutions further disrupting society. Over the course of the year students will study two Revolutions focusing on individuals, movements, events and ideas involved in the development of the revolution and evaluating the nature and success of the new society created by the revolution.

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|---|---|
| <ul style="list-style-type: none"> Ideology and Conflict Social and cultural change | <ul style="list-style-type: none"> Competing ideologies Challenge and change | <ul style="list-style-type: none"> Causes of revolution Consequence of revolution | <ul style="list-style-type: none"> Causes of revolution Consequence 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

| | |
|---------------------------------|---|
| Prerequisites | None |
| Additional Subject Costs | Texts to be advised |
| Sequence Requirements | Units 3 & 4 must be completed in sequence to obtain a study score |

INDUSTRY AND ENTERPRISE

Unit 1: Workplace participation

This unit prepares students for effective workplace participation. Their exploration of the importance of work-related skills is integral to this unit. Students develop work-related skills by actively exploring their individual career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students build work-related skills that assist in dealing with issues affecting participants in the workplace

Unit 2: Being enterprising

In this unit students explore the development of enterprising behaviour, leadership and innovation in different settings within industry and in the context of significant issues faced by industry.

Unit 3: Enterprise culture

In this unit students focus on the development of enterprise culture in community and/or work settings and within Australian industries. The future of Australian industry relies on the ongoing development of a successful enterprise culture. Work settings within Australian industries are continually affected by ongoing forces for change and to succeed they need to respond in enterprising ways. Integral to understanding enterprise culture is the students' exploration of the importance of work-related skills.

Unit 4: Industry change and innovation

Australian industry is faced with ongoing pressures and opportunities for change: the role of government; international competitiveness; changing societal values and attitudes; and environmental sustainability. In this unit students investigate the enterprising responses by industry to these pressures and opportunities and how these are transforming the Australian workplace.

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|--|
| <ul style="list-style-type: none">Contributing to the workplaceDeveloping work-related skillsWorkplace effectiveness | <ul style="list-style-type: none">Enterprising individuals and leadershipEnterprise and innovation in industryIndustry issues | <ul style="list-style-type: none">Enterprise cultureCreating an enterprise culture | <ul style="list-style-type: none">The need for changeInnovation |

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 | None |
| 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: Guilty and liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Unit 2: Sanctions, remedies and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice.

Unit 3: Rights and justice

In this unit 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 and the law

In this unit 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 The presumption of innocence Civil liability | <ul style="list-style-type: none"> Sanctions Remedies 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 Australian Constitution The people, the parliament and the courts |

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 | None |
| Additional Subject Costs | Texts to be advised |
| Sequence Requirements | Units 3 & 4 must be completed in sequence to obtain a study score |

MATHEMATICS UNITS 1 & 2 (ALL)

Foundation Mathematics—Units 1 & 2

Foundation Mathematics provides for the continuing mathematical development of students entering VCE who require mathematical skills in other VCE subjects, but also who do not wish to study Mathematics in Units 3 & 4 the following year. In Foundation Mathematics, there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study.

General Mathematics (Further)—Units 1 & 2

General Mathematics (Further) provides a general course of study for a wide range of students and is open to all students with a pass in Mathematics at the Year 10 level. It is a subject for students who either do not wish to study Mathematics beyond Units 1 & 2 or who wish to study Further Mathematics in Units 3 & 4.

Mathematical Methods—Units 1 & 2

The study is designed to enable students to develop mathematical knowledge and skills, apply mathematical knowledge to analyse, investigate, model and solve problems in a variety of situations and use technology as an effective support for mathematical activity. These units are to be studied together with Units 1 & 2 General (Specialist) for students who want to go on to study both Units 3 & 4 Mathematical Methods and Units 3 & 4 Specialist Mathematics.

General Mathematics (Specialist)—Units 1 & 2

General Mathematics (Specialist) provides a general background course of study for students wishing to study Mathematical Methods 3 & 4 and Specialist Mathematics 3 & 4. It is to be studied with Mathematical Methods Units 1 & 2 at the Year 11 level. This course is different from General Mathematics (Further) stream and will assist students with graphic calculator use, spreadsheets and graphing packages.

Areas of Study

| Foundation Mathematics | General Mathematics (Further) | Mathematical Methods | General Mathematics (Specialist) |
|--|--|--|--|
| <ul style="list-style-type: none"> • Shapes, angles and symmetry • Fractions, decimals and percentages • Statistics, graphs and tables • Use of technology and data • Measurement | <ul style="list-style-type: none"> • Algebra and structure • Arithmetic and number • Discrete mathematics • Geometry, measurement and trigonometry • Graphs of linear relations • Statistics | <ul style="list-style-type: none"> • Functions and graphs • Algebra • Trigonometry • Probability • Calculus | <ul style="list-style-type: none"> • Arithmetic • Algebra • Graphs • Geometry and trigonometry |

Additional Information

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

MATHEMATICS UNITS 3 & 4 (ALL)

Further Mathematics—Units 3 & 4

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs.

Prerequisites: General Mathematics (Further) and/or Mathematical Methods 1 & 2

Mathematical Methods—Units 3 & 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts

Prerequisites: Mathematical Methods Units 1 & 2

Specialist Mathematics—Units 3 & 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology.

Prerequisites: Mathematical Methods Units 1 & 2 and General Mathematics (Specialist) Units 1 & 2

Areas of Study

| Further Mathematics | Mathematical Methods | Specialist Mathematics |
|---|---|---|
| <ul style="list-style-type: none"> Data analysis Recursion and financial modelling Application: <ul style="list-style-type: none"> Module 1: Matrices Module 2: Networks and decision mathematics Module 3: Geometry and measurement Module 4: Graphs and relations | <ul style="list-style-type: none"> Functions and graphs Algebra Calculus: <ul style="list-style-type: none"> Differentiation Integration Applications Probability | <ul style="list-style-type: none"> Coordinate geometry Circular (trigonometry) functions Algebra (including complex numbers) Calculus (including kinematics and vectors) Mechanics |

Assessment

| Units 1 & 2 | S or N (Satisfactory or Not Satisfactory) | |
|-------------|---|-----------------|
| Units 3 & 4 | School Assessed Coursework (All) | 34% |
| | End-of-year Examinations (Further) | 33% & 33% (66%) |
| | End-of-year Examinations (Methods & Specialist) | 22% & 44% (66%) |

Additional Information

| | |
|---------------------------------|---|
| Additional Subject Costs | Texts and type of graphics calculator to be advised |
| Sequence Requirements | Units 3 & 4 must be completed in sequence to obtain a study score |

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 and pre-production

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4: Media production and issues in the media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. 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"> Narrative and ideology Media production development Media production design | <ul style="list-style-type: none"> Media production Agency and control in and of 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

| | |
|--------------------------|---|
| Prerequisites | None |
| Additional Subject Costs | Texts to be advised |
| Sequence Requirements | Units 3 & 4 must be completed in sequence to obtain a study score |

MUSIC PERFORMANCE

Unit 1

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

Unit 2

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges.

Unit 3

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance.

Unit 4

This unit focuses on further development and refinement of performance and musicianship skills. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance.

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|--|
| <ul style="list-style-type: none"> Performance Preparing for performance Music language | <ul style="list-style-type: none"> Performance Preparing for performance Music language Organisation of sound | <ul style="list-style-type: none"> Performance Preparing for performance Music language | <ul style="list-style-type: none"> Performance Preparing for performance Music language |

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 | 10% |
| | End-of-year Examination (Performance) | 50% |
| | End-of-year Examination (Aural and Written) | 20% |

Additional Information

| | |
|---------------------------------|---|
| Prerequisites | None |
| Additional Subject Costs | Texts to be advised |
| Sequence Requirements | Units 3 & 4 must be completed in sequence to obtain a study score |

MUSIC INVESTIGATION

Please note: Music Investigation follows on from Music Performance Units 1 & 2

Unit 3

In this unit students design and conduct an investigation into performance practices that are characteristic of a music style, tradition or genre. They describe and explore their selected Investigation Topic and its practices through critical listening, analysis and consideration of technical, expressive and contextual issues, and through composition, improvisation or arrangement and performance. Students begin by researching a representative sample of music and related contextual issues. They develop their knowledge and understanding of techniques and ways of achieving expressive outcomes and other aspects relevant to performance practice in the style, tradition or genre they are investigating.

Students develop and maintain a portfolio to document evidence of their research and findings. The portfolio also includes exercises, sketches or recorded improvisations that demonstrate their developing understanding of the Investigation Topic. Concurrently, students select, rehearse and prepare to perform a program of works that are representative and characteristic of their Investigation Topic.

Unit 4

In this unit students refine the direction and scope of their end-of-year performance program. They also compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue developing their understanding of relevant performance practices. Students continue to listen to the work of other performers and develop their ability to execute technical and expressive demands and apply performance conventions to realise their intended interpretations of each work.

Areas of Study

| Unit 3 | Unit 4 |
|---|---|
| <ul style="list-style-type: none"> Investigation Composition/improvisation/arrangement Performance | <ul style="list-style-type: none"> Preparing a Performer's Statement Composition/improvisation/arrangement Performance |

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 (Performance) | 50% |

Additional Information

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

MUSIC STYLE & COMPOSITION

Unit 1

In this unit students explore and develop their understanding of the diverse practice of music creators working in different times, places and traditions. As they listen and respond to a wide range of music they become familiar with ways composers/music creators treat elements of music and use compositional devices to create music works that communicate their music ideas. Students analyse selected works from three distinct music styles including music that is not from the Western art music or popular repertoires. They compose and/or arrange brief creative exercises.

Unit 2

In this unit students extend their understanding of the diverse practices of music creators as they investigate ways composers and/or creators treat elements of music and use compositional devices to create effects and elicit responses in multi-disciplinary forms. Students analyse specific multi-disciplinary works that combine music and non-music elements and investigate how music combines with these other elements to achieve specific effects and elicit responses. They compose and/or arrange music for a multi-disciplinary work of their choice.

Unit 3

In this unit students expand their knowledge of ways composers/music creators manipulate elements of music and use compositional devices to create style 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 by an Australian composer/creator, and develop understanding of the role that context plays in the creation of these works.

Unit 4

In this unit students consolidate their understanding of the diverse practices of music creators. They apply this knowledge as they formulate and present critical responses to music excerpts. Students develop knowledge about the music characteristics and style of one short work, single movement or small collection of minor works created since 1950, and develop understanding of the role that context has played in the creation of this work. Students create an original music work and document their creative processes from initial intention to final outcome.

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|--|--|
| <ul style="list-style-type: none"> • Responses to music • Organisation and context • Creative responses | <ul style="list-style-type: none"> • Responses to music • Organisation and context • Creative processes in music for multi-disciplinary forms | <ul style="list-style-type: none"> • Responses to music • Organisation and context • Creative responses | <ul style="list-style-type: none"> • Responses to music • Organisation and context • Creative processes |

Assessment

| Units 1 & 2 | S or N (Satisfactory or Not Satisfactory) | |
|-------------|---|-----|
| Units 3 & 4 | School Assessed Coursework for Unit 3 | 15% |
| | School Assessed Coursework for Unit 4 | 15% |
| | Externally Assessed Task | 30% |
| | End-of-year Examination (Aural and Written) | 40% |

Additional Information

| | |
|---------------------------------|---|
| Prerequisites | None |
| 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: Exploring outdoor experiences

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

Unit 2: Discovering outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as 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 one or more 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 examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|--|
| <ul style="list-style-type: none"> • Motivations for outdoor experience • Influences on outdoor experiences | <ul style="list-style-type: none"> • Investigating outdoor environments • Impacts on outdoor environments | <ul style="list-style-type: none"> • Historical relationships with outdoor environments • Relationships with Australian environments since 1990 | <ul style="list-style-type: none"> • Healthy Outdoor environments • Sustainable outdoor environments |

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 | 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 \$500) |
| 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

| | |
|--------------------------|---|
| Prerequisites | None |
| 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

In this unit, students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Unit 2

In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. A student-designed practical investigation related to content drawn from is undertaken.

Unit 3

In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

Unit 4

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

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|--|---|
| <ul style="list-style-type: none"> How can thermal effects be explained? How do electric circuits work? What is matter and how is it formed? | <ul style="list-style-type: none"> How can motion be described and explained? Options Practical investigation | <ul style="list-style-type: none"> How do things move without contact? How are fields used to move electrical energy? How fast can things go? | <ul style="list-style-type: none"> How can waves explain the behaviour of light? How are light and matter similar? Practical investigation |

Assessment

| Units 1 & 2 | S or N (Satisfactory or Not Satisfactory) | |
|-------------|---|-----|
| Units 3 & 4 | School Assessed Coursework for Unit 3 | 21% |
| | School Assessed Coursework for Unit 4 | 19% |
| | End-of-year Examination | 60% |

Additional Information

| | |
|---------------------------------|---|
| Prerequisites | Year 11 Physics and Year 11 Maths Methods |
| Additional Subject Costs | Texts to be advised |
| Sequence Requirements | Units 3 & 4 must be completed in sequence to obtain a study score |

PRODUCT DESIGN AND DEVELOPMENT

Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer. Working drawings are used to present the preferred design option. Students produce a redeveloped product, taking into account safety considerations. They compare their product with the original design and evaluate it.

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Unit 3: Applying the Product design process

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem, or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

Unit 4: Product development and evaluation

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|--|
| <ul style="list-style-type: none"> Sustainable redevelopment of a product Producing and evaluating a redeveloped product | <ul style="list-style-type: none"> Designing within a team Producing and evaluating within a team | <ul style="list-style-type: none"> Designing for end-user/s Product development in industry Designing for others | <ul style="list-style-type: none"> Product analysis and comparison Product manufacture Product evaluation |

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 | There are no prerequisites for entry to Units 1, 2 and 3. Although 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?

In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. They consider the complex nature of psychological development. Students examine the contribution that studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

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

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

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

Unit 4: How is wellbeing developed and maintained?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors.

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|--|---|
| <ul style="list-style-type: none"> How does the brain function? What influences psychological development? Student-directed research investigation | <ul style="list-style-type: none"> What influences a person's perception of the world? How are people influenced to behave in particular ways? | <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 do levels of consciousness affect mental processes and behaviour? What influences mental wellbeing? Practical investigation |

Assessment

| Units 1 & 2 | S or N (Satisfactory or Not Satisfactory) | |
|-------------|---|-----|
| Units 3 & 4 | School Assessed Coursework for Unit 3 | 16% |
| | School Assessed Coursework for Unit 4 | 24% |
| | End-of-year Examination | 60% |

Additional Information

| | |
|--------------------------|---|
| Prerequisites | None |
| Additional Subject Costs | Texts to be advised |
| Sequence Requirements | Units 3 & 4 must be completed in sequence to obtain a study score |

VISUAL COMMUNICATION AND DESIGN

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Unit 3: Visual communication design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes.

Unit 4: Design development and presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Students refine and present two visual communications within the parameters of the brief. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Areas of Study

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|---|---|
| <ul style="list-style-type: none"> Drawing as a means of communication Design elements and design principles Visual communication design in context | <ul style="list-style-type: none"> Technical drawing in context Type and imagery in context Applying the design process | <ul style="list-style-type: none"> Analysis and practice in context Design industry practice Developing a brief and generating ideas | <ul style="list-style-type: none"> Development, refinement and evaluation Final presentations |

Assessment

| Units 1 & 2 | S or N (Satisfactory or Not Satisfactory) | |
|-------------|---|-----|
| Units 3 & 4 | School Assessed Coursework for Unit 3 | 25% |
| | School Assessed Coursework Task | 40% |
| | End-of-year Examination | 35% |

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 |

CHRISTIAN STUDIES

From 2019, students in Year 11 will be given the opportunity to gain a Christian Studies VET qualification: the Certificate III in Christian Studies. This will equip and train students for Christian ministry—either as a volunteer (Youth Group leader, Sunday School/Kids Church teacher, Christian camp instructor, music team member, etc) or as a vocation. The Certificate III in Christian Studies is also invaluable for students who simply want to be effective disciples at University or in the workplace, and who want to know how to respond to the challenges posed by the world around us.

With a good mix of theology and practical skills, students will have the opportunity to utilise truths explored in the course in a practical ministry component.

Areas of Study

The Certificate III in Christian Studies consists of the following seven units, to be undertaken during Years 11 and 12:

- Develop Foundations of Christian Spirituality
- Respond Biblically to Contemporary Challenges
- Respond to Contemporary Apologetic Issues
- Apply the Book of Genesis Today
- Apply the New Testament Gospels Today
- Develop Biblical Perspectives for Christian Missional Life
- Develop Christian Spirituality in Personal Life and Relationships

Additional Information

| | |
|---------------------------------|---|
| Prerequisites | None |
| Additional Subject Costs | This is an external course so comes with a fee of approximately \$200 per unit. |

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. This is a nationally recognised qualification which will be issued by Turning Point Consulting.

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
- 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 | As a courtesy to families, all fees for this Traineeship are paid for by the student's employers, Quality Cleaning. |
| Time Commitments | Approximately 2–4 hours per week as well as students employed cleaning hours. |

