

VCE COURSE DESCRIPTIONS

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The Structure of the VCE Certificate

The aim of Niddrie Secondary College is to provide a comprehensive VCE program for all students, whilst allowing for appropriate specialisation for students to find a pathway into further study or the work force.

The VCE

The Victorian Certificate of Education (VCE) is generally completed over a two-year period; however the flexibility within the VCE allows students to complete it over an extended period if required.

There are 36 studies to select from to make up your program. Each study is made up of at least two semester (or half year) length units of study.

Units 1 and 2 are usually taken in Year 11. Units 3 and 4 are usually taken in Year 12. Units 1 and 2 may be taken separately. Units 3 & 4 must be taken together as a **sequence** within the one year, unless special permission is granted by the Victorian Curriculum and Assessment Authority (VCAA).

It is not always advisable, but theoretically you **can** enter many studies at Units 2 or 3 without having studied the previous unit.

Over the two years of the VCE most full-time students at NSC will undertake 22 to 24 semester – length (i.e. 20 week long) units. Generally, you will attempt 12 units in Year 11, and 10 units in Year 12.

◆ *VCE Requirements*

During your VCE studies, you must undertake:

- Four English Units* (2 in Year 11, 2 in Year 12)
- Five other studies in Year 11
- Four other studies in Year 12 (generally you will continue with 5 of the 6 studies undertaken in Year 11).

The idea is to select a program that meets the above requirements, whilst suiting your interests and aspirations for Tertiary Study, Training and Employment. It is also important to select subjects that you enjoy, or are good at

◆ *Assessment and the VCE*

Outcomes

Each unit will have set work and assignments called “Learning Outcomes” or “Outcomes” for short. An Outcome is the knowledge or skills that you must know or be able to demonstrate when you finish a unit.

Each VCE unit includes a set of two to four Outcomes. The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the Outcomes. You must satisfactorily complete **all** Outcomes in a unit to satisfactorily complete that unit.

There are four main reasons for having Learning Outcomes.

- To help you learn in the best possible way
- To set out what is expected of you so that you are clear about what is required
- To help you work consistently and productively throughout the year
- To provide you with experience in different ways of learning

For Units 1- 4, satisfactory achievement of all Outcomes is the decision of the school. Outcomes are internally assessed. ‘S’ or ‘N’ results are recorded on VASS for all units.

◆ *Satisfactory Completion of the VCE*

Satisfactory completion of all Outcomes must be achieved in **at least** 16 units in order to be awarded the VCE. This includes the following:

- i) **Three units of English/ESL or Literature with at least one unit at Unit 3 or 4 level.**

**Note:*

- *The three units of English may be selected from VCE English Units 1-4, English (ESL) Units 3- 4 and Literature Units 1-4.*
- *No more than two units at Units 1 & 2 may count towards the English requirement*
- *Students may not obtain credit for both English Units 3 & 4 and English (ESL) Units 3 & 4.*
- *Although students need only pass 3 units of English over the 2 years of their VCE, including 1 at Year 12, they must gain an ‘S’ in Units 3 and 4 English in the one year to generate an ENTER score.*

PLUS

- ii) **Three sequences of Units 3 - 4 studies other than English**

Up to eight of the units of study may be VCE VET units obtained across up to two approved VET programs. VET programs offered in 2008 are outlined in this booklet. From 2009 students may undertake an English selection and the rest of their program may be comprised of VET units.

❖ **School Assessment – Units 1 & 2**

In Units 1 & 2 levels of achievement will be measured according to performance in one or more methods of assessment; i.e. 'Assessment Tasks'. These tasks are modelled on Year 12 assessment tasks and are partially designed to prepare students for the requirements of Year 12. Grades ranging from A-UG will be awarded for Assessment Tasks at Year 11; these do not, however, contribute to the ENTER score.

❖ **School Assessment – Units 3 & 4**

There will be two forms of school assessment for level 3 & 4 sequences: School-Assessed Coursework and School-Assessed Tasks. Each study will have three assessment components: one school assessment and two examinations, or two school assessments and one examination.

❖ **School-assessed Coursework (SACs)**

This is based on assessment of each student's overall level of achievement on the assessment tasks designated in the study design. School-assessed coursework must be part of the regular teaching and learning program and must be completed mainly in class time.

❖ **School-assessed Tasks (SAT's)**

These are tasks completed at school in some studies to assess performance in Units 3 & 4. They are set and marked by teachers according to VCAA specifications. They will occur in Media, Art, Studio Art, Systems Engineering, Design & Technology, Food & Technology and Visual Communication and Design

❖ **VCE Reporting**

For each sequence of Units 3 and 4, students' level of achievement will be assessed using both school based assessment and external examinations. The assessments will be reported as grades A to E; UG.

VCAA will issue students with a "Statement of Results" at the end of each year.

Your College will provide descriptive reports for Units 1, 2 and 3. In addition parents and carers will receive results in Interim Reports issued each term.

VCAA will provide a detailed description of your achievements at the completion of units 1 and 4. Eligible students will also receive a printed statement containing their ENTER score at the conclusion of Year 12.

❖ **The ENTER score**

When you complete an approved sequence of Year 12 studies you will receive an ENTER score. This is a competitive "ranking" which shows how you performed in relation to every other Year 12 student in the state. In its simplest form it is a percentage; for example an ENTER score of 70 shows that you performed as well as, or better than, 70% of Victorian Year 12 students.

The ENTER is the *main* (but not the only) entrance requirement for most higher education courses. It is important to be aware of the fact that many TAFE courses are relying increasingly on the ENTER to select students.

❖ **Calculation of the ENTER score**

A student will receive a scaled *Study Score* out of 50 for each Year 12 study which is successfully completed. The aggregate score is calculated by adding the Study Scores for **English** (or approved Year 12 English sequence) to the **next best 3** study scores. These become the "primary four" studies. 10% of the scores for any 5th or 6th studies are then added to the primary four to give an aggregate score, which is then ranked by VCAA to become a percentage ENTER score.

There are some **restrictions** on the combinations of studies which can be counted in the calculation of the ENTER score. Most of these restrictions will not be a problem for students at this college due to subjects offered. However, students must be aware that **in each of the study areas of English, Mathematics, History, Information Technology and Music:**

At most two results can contribute to the 'primary four'

At most three results can contribute to the ENTER, be they VCE, Extension Study (university) or VET result

The most common situations where this may affect students are in **English**, where any of the approved Units 3 and 4 sequences within the English group will be counted in the ENTER, but no more than 2 sequences will be permitted in the 'primary four', in **Mathematics, Music and Information Technology.**

Check Pages 8-9 of the VICTER 2010 book for further details.

❖ **Repeat Penalty**

There is no penalty for repeating a subject, but it will be counted only once in calculation of the ENTER score

Accounting

Unit 1 Establishing and operating a service business Unit 2 Accounting for a trading business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording and reporting information valuable for the individuals involved in a small business. Recording and reporting is restricted to the cash basis.

Outcomes

1. Students should be aware of the decisions that need to be made in the establishment of a new business.
2. Using manual and ICT methods, students should be able to record and report financial information to a small business owner
3. Students should be able to evaluate financial and non-financial information of a small business.

Assessment Tasks

Some tasks may be completed on a group basis but it is the individual student's performance in the tasks that will be assessed. All of the outcomes for both units 1 and 2 will be assessed through tasks selected from:

- Use of computer software such as spreadsheets for recording and analysis
- Tests
- Assignments
- Folio exercises
- Classroom presentations and other methods

Arts, Humanities, Commerce

Units 3 and 4 must be taken as a sequence. It is strongly recommended that students should have completed **at least** Unit 2 Accounting before attempting Units 3/4.

Accounting Unit 3 Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to double entry recording using the accrual basis of reporting.

Outcomes

1. Record and report using the double entry accrual-based system for a single activity sole-proprietor trading business. The emphasis should be on using accounting as a tool to aid in decision-making.
2. Students should be able to record balance day adjustments and prepare financial reports.

Accounting Unit 4 Control and analysis of business performance

Students learn about the role and importance of budgeting for the business. Students analyse the information prepared and suggest improvement strategies for the owner.

Outcomes

1. Record and report using the double entry accrual-based system.
2. Select and use financial and key performance indicators to evaluate profitability, liquidity, stability and efficiency to assist in making business decisions to improve the business's profitability and liquidity.

Assessment

School assessed coursework for Unit 3. - 17%
Mid year examination: 1.5 hours, a set of structured questions on all outcomes in all areas of study in Unit 3 - 33%
School assessed coursework for Unit 4 - 17%
End-of-year examination: 1.5 hours, a set of structured questions on all outcomes in all areas of study in Units 3 and 4 - 33%
School assessed coursework consisting of exercises, minor tests, research reports, folios of exercises, case studies, written reports or journal exercises. There is at least one piece of assessment for each outcome.

Art

Art explores the links between art practice and art analysis. Folio assessment occurs at the end of each unit and the folio is continued between units. Individual artworks are produced for presentation and are refined from visual directions established at the end of Units 1 and 3. The research tasks address the outcomes at each unit level and are essential examination preparation.

Unit 1

This unit covers two study areas:

Area of Study one: *Developing Ideas and Skills* focuses on the development of ideas, imagery and skills through the exploration of techniques and working methods.

Area of Study two: *Art and Society* focuses on the ways in which art reflects the values, beliefs and traditions of the societies for which it is created.

Outcomes

1. Students present a folio of artworks in response to set tasks through the exploration of various media, techniques and processes, using experimentation and artistic research.
2. Students produce written research to identify and discuss the cultural contexts of art, the social functions of art, and the interpretation and presentation of social issues and/or themes in art in reference to selected artworks.

Unit 2

This unit covers two study areas:

Area of study one: *Exploring Ideas and Issues*, involves the development of personal interest in visual explorations.

Area of study two: *Art and the Individual*, focuses on the ongoing interest in artists and their distinctive approaches to creativity and individuality.

Outcomes

1. Demonstrate technical and artistic development in an area/areas of personal interest through an exploration of selected media, materials, techniques and working methods.
2. Students produce written research to interpret and discuss artistic identity with reference to selected artworks.

Assessment Tasks

- In both Units 1 & 2 the first Outcome will be assessed through a set of visual solutions in a range of media and methods.
- The second Outcomes will be assessed through written reports, oral reports and short answer responses discussing the requirements of the Outcomes.

Arts, Humanities, Commerce

Unit 3

This unit covers two study areas. Area of study one, *Investigation and Interpretation*, focuses on the preparation of a sustained body of work within selected art form(s) and/or media in which personal art responses, concepts and observations are presented.

Area of study two, *Interpreting Art*; focuses on using interpretive frameworks to respond critically to artworks.

Outcomes

1. Students present a folio of artwork from a broad investigation, trialling materials and techniques and exploring ideas, directions and personal concepts.
2. Students produce written research using the interpretive frameworks to respond critically to artworks.

Unit 4

This unit covers two study areas. Area of study one, *Realisation and Resolution*; focuses on the preparation and final presentation of concepts, ideas and/or observations developed and refined from the visual directions explored in Unit 3. Area of study two, *Discussing and Debating Art*, focuses on exploring the meanings and messages of art through the use of interpretive frameworks developed in unit 3 and with reference to the points of view expressed in commentaries on art

Outcomes

1. Students present a folio of artwork developed from personal starting points including those explored in Unit 3.
2. Students produce written research critically discussing commentaries on artworks and apply interpretive frameworks in the analysis of selected artworks to support personal points of view about their meaning and messages.

Assessment

Outcome1: in both Units 3 and 4 will be measured by a School Assessed Task consisting of a body of work arising from the requirements of both units – 50%

Outcome 2: each Unit has School Assessed Coursework consisting of a short report, an essay or a test. – 20% (10% + 10%)

End-of-year examination: Short and extended responses based on material from Outcome 2 of each unit – 30%

Business Management

Unit 1 Small Business Management

This unit focuses on how small rather than large businesses make up the vast majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail.

Outcomes

1. Students should be able to apply a set of generic business concepts to a range of businesses
2. Students should be able to apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business
3. Students should be able to explain and apply the day-to-day activities associated with the ethical and socially responsible operation of a small business

Methods of Assessment

Achievement of all the outcomes for both Units 1 and 2 is assessed through assessment tasks that are progressive and done mostly in class time. They will consist of some or all of the following:

- ❖ Case study analysis
- ❖ Business simulation exercise
- ❖ Computer modelling
- ❖ Business research (print and online)
- ❖ School-based short-term business
- ❖ Business survey and analyses
- ❖ Development of a marketing plan
- ❖ Analytical exercises
- ❖ Interview and report of contact with business
- ❖ Essay
- ❖ Test

Arts, Humanities, Commerce

Unit 2 Communication and Management

This unit focuses on the importance of effective communication in achieving business objectives. It includes communication both internally and externally to business with special attention to the functions of marketing and public relations.

Outcomes

1. Students should be able to explain and apply a range of effective communication methods and forms in business-related situations.
2. Students should be able to apply and analyse effective marketing strategies and processes.
3. Students should be able to apply and analyse effective public relations strategies and tactics.

Business Management Unit 3 Corporate management

In this unit students investigate how large-scale organisations operate. Students examine the context in which they conduct their business, focus on aspects of their internal environment and then look at the operations management function. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

Outcomes

1. Students should be able to describe and analyse the context in which large-scale organisations operate.
2. Students should be able to describe and analyse major aspects of the internal environment of large-scale organisations.
3. Students should be able to identify and evaluate practices and processes related to operations management.

Business Management Unit 4 Managing people and change

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

Outcomes

1. Students should be able to identify and evaluate practices and processes related to human resource management.
2. Students should be able to analyse and evaluate the management of change of large-scale organisations

Assessment

School assessed coursework for Unit 3 (Students performance on each outcome will be assessed using one or more of the following: case study, structured questions media analysis, test, essay, report in written form or report in multimedia format) 25%. School assessed coursework for Unit 4: Students' performance on each outcome will be assessed using one or more of the following: case study, structured questions media analysis, test, essay, report in written form or report in multimedia format) 25%. End-of year examination relating to all outcomes in Units 3 and 4 - 50%

Dance

Unit 1

In Unit 1, students explore the body as an instrument of expression and learn about and develop technical and physical skills as they begin to develop a personal movement vocabulary. Unit 1 includes four areas of study and four outcomes. Teachers may teach the outcomes in any order they choose including in an integrated manner.

Outcomes

1. Dance perspectives. Focuses on definition and documentation of choreographers' expressive intentions and cultural influences on students' own dance making.
2. Choreography and performance. Compose and perform a unified composition (either solo or group) and complete structured improvisations.
3. Dance technique and performance. Demonstrate a range of body actions, physical skills and performance skills through a learnt dance work
4. The body: physiology and maintenance. Describe the safe use, care and function of the dancer's body.

Methods of Assessment

All outcomes in Units 1 and 2 will be measured from a range of tasks selected from the following list:

- Written reports
- Oral presentations
- Multimedia productions
- Solo or group dance work composed by the student
- A group dance work learnt from another
- Solo or group structured improvisation

Unit 2

Unit 2 focuses on expanding students' personal movement vocabulary through regular and systematic training and development of choreographic skills through exploration of the elements of movement – time, space (including shape) and energy. Note that throughout the study, the element of space is described as 'space (including shape)'. 'Space' can be defined as the area in which dance occurs and 'shape' can be defined as the sculptural design of one or more bodies in space. Students also study dance form.

Outcomes

1. Dance perspectives. Analyse and discuss the expressive use of the elements of movement and cultural influences on pre-twentieth century dance works.
2. Choreography, performance and dance-making analysis. Focus on choreographic exploration of elements of movement in structured improvisations and the performance of dance works.
3. Dance technique, performance and dance analysis. Focuses on learning, rehearsing and performing a solo or group learnt dance work.

Arts, Humanities, Commerce

Dance

Unit 3

Twentieth Century Choreographers

This unit focuses on the choreography and performance of a solo dance work that communicates an expressive intention. The intention selected by students for this work should facilitate the expressive execution of a diverse range of body actions and manipulations of the elements of movement through the safe use of a wide range of technical and physical skills.

Outcomes:

1. Dance Perspectives. Analyse cultural influences on, and the expressive use of movement phrases, dance design and production aspects to communicate the expressive intention in the prescribed solo dance works.
2. Choreography, performance and dance-making analysis. Compose and perform a solo dance work demonstrating physical and performance skills, and analyse the processes used in composing, rehearsing and performing the dance work.
3. Dance technique, performance and dance analysis. Perform and interpret a learnt group dance work, and analyse the processes used in learning, performing and interpreting the dance work.

Dance

Unit 4

Twentieth Century Choreographers

Students choreograph and perform a solo dance work that is a unified composition, which explores ways of manipulating elements of spatial organisation to communicate a chosen expressive intention.

Outcomes:

- ❖ Dance perspectives. Analyse cultural influences on, and the use of, group structures and the elements of spatial organisation to communicate the expressive intention in prescribed group dance works.
- ❖ Choreography and performance. Choreograph, rehearse and perform a solo dance work, which has a unified composition and communicates an expressive intention, and analyse the processes used to choreograph, rehearse and perform the dance work.

Assessment

School Assessed Coursework for Unit 3 - 15% of final assessment. School Assessed Coursework for Unit 4 - 10% of final assessment. End of year Performance examination - 50%. Final Written examination - 25%

Drama

Unit 1 Dramatic Storytelling

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance/s, and the manipulation of expressive skills in the creation and presentation of characters. The unit also involves analysis of a student's own performance work and analysis of a performance by professional and other drama practitioners.

Outcomes

1. Use the play-making techniques to devise and develop solo and/or ensemble performance/s based on experiences and/or stories, as well as describe the drama processes used to shape and develop this performance work.
2. Use expressive skills, theatrical conventions and stagecraft to perform stories and characters to an audience.
3. Analyse the development and performance of work created and presented in Outcomes 1 and 2.
4. Identify and evaluate use of performance styles, and describe the use of theatrical conventions, stagecraft and dramatic elements, as well as analyse the portrayal of stories and characters in a drama performance.

Unit 2 Creating Australian Drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, an art work, a text and/or an icon from a contemporary or historical Australian context. This unit also involves analysis of a student's own performance work as well as the performance of an Australian work.

Outcomes

1. Use a range of stimulus material to create a solo or ensemble performance work as well as document and record the play-making techniques used to shape and develop this performance work.
2. Demonstrate the effective use and manipulation of dramatic elements, theatrical conventions and stagecraft in the presentation of a performance work to an audience.
3. Analyse the development and performance of work created and presented in Outcomes 1 and 2.
4. Identify the use of theatrical conventions, describe performance style/s and analyse and evaluate how dramatic elements have been used in a drama performance.

Methods of Assessment

- ❖ Journal & rehearsal demonstration
- ❖ Performance
- ❖ Essays/report/structured questions
- ❖ Written analysis
- ❖ Oral Presentations
- ❖ Multimedia Presentations

Arts, Humanities, Commerce

Drama Unit 3 Ensemble performance

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of an ensemble performance. The processes involved in the development and realisation of the ensemble are developed and evaluated. A non-naturalistic work selected from the prescribed play list will also be analysed.

Outcomes

1. Develop and present character/s within a non-naturalistic ensemble performance.
2. Analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1.
3. Analyse and evaluate a non-naturalistic performance selected from the prescribed play list.

Drama Unit 4 Solo Performance

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. The processes involved in the development of solo work are also analysed and evaluated.

Outcomes

1. Create and present a short solo performance based on stimulus material, and evaluate the processes used.
2. Create, develop and perform a character or characters within a solo performance in response to a prescribed structure.
3. Describe, analyse and evaluate the creation, development and presentation of a solo performance.

Assessment

School Assessed Coursework for Unit 3 (30%), School Assessed Coursework for Unit 4 10%, Final Performance (Solo) examination 35%, Final Written Exam 25%

Economics

Economics is about production, the way countries stay alive, the way they produce and distribute goods and services. Social, political and economic decisions not only influence living standards but they are fundamental to the wellbeing of nations. Economics is relevant to tertiary studies in Business, Accounting, Arts, Humanities and Social Work

Unit 1 The Australian economy

This unit is the study of markets, economic decision-making and issues of importance to the Australian economy and its people in the twenty-first century.

Outcomes:

1. Explain how markets work and how economic decisions are made in the Australian economy, and be able to apply economic decision-making to solve economic problems.
2. Analyse contemporary Australian economic issues using the tools and methods of economics and describe the changing nature of economic issues in Australia.

Methods of Assessment

Achievement of all outcomes in Units 1 and 2 will be measured progressively by performance in a selection of the following:

- | | | |
|---|--|---|
| • Analysis of written, visual and statistical evidence; | ▪ Folio of applied economics exercises | ▪ Collection and analysis of current newspaper articles |
| ▪ Essays | ▪ Role-plays | ▪ Tests |
| ▪ Debates | ▪ Media Reviews | ▪ Case Studies |
| ▪ Oral Presentations | ▪ Multimedia Productions | ▪ Report of an investigation |

Arts, Humanities, Commerce

Economics Unit 3 Economic activity and objectives

The focus of this unit is the study of economic activity in Australia and the factors that affect the achievement of the Australian Government's economic objectives.

Outcomes

1. Explain the operation of the market mechanism and the extent to which it operates freely in Australia and analyse the factors that affect the nature and level of economic activity in Australia.
2. Examine the factors affecting the trend, in the performance of the Australian economy over the past decade in terms of the Australian Government's economic objectives.

Economics Unit 4 Economic management

The focus of this unit is the study of the management of the Australian economy, which concentrates on budgetary/fiscal, monetary and microeconomic reform policies.

Outcomes

1. Explain the nature and operation of government macroeconomic policy and evaluate its effectiveness in terms of achieving the Australian Government's economic objectives over the past decade.
2. Explain the nature and operation of government microeconomic reform policies, evaluate the effectiveness of these policies in achieving economic objectives over the past decade and analyse the current government policy mix.

Assessment

School assessed coursework for Unit 3 (Folio or essay or a test* plus a multimedia or written report or a test*) – 25%

School assessed coursework for Unit 4 (Essay plus problem solving or a test or data analysis or media reports) – 25%

End-of year examination: interpretation and analysis of material relating to all outcomes in Units 3 and 4 – 50%

* = Multiple choice test

English and English as a Second Language

Unit 1 English

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

Outcomes

1. Identify and discuss key aspects of a set text, and construct a response in oral or written form.
2. Create and present texts taking into account context, purpose and audience.
3. Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Methods of Assessment

Assessment will be based on the student's performance on a selection of written, oral and multimodal assessment tasks. One or more assessment tasks must be undertaken for each of Outcomes 1 and 3. Assessment tasks for Outcome 2 should include a collection of three to five texts created for the selected context. One, but no more than one, task in Unit 1 must be in oral form.

Unit 2 English

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Outcomes

1. Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.
2. Create and present texts taking account of audience, purpose and context.
3. Identify and analyse how language is used in a persuasive text and present a reasoned point of view in an oral or written form.

Methods of Assessment

Assessment will be based on the student's performance on a selection of written, oral and multimodal assessment tasks. One or more assessment tasks must be undertaken for each of Outcomes 1 and 3. Assessment tasks for Outcome 2 should include a collection of three to five texts created for the selected context. One, but no more than one, task in Unit 2 must be in oral form.

English

English

Unit 3

It is essential that all students begin each semester having read all the set texts

This unit focuses on reading and responding both orally and in writing to a range of texts. Students analyse how the authors texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

Outcomes

1. Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
2. Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and discuss and analyse in writing their decisions about form, purpose, language, audience and context.
3. Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

English

Unit 4

This unit focuses on reading and responding to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and content.

Outcomes

1. Develop and justify a detailed interpretation of a selected text.
2. Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Assessment:

School assessed coursework for Unit 3
School assessed coursework for Unit 4

– 25%
– 25%

Three- hour end-of year examination on all outcomes in Units 3 and 4

– 50%

Assessment for Students undertaking English as a Second Language (ESL) is modified as set out by VCAA

Geography

Unit 1 Natural environments

This unit investigates the geographic characteristics of natural environments that shape and change the Earth's surface. It investigates how the interactions between natural processes and human activities can also change natural environments. The world's physical environments are composed of four natural systems: atmosphere, biosphere, lithosphere, hydrosphere, which are fundamental to the operation of all interactions within the environment.

Outcomes

1. Describe the geographic characteristics of at least two natural environments and explain how they are developed by natural processes, including extreme natural events.
2. Analyse and explain the changes in natural environments due to natural processes and human activity.

Unit 2 Human environments

This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments vary significantly from place to place and across a variety of scales. Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from individual farm houses to small villages, regional towns, large metropolitan cities and mega cities.

Outcomes

1. Describe and explain the geographic characteristics of different types of rural and urban environments.
2. Analyse and explain changes due to human activities in rural and urban environments.

Methods of Assessment

All of the outcomes of both Units 1 and 2 will be measured by student performance in a range of tasks selected from the following list. There will be at least one assessment task for each outcome.

- Recording and reporting on data collected in the field
- Data processing and presentations – maps, graphs, annotated visual displays, etc
- Research reports
- Written responses
- Tests

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Geography Unit 3 Regional Resources

This unit investigates the characteristics of resources and the concept of region. A resource is anything which occurs naturally or is created by humans provided that people use it to satisfy a need or want. Students must investigate a regional resource and a local resource in Australia. The regional resource will be water in the Murray-Darling Basin region. Students will use fieldwork to investigate a local resource.

Outcomes

1. Should be able to analyse the use and management of water within the Murray-Darling Basin region and evaluate its future sustainability.
2. Should be able to describe characteristics of a local resource and justify a policy for its future use and management using data collected in the field.

Geography Unit 4 Global perspectives

This unit investigates the geographic characteristics of global phenomena and responses to them. Global phenomena are major natural or human events, processes or activities. Such phenomena are distributed globally and possess the capacity to affect the globe or significant parts of the globe and require more than a local or national response. Students must investigate two global phenomena in each area of study, one of which must be human population.

Outcomes

1. Evaluate the relative importance of factors that affect changes in human population and one other selected global phenomenon.
2. Evaluate the effectiveness of responses and policies to manage global phenomenon from global perspective.

Assessment

School assessed coursework for Unit 3: For outcome 1, any one or a combination of the following formats: a data analysis, a case study, a multi-media presentation, a structured essay, a report, structured questions, short answer questions, and a test. For outcome 2, a written fieldwork report. – 25%
School assessed coursework for Unit 4: For outcomes 1 and 2, as above – 25%
End-of year examination: interpretation and analysis of material relating to all outcomes in Units 3 and 4 – 50%

Health and Human Development

The central focus of this study is to promote wellbeing of individuals, families and communities. Students examine the influence of social and environmental factors in the wellbeing of various groups of people both locally and

Unit 1 Youth Health and Development

This unit provides an opportunity for students to explore the physical, social, emotional and intellectual changes that occur and the inherited and environmental factors that influence health and development. Students will also identify a range of challenges, and have the opportunity to investigate one challenge in detail and justify recommendations for action that could optimise the health and development of youth.

Outcomes

1. Understanding health and development
2. Transition to adulthood
3. Challenges for youth

internationally.

Methods of Assessment

All of the outcomes of both Units 1 and 2 will be measured by student performance in a range of tasks selected from the following list. There will be at least one method of assessment for each outcome.

- Data analysis
- Media analyse
- Reports – written and oral
- Case study analyses
- Structured questions

Unit 2 Individual and Community Health and Development

In this unit, students explore the requirements for optimal health and development throughout childhood and adulthood, and investigate inequitable health and developmental outcomes that can occur as a result of social and environmental factors. Students will also examine the organisation and delivery of health care in Australia and critically evaluate its effectiveness in promoting health and development for all Australians.

Outcomes

1. Health and development of young Australians
2. Adult health and development
3. Health care in Australia

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Unit 3 Nutrition, Health and Development

Students will be expected to explore nutrition as an important determinant of health and developmental outcomes and investigate food intake as a protective factor against a number of diseases across the lifespan.

Outcomes

1. Describe the health and nutrition status of Australians and analyse the factors that impact on the role of nutrition in public health.
2. Analyse roles and responsibilities of government a non-government organisations in promoting health and evaluate the effectiveness of diet and non-diet related initiatives to optimise health and development.

Unit 4 Global health and development

Students will examine the developmental changes that occur as individuals move through the lifespan and explore inherited factors that determine developmental potential, both between and within industrialised and developing countries.

Outcomes

Describe the interrelationships between health and development, predict the characteristics of development common to all individuals and analyse the impact of inherited and environmental factors on health and development.

Analyse the factors contributing to similarities and differences between the health status of developing countries and that of Australia, and evaluate strategies implemented to optimise health and development in developing countries.

Assessment

School assessed coursework for both Unit 3 and Unit 4 will be similar for each outcome: One written report plus an analysis of data, a written response, a case study analysis or structured questions. Coursework in each unit will contribute 25 % of the total assessment. End-of year examination: interpretation and analysis of material relating to all outcomes in Units 3 and 4 – 50 %

History

Unit 1 20th Century History (1900—1945)

This unit will be based on one or more historical contexts from within the specified time period 1900 to 1945; for example, Imperial Russia and the Soviet Union; Palestine and the break up of the Ottoman Empire; the collapse of the Hapsburg Empire; Japan, Germany, America, Europe and World War 1; French Indochina; the Middle East and China.

Outcomes

1. Analyse and explain the development and impact of a political crisis and conflict in the period 1900 - 1945
2. Analyse and discuss patterns of social life and the factors that influenced changes in patterns of social life in the first half of the twentieth century
3. Analyse the relationship between the historical context and a cultural expression of the period from 1900 – 1945

Unit 2 20th Century History (since 1945)

This unit will be based on one or more contexts from within the specified time period 1945 to 2000; for example, the Cold War, Middle East conflicts, peace and disarmament movements, Asian, African or Middle East nationalism, globalisation.

Outcomes

1. Analyse and discuss how post-war societies used ideologies to legitimise their world view and portray competing systems
2. Evaluate the impact of a challenge(s) to established social, political and/or economic power during the second half of the twentieth century.
3. Analyse issues faced by communities arising from political, ec and/or technological change

History is one of Victoria's most popular studies in senior humanities and is suitable for final or continuing studies. It can be counted for entry to many tertiary courses.

Methods of Assessment

For both units, most assessment tasks will be written and one will analyse visual evidence. They will be chosen from this list

- Analytical exercises
- Short reports
- Essays
- Oral presentations
- Multimedia presentations
- Film reviews
- Biographical studies
- Responses to literature
- Tests

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Unit 3 Australian History – Imagining Australia

This unit focuses on the European experience in Australia from early years of the Port Phillip District (later Victoria) through the nineteenth century and up to the eve of World War 1.

Outcomes

1. Explain the motives and hopes underlying the settlement of the Port Phillip District (later the colony of Victoria) up to 1860 and the impact on the Indigenous population.
2. Analyse the vision of nationhood that underpinned the concepts of citizenship, and evaluate its implementation in the early years of the new nation.

Unit 4 Australian History

This unit continues the exploration of the ideas and visions underpinning Australian society by offering students the opportunity to examine a time when these visions were under threat. They may choose to focus on World War 1, The Depression or World War 11. The emphasis is on the ways in which Australians responded to the particular threats and whether this led to a rethinking of old certainties. Students will also examine the impact of these experiences on change and social cohesion.

Outcomes

Analyse the ways in which Australians acted in response to a significant crisis faced by the country during the period 1914 to 1950.

Evaluate the extent to which changing attitudes are evident in Australian's reactions to significant social and political issues.

Assessment

Unit 3 and 4: Each of the following four assessment tasks must be taken over Unit 3 and 4:

Research report & analysis of visual and/or written documents & historiographical exercise & essay

With scores of Unit 3: 25% Unit 4: 25% and the final examination, worth 50%

Industry and Enterprise Studies

This unit introduces students to the range of settings in which work occurs in Australia. In order to prepare for effective participation in the workforce, emphasis is placed on the skills and competencies required for effective and rewarding participation in the workforce.

Unit 1 Workplace participation

Introduces students to important life concepts such as career development and lifelong learning. As part of the career development process, students are encouraged to work on the development of their own individual career goals and pathways.

Outcomes

1. Be able to investigate career pathways including an analysis of their current and future work options.
2. Be able to explain the nature and demands of the workplace, including the importance of their own lifelong and work-related skills, based on their experience at a workplace.
3. Investigate and report on a significant work-related issue for a selected occupation in a specific workplace.

Unit 2 Enterprise & Leadership in Australian Industry

This unit focuses on work in an industry setting. Exploration of the changing nature of work at a broader industry level is encouraged. Issues to be examined include the importance of enterprise, leadership and innovation in industry, the growth and decline of industries in Australia, major stakeholders in industry, entry-level skills and career paths in selected industries.

Outcomes

1. Analyse the nature of work in a selected industry.
2. Analyse enterprise, leadership and innovation in Australian industry.
3. Analyse one or more significant challenges facing Australian industry and the implications for stakeholders.

Methods of Assessment

Achievement of all outcomes will be measured progressively by performance in a selection of the following:

- Business research
- Career Investigation
- Career Profile
- Interview and report of direct contact with business
- Statistical research
- Profile of an enterprising person
- Workplace case study
- Work placement diary
- Work placement research report

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Unit 3 Enterprise Culture in Australian Industry

This unit investigates the concept of enterprise culture and the role of leadership and teamwork in shaping attitudes, skills and behaviours within an enterprise. These concepts are explored and further developed through work placement. This unit also examines the role and impact of innovation, quality, technology and workplace flexibility in creating cultural change in Australian industry.

Outcomes

1. Students should be able to investigate and report on the development of enterprise culture in a workplace, including the importance of lifelong and work-related skills, based on experience at a workplace or in an enterprise activity.
2. Students should be able to analyse the role of innovation, quality, technology and workplace flexibility in the process of creating cultural change for a selected Australian industry.

Unit 4 Change in Australian Industry

This unit investigates how pressures and opportunities for change and enterprising responses are transforming the Australian workplace. It focuses on evaluating the importance of training and lifelong learning and employability skills within this context of change.

Outcomes

1. Students should be able to analyse pressures and opportunities for change and responses to change in a selected Australian industry.
2. Students should be able to evaluate the role and importance of training and workplace learning in Australian industry.

Assessment

- Unit 3, School assessed coursework: work placement report/case study plus an essay/a structured multimedia report/ test. 25%
- Unit 4, School assessed coursework: structured report or a case study or a report in multimedia format or an essay or a test. 25%
- End of year examination: response to design briefs, organisational profiles, and stimulus materials. 50%

Legal Studies

Unit 1 Criminal Law and Justice

This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the processes of making laws through Parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and examination of possible sanctions that are available to the criminal courts.

Outcomes

1. Explain the principles of criminal law and apply them to one or more cases to justify a decision.
2. Evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice.

Unit 2 Civil Law & The Law in Focus

This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences available within our legal system to protect and enforce the civil rights of our citizens.

Outcomes

1. Explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision.
2. Evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.
3. Analyse contemporary Australian law and assess its ability to and reflect conflicting attitudes.

Methods of Assessment

Each outcome in both Units 1 and 2 will be measured by performance in tasks selected from the following list:

- Structured assignment
- Essay
- Action plan and report
- Mock court or scripted role play
- Folio and report
- Case study
- Test audio visual presentation
- Interview and report
- Annotated visual display

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Legal Studies Unit 3 Law-Making

The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system.

Outcomes

1. Describe the role and effectiveness of Parliament as a law-making body.
2. Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure.
3. Describe the role and evaluate the effectiveness of the courts in law-making and their relationship with parliament.

Legal Studies Unit 4 Dispute Resolution

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial processes and procedures which operate within the Victorian legal system.

Outcomes

1. Describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases.
2. Explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal and civil disputes.

Assessment

School assessed coursework will contribute 50% of the assessment for the whole of the Units 3 / 4 sequence (25% per unit). It will consist of at least one task per outcome selected from the following list: folio of 3 analytical exercises, assignment, essay, report in multimedia format, written research report, analysis of modern legal commentary, short answer test, and annotated visual display. End-of year examination: interpretation and analysis of material relating to all outcomes in Units 3 and 4 – 50%

Literature

Methods of Assessment

Each outcome in both Units 1 and 2 has a set of Assessment Tasks that are mainly completed in class time. They relate directly to

Unit 1 Literature

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students' close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print text.

Outcomes

1. Discuss how personal responses to literature are developed and justify their own responses to one or more texts.
2. Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the concerns of individuals and particular groups in society.
3. Analyse the construction of a film, television, multimedia or radio text and comment on the ways in which it represents an interpretation of ideas and experiences.

Unit 2 Literature

The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as language, characterisation and ideas.

Outcomes

1. Analyse and respond both creatively and critically to the ways a text from a past era reflects or comments on the concerns and ideas of individuals and particular groups at the time.
2. Produce a comparative piece of interpretive writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

the work covered for each outcome and may be summaries, reading journals, oral or written reviews, analyses of passages, discussion papers, preparation for debates, essays, written interpretations, focused discussions or multimedia presentations.

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Students may count units 3-4 of Literature as components of the "primary four" as well as, or instead of, English.

Literature

Unit 3

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Outcomes

1. Analyse how meaning changes when the form of a text changes.
2. Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
3. Evaluate the views of a text and make comparisons with their own interpretation.

Students taking this study at any level are expected to have an interest in reading and an ability to accurately and fluently express ideas in writing.

Literature

Unit 4

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of texts and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Outcomes

1. Respond imaginatively to a text, and comment on the connections between the text and the response.
2. Analyse critically the features of a text, relating them to an interpretation of the text as a whole

Assessment

End of year examination: interpretation and analysis of material relating to all outcomes in Units 3 and 4 – 50%

School assessed coursework: worth 50% of final assessment (i.e. 25% per unit), at least one task per outcome being selected from:

- Original piece of writing
- Re-creation or reworking of a text
- Written analysis
- Discussion papers
- Selection and discussion of text
- Written reflections
- Essays
- Reviews

LOTE – Italian, Japanese

LANGUAGES OTHER THAN ENGLISH

Unit 1 LOTE

Learning activities in these courses enhance the students' ability to communicate more confidently in a variety of everyday situations. Through the study of prescribed themes and topics students will use LOTE to meet three outcomes:

Outcomes

1. Relate personal experiences in speech and writing.
2. Gather information from written and spoken sources
3. Produce a personal response to a text based on a real or imaginary experience.

Unit 2 LOTE

These courses build on the knowledge and skills developed in Unit 1, allowing students to gather, interpret and convey information, ideas and opinions.

Outcomes

1. Participate in spoken and written exchanges related to making arrangements.
2. Listen to, read, extract and use information and ideas from spoken and written texts.
3. Express real or imaginary experiences in written or spoken form.

Methods of Assessment

Your College will assess levels of performance through four tasks per unit selected from:

- | | | |
|---|--------------------|--------------------|
| ▪ Informal conversation | ▪ Article | ▪ Interview |
| ▪ Reply to letter, email or fax | ▪ Report | ▪ Invitation |
| ▪ Obtaining information through spoken texts | ▪ Speech script | ▪ Message |
| ▪ Obtaining information through written texts | ▪ Biography | ▪ Personal profile |
| ▪ Oral presentation | ▪ Brochure | ▪ Journal entries |
| ▪ Review | ▪ Essay | ▪ Personal account |
| | ▪ Extended caption | ▪ Summary |
| | ▪ Role play | ▪ Short story |

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LOTE Unit 3

Units 3 and 4 will continue to develop listening, speaking, reading and writing skills through the prescribed themes and topics. In this unit there are three outcomes:

Outcomes

1. Express ideas through the writing of original texts
2. Analyse and use information from spoken texts in a written response.
3. Exchange information, opinions and experiences orally in a 3 – 5 minute role-play.

LOTE Unit 4

In this unit students complete a prescribed, detailed study. There are two outcomes:

Outcomes

1. Analyse and use information from written texts in a written form.
2. Respond critically to spoken and written texts that reflect aspects of the language and culture of the LOTE speaking communities

Assessment

School-assessed coursework (50%) and two end-of-year examinations (50%), one written and one oral, will determine students' level of achievement.

NOTES

- Upon entry to a VCE LOTE, students should have successfully completed six units of that LOTE up to year 10.
- It is recommended that students entering a LOTE have previously studied the language in years 7 – 10 or be able to read, write and speak the LOTE at home. However, there are no prerequisites for Units 1, 2 and 3.
- If you wish to study a language not taught at any of the local Secondary Colleges you should talk to your course counselor about distance education or Saturday School through the Victorian School of Languages.
- Bonus points for your ENTER may be awarded for the completion of 3-4 level LOTE units.

Media

VCE Media provides students with the opportunity to develop and explore their creative skills and knowledge through research, planning and then production of a range of different media products. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society.

The study of media includes:

- Media forms including
 - Audiovisual media (film, television, radio, video, photography)
 - Print-based media (newspapers, magazines and related publications)
 - Digital media technologies (the Internet, computer games and interactive multimedia)
- Media and cross media processes and developments such as advertising, news and current affairs production, popular music, popular culture, cyber culture and virtual worlds, information dissemination and retrieval technologies.
- The media and its relationship with society and culture.

Media studies is relevant to students who wish to pursue further study in vocational education and training settings and at a tertiary level, as well as providing valuable knowledge and skills for participation in contemporary society.

UNIT 1 – Representation and Technology	UNIT 2 - Media Production and Media Industries
1. Develop practical, research and analytical skills through the creation of media products	1. Participate in a large scale film production
2. Analyse the impact of new technologies on media production	2. Develop an understanding of the specialist production stages and roles within a media production.
3. Develop an understanding of the relationship between the media, technology and the representations present in media forms.	3. Develop an understanding of media industry issues and developments relating to production stages

Assessment

Written: Research, Test, Report (50%)

Practical: small and large scale productions (50%)

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Unit 3 Narrative and Media Production Design

The first topic covered in this unit will examine the role of narrative elements in fictional media texts through the study of two fictional films. The other two outcomes are focused on the media production process. Students will undertake practical tasks to develop skills in a particular media form and then use these skills to develop a plan for a large- scale media production (e.g. film, photography, animation, magazine, audio), which will then be created in Unit 4.

Outcomes

1. Discuss the nature and function of production and story elements in fictional media texts and explain how the combination of these elements structures the narrative to engage an audience.
2. Demonstrate an understanding of media production and technical skills and explore the structural and aesthetic qualities of media products through the completion of a series of technical exercises.
3. Prepare a media production plan incorporating specifications appropriate for the chosen media product.

Unit 4 Media process, social values and media influence

This unit enables students to further develop practical skills in the design and production of a media product. Students examine the role of social values in the construction of media texts and analyse issues concerning the role and influence of the media.

Outcomes:

1. Produce a media product for an identified audience from the media production design plan prepared in Unit 3.
2. Discuss how social values shape the content of a media text and analyse how social values are reflected in that text.
3. Discuss the notions of media influence and analyse issues about the nature and extent of media influence.

Assessment

School assessed course work: For Unit 3 (outcomes 1) & Unit 4 (outcomes 2 & 3), written analysis essay - 20%

School-assessed task: Two practical technical skill exercises, a Media Production Plan & Product - 35 %

End-of-year examination: Two hours -45%

Music Performance

Unit 1

Students develop practical music skills in solo and group performance using prepared and unseen music. This unit focuses on performance and performing and developing skills in aural comprehension and organisation of sound.

Outcomes

1. Perform a program of contrasting solo and group works, selected solo technical work and work that demonstrates unprepared performance skills.
2. Analyse and evaluate influences on works being prepared for performance and approaches that can be used to optimise performance of those works.
3. Recognise, sing and write scales, intervals and chords, transcribe rhythms and melodies, use conventions in music notation, and describe how instruments are used in combination.

Unit 2

Students further develop practical music skills in both solo and group performance using prepared and unseen music and performing and developing skills in aural comprehension. Selected works are analysed and music theory that is relevant to performance and used in the analysis of music is studied.

Outcomes

1. Demonstrate developing performance and presentation skills in performing a program of contrasting solo and group works, unprepared performance, and selected technical work.
2. Analyse the structure and style of works selected for solo performance or other works in a similar style, and identify expressive features of the works.
3. Recognise, sing and write scales, intervals and chords, transcribe rhythms and melodies, use conventions in music notation, and describe how instruments are used in combination.
4. Devise a composition or improvisation that uses music language drawn from analysis of selected works being prepared for performance.

Methods of Assessment

All outcomes of units 1 and 2 will be measured by performance in tasks selected from the following list.

- Solo performance recital
- A group performance
- Technical work and unprepared performance test
- A written report
- A multimedia presentation
- A test with aural, written and practical components
- Composition or improvisation
- An oral presentation

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Unit 3 Group Performance

This unit develops skills in interpreting styles and applying a range of technical and artistic techniques to present a varied program of works in an ensemble context. The unit aims to develop aural comprehension and critical listening skills. Strategies and techniques for preparing and presenting ensemble performances are also enhanced.

Outcomes

1. Present a varied program of works from a range of musical styles that demonstrate stylistic awareness, technical accuracy & control.
2. Analyse elements affecting ensemble performances selectively implementing strategies to improve the effectiveness of the performance.
3. Recognise & describe the structure and sound of selected characteristics of music.

Students must have previously had at least 2 years' tuition and experience on their instrument and must undertake an audition.

Unit 4 Group Performance

This unit develops and refines performance skills in interpreting styles and applying technical and artistic techniques to present a program of works in an ensemble context. Aural comprehension and critical listening skills used by ensemble performers to prepare and present performances in a range of styles are developed. Students study part writing and improvisation techniques and create either an arrangement or an improvisation.

Outcomes

1. Present a varied program of works from a range of musical styles that demonstrates stylistic awareness, technical accuracy and control.
2. Use part writing techniques to create an arrangement or prepare and present an improvisation analysing the techniques and ideas used in creating the piece.
3. Analysis of the structure and sound of selected characteristics of music

There will be an **End-of-year performance examination** relating to the content of units 3 and 4. - 50 % of final assessment

And an End-of-year aural and written examination

- 25 % of final assessment

School assessed coursework for units 3 and 4 may include Part-writing, a digitally realised arrangement, written analyses, an improvisation, written and aural test, a written report or an essay

- 25% of final assessment

Outdoor and Environmental Studies

Outdoor and environmental studies are about the relationships humans have with the outdoor environment. Students experience one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. This provides the basis for comparison and opportunities to develop knowledge and skills in classroom and practical settings.

Unit 1 Understanding nature

This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. It focus is on the individual and his/her personal relationship with the natural environment. Students will develop the practical skills and knowledge required to live comfortably, with minimal impact, in natural environments.

Outcomes

1. Analyse ways in which individuals experience, understand and respond to natural environments, with relation to related outdoor experiences.
2. Evaluate factors which influence outdoor experiences, with reference to related outdoor experiences.

Unit 2 Environmental impacts

This unit focuses on characteristics of natural environments, human impacts on natural environments and how changes to nature affect people. The focus changes from the individual's personal relationship with the natural environment to society's interaction with the natural environment. It includes analyses of historical and contemporary conceptions of nature and human interactions with nature, including nature's impact on humans.

Outcomes

1. Describe and compare the characteristics and interrelationships between components of two or more natural environments, with reference to related outdoor experiences.
2. Evaluate human impacts on natural environments and analyse procedures for minimising and managing these impacts, with reference to related outdoor experiences.

Be prepared to spend after school hours and "free" times on excursions. In Units 1 & 2 Approximately \$400 per unit will be needed for excursions/camps. (i.e. \$800.00 per year). Around \$300 *per unit* will be required in Units 3 & 4 – (i.e. \$600 per year)

Methods of Assessment

All of the outcomes of both Units 1 and 2 will be measured by student performance in a range of tasks selected from the following list. There will be at least one assessment task for each outcome.

Journal of outdoor experiences/Case study analysis/Oral presentations/Practical reports in non text format such as multimedia, annotated visual display/Short reports of outdoor experiences /Tests /Written responses

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Outdoor and Environmental Studies Unit 3: Relationships with natural environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and natural environments in Australia. The impact of these relationships on natural environments is examined by reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

Outcomes

1. Analyse and describe how particular interactions, and relationships with, and perceptions of, the Australian environment have changed over time, with relation to related outdoor experiences.
2. Analyse and evaluate factors influencing contemporary relationships with natural environments, and consequences for humans and the environment, with reference to related outdoor experiences.

Outdoor and Environmental Studies Unit 4: The future of human-nature interactions

This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

Outcomes

1. Describe the contemporary state of the environment and evaluate the importance of healthy natural environments to individuals and society, with reference to related outdoor experiences.
2. Evaluate practices and strategies for sustainable interactions between humans and the environment, with reference to related outdoor experiences.

Assessment

School assessed coursework for each outcome of:

Unit 3 - any two of: A written report, a practical report in poster or multimedia format, an analysis of data, an oral presentation, a creative response, a short essay or test – 25%

Unit 4 - any two of: Written report, analysis of data, case study, multimedia presentation, short essay or a test – 25%

End of year examination: a series of questions and stimulus material relating to all outcomes in Units 3 and 4 – 50%

Physical Education

Unit 1 Learning and Improving Skill

This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen.

Outcomes

1. Explain the application of biomechanical and skill learning principles in analysing how motor skills are learnt and improved.
2. Identify and evaluate a range of coaching practices that lead to enhanced sports performance.

Unit 2 The Active Body

This unit introduces the students to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to well being in students' own lives as well as within the wider community, and the classification of physical activity in terms of type and experience.

Outcomes

1. Explain how the musculoskeletal, cardio, respiratory and energy systems function during physical activity, including how the energy systems work together to enable activity to occur.
2. Explain the impact of participation in physical activity on the health of selected populations and analyse factors affecting participation in physical activity.

Methods of Assessment

All of the outcomes for both units 1 and 2 will be assessed through tasks selected from:

- Written reports
- Tests
- Structured Questions
- Oral Reports
- Laboratory Reports
- Case Study: Video & Media Analysis

Arts, Humanities, Commerce

Physical Education Unit 3: Physiological & Participatory Perspectives of Physical Activity

This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contribution of energy systems to performance in physical activity is explored, as well as the health benefits to be gained from participation in regular physical activity.

Outcomes

1. Analyse individual and population levels of participation in physical activity, and evaluate strategies that promote adherence to the National Physical Activity Guidelines.
2. Analyse the role and relative contribution of energy systems during physical activity.

Physical Education Unit 4: Enhancing Physical Performance

This unit explores the improvements in physical performance, in particular fitness that depends on the ability of the individual or coach to acquire, apply and evaluate knowledge and understanding about training.

Outcomes

1. Plan and evaluate training programs to enhance physical fitness.
2. Evaluate practices and/or strategies that are used in conjunction with each other to enhance sports performance.

Assessment

School assessed coursework for Unit 3 contributes 25% to the study score, as does the coursework from Unit 4. This will consist of a number of responses in the following formats: written report, a case study analysis, a visual or multimedia presentation, a test, laboratory report, structured questions or a media analysis.

There will be an *End-of-year Examination* relating to the content of units 3 and 4 - 50 % of final assessment

Studio Arts

Studio Arts provides a framework for the establishment of effective art practices through understanding and applying the design process. Students develop and use specialised skills in a range of media and techniques. They study other artists, working methods and how selected studio forms have developed as well as professional practices and art industry issues.

Unit 1 Artistic inspiration and techniques

This unit focuses on the various ways in which experiences, ideas, issues and observations are used as sources of inspiration in the production of art works. Students investigate how particular materials and techniques have influenced artists' ideas, their approaches, and means of expression and production methods.

Outcomes

1. Generate ideas and inspiration and use a variety of methods to translate these into visual form.
2. Explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration.
3. Discuss how artists from different times and locations interpret sources of inspiration and use materials and techniques.

Unit 2 Design exploration and concepts

In this unit students plan and refine ideas, the application of principles and elements of design and the development of skills in the visual analysis of art works. Students study the way in which artists use formal qualities, signs, symbols or messages to express their ideas, develop styles and refine and enhance the visual effectiveness of their work.

Outcomes

1. Develop a design process methodology in order to explore sources of inspiration and produce art works
2. Examine and discuss the ways in which design elements and principles, signs, symbols and images are used in a variety of art works to communicate ideas and develop style.

Assessment: Assessment tasks focus on the development of folios, research tasks and exams.

You can select from one or more of: *painting, drawing, sculpture, mixed media, digital photography and printmaking.*

Arts, Humanities, Commerce

Unit 3 Studio production and professional art practices

In this unit students use a work brief to define an area of exploration and apply a design process to explore and develop ideas. Students study developments in a particular studio form and investigate traditional and contemporary practices of artists.

Outcomes

1. Preparation of a work brief that outlines the content and directions of the design process and plan of how this will be undertaken.
2. Present a design process that produces a range of potential solutions to the aims and ideas documented in the work brief.
3. Discuss art practices in relation to a particular art form/s and analyse ways in which artists develop distinctive styles in their artwork.

Unit 4 Studio production and art industry contexts

In this unit students produce a cohesive folio of finished art works to gain an understanding of artists' involvement in the art industry. They study how components of the arts industry influence the work of artists through an investigation of the public display, promotion and critique of art works.

Outcomes

1. Present a focus statement that documents how potential solutions will be used to produce a cohesive folio of finished artworks.
2. Present a cohesive folio of finished artworks, based on potential solutions, that applies materials and techniques to resolve your aims and ideas.
3. Analyse and discuss roles and methods involved in the presentation of artworks and analyse and discuss current art industry issue/s.

Assessment

For unit 3, School Assessed Task: A developmental folio based on a work brief. This is subject to external review and constitutes - 33% of the final assessment.

For Unit 4, School Assessed Task: A folio of finished art works that resolve the aims of the work brief. This is subject to external review and constitutes - 33% of the final assessment.

End-of-year examination based on Outcome 2 in Unit 3 and Outcome 2 in Unit 4 - 34% of the final assessment.

Theatre Studies

Unit 1 Theatrical Styles of the Pre-Modern Era

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with the play-scripts from the pre-modern era of theatre, focusing on works prior to the 1880's in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play from the pre-modern era in performance.

Outcomes

1. Identify and describe the distinguishing features of play-scripts from the pre-modern era.
2. Apply acting and other stagecraft to interpret play-scripts from the pre-modern era.
3. Analyse a performance of a play-script from the pre-modern era in performance.

Methods of Assessment

All outcomes in Units 1 and 2 will be measured from a range of selected tasks from the following list:

- Essays
- Oral presentations
- Annotated visual reports
- Multimedia productions
- Tests
- Theatre history reports
- Analytical exercises
- Interpretation and performance of play-scripts

Arts, Humanities, Commerce

Theatre Studies Unit 3 Production Development

This unit focuses on an interpretation of a play-script through the four designated stages of production: planning, production development, production season, and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play-script. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance from the prescribed play-list and analyse and evaluate the interpretation of the play-script in the performance.

Outcomes:

Students should be able to

1. Apply stagecraft to interpret a play-script for performance and demonstrate understanding of the production process.
2. Analyse use of stagecraft in the development of a play-script for production, incorporating the specifications appropriate for each stage of the production process.
3. Analyse and evaluate ways in which a written play-script selected from the prescribed play-list is interpreted in its production to an audience.

Theatre Studies Unit 4 Performance Interpretation

In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students also attend a performance from the prescribed play-list and analyse and evaluate acting in the production.

Outcomes:

1. Able to perform an interpretation of a monologue from a play-script.
2. Develop a theatrical brief that presents an interpretation of a scene.
3. Analyse and evaluate acting in a production from the prescribed play-list.

Assessment:

All outcomes in Units 3 and 4 will be assessed from a range of selected tasks from the following:

School Assessed Coursework Unit 3 – 30%
School Assessed Coursework Unit 3 – 15%

Final Performance (Solo) Examination – 25%
Final Written Examination – 30%

Visual Communication and Design

Unit 1 Visual Representation

The main purpose of this unit is to enable students to develop an understanding of instrumental drawing methods and freehand drawing including drawing from direct observation. This unit involves the study of a range of drawing methods, including relevant Australian Standard Conventions. Students develop practical skills in the application of appropriate drawing methods, design elements and principles and information and communications technology. The unit also introduces students to the diversity of Visual Communication and to the role of the design process in Visual Communication production.

Outcomes

1. Complete instrumental drawings using range of paraline drawing systems.
2. Draw from direct observation, in proportion and render the drawings.
3. Apply design elements and principles to satisfy and stated purpose
4. Describe the nature of the design process in the production of Visual Communications.

Unit 2 Communication in context

The main purpose of this unit is to enable students to develop and refine practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communications technology. In the development of Visual Communications, this unit enables students to develop an awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated.

Outcomes

1. Use instrumental drawings to develop images.
2. Use freehand drawings in the development of images.
3. Develop final presentations from existing presentations to suit a specified audience, using manual and electronic production systems.
4. Analyse examples of visual communication and explain how they communicate ideas and reflect influences.

Assessment

School Assessed Coursework (SACs) for Units One and Two.

- A folio of Drawings and written reports and annotations.
- Examination

Arts, Humanities, Commerce

Unit 3 Visual communication practices

The main purpose of this unit is to enable students to develop an understanding of Visual Communication production through the application of the design process to satisfy specific communication needs. Within the unit, students consider existing Visual Communication and analyse and evaluate examples. Students will also investigate the production of Visual Communication in a professional setting and examine the nature of professional practice in the design and production of Visual Communication.

Outcomes

1. Use manual and electronic production systems and apply the visual communication process to design a final presentation(s) that satisfies a stated purpose.
2. Analyse and evaluate the effectiveness of a range of visual communications.
3. Describe the roles of professional communicators and analyse processes and procedures used in professional practice to produce visual communications

Unit 4 Designing to a Brief

The main purpose of this unit is to enable students to apply their knowledge of the components of the design process in the preparation of one design brief. Students apply their practical skills to the development and production of two distinct final Visual Communication presentations through the application of the design process and based on the requirements of that brief.

Outcomes

1. Prepare one brief that describes a client's need and which specifies resolutions and final presentations.
2. Prepare developmental work that is relevant to the requirements of the brief developed for Outcome 1.
3. Produce two final presentations that satisfy the requirements of the brief developed for Outcome 1.

Assessment

School assessed coursework for Unit 3 (A folio and two written reports that evaluate achievement of all Outcomes) – 33%
School Assessed Task for Unit 4 (One brief, a folio and two presentations as required for Outcome 1, 2 and 3) – 33%
End-of year examination on all outcomes in Units 3 and 4: A 1.5-hour series of questions, analyses and skill tasks – 34%

Biology

Unit 1 Unity and Diversity

This unit looks at how living things (plants & animals) function. Each individual has a number of different systems inside them, each maintaining some aspect of life such as the provision of energy. These systems, along with the use of technology to explore, maintain and modify reproduction and development, will be investigated.

Outcomes

1. **Cells in Action:** Design, conduct and report on a practical investigation related to cellular structure, organisation & process.
2. **Functioning Organisms:** Describe the requirements of an organism to sustain life and how the requirements are met. Compare and contrast asexual and sexual reproduction and describe the main features of the development and growth of organisms and the factors that can affect them.

Methods of Assessment

Achievement of outcomes for both Units 1 and 2 will be measured by performance in a selection of the following tasks:

- Practical activities
- Short reports on ecological investigations
- Practical reports in non-text formats such as poster, multimedia
- Questions and problems
- Structured written report of field studies
- Oral presentations
- Tests
- Field investigations
- Structured written practical reports

Note: Some colleges reverse the order in which these units are studied; i.e. Unit 2 in semester 1 and Unit 1 in semester 2.

Maths, Science, Technology

Unit 3 Signatures of Life

Students consider the molecules and biochemical processes that are indicators of life. They investigate how cells communicate with each other, and how they recognise their 'self' from 'non-self'. Students study how cells detect possible agents of attack and how physical barriers and the immune system can protect the body against pathogens.

Outcomes

1. **Molecules of Life.** Students analyse and evaluate evidence from practical investigations related to biochemical processes.
2. **Detecting and Responding.** Students study coordination and regulation of an organism's immune responses to antigens.

Unit 4 Continuity and Change

The genetic structure of an organism is what makes it unique. This unit explores inheritance, genes and the processes of evolution including natural selection. The origins and diversity of living organisms and the advances in technology, including biotechnology, are considered.

It is recommended that students attempting Unit 3 should have completed Biology Units 1 and 2.

Outcomes

1. **Heredity:** Students analyse evidence for the molecular basis of heredity and patterns of inheritance.
2. **Change Over Time:** Students analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

Assessment

School-assessed coursework will consist of: **Unit 3:** two practical activities for Outcome 1. One practical activity and a short presentation for Outcome 2; **Unit 4:** two practical activities for Outcome 1 and an oral or written report demonstrating evolutionary relationships using first or second hand data & a short presentation on the application of gene technologies

– 34% of the final assessment.

There will be a **Mid-year Examination** on all the outcomes of Unit 3

- 33 % of the final assessment.

There will be an **End-of-year Examination** on all the outcomes of Unit 4

- 33 % of the final assessment

Chemistry

Unit 1 The Periodic Table & Materials

Unit One focuses on the Periodic Table and Materials. Surface Chemistry is studied in the context of Nanotechnology. An emphasis is placed on how evidence is used to develop or refine chemical ideas, knowledge and models. Area of Study 1 (The Periodic Table) focuses on the atom as well as fundamental chemical ideas such as 'The Mole'. Area of study 2 (Materials) focuses on the structure, properties and applications of materials. This is achieved through the construction of models, activities and experiments. Nanotechnology is explored by relating the interaction of chemicals at surfaces.

Outcomes

1. Explain how evidence is used to develop or refine chemical ideas and knowledge.
2. Able to use models of structure and bonding to explain the properties and applications of materials.

Methods of Assessment

Achievement of all outcomes in Units 1 and 2 will be measured progressively by performance in a selection of the following:

- Practical work
- Short reports
- Oral, poster and multimedia presentations
- Concept maps
- Construction and simulation of molecules, bonding formulas
- Modelling
- Tests

Maths, Science, Technology

Chemistry

Unit 3

Chemical Production and Analysis

This unit examines the scope of techniques available to the analytical chemist. Students will use a variety of analytical and instrumental techniques to analyse products in the laboratory. They will also investigate systematic organic chemistry, including production of starting materials for particular reaction pathways.

Outcomes

1. Evaluate the suitability of techniques and instruments used in chemical analyses.
2. Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

Chemistry

Unit 4

Chemistry at Work

This unit examines the industrial production of chemicals and the energy changes associated with chemical reactions. Students will focus on the factors that affect the rate and extent of a chemical reaction. They explore how factors affecting rate and equilibrium are applied to achieve the optimum reaction conditions in the industrial production of chemicals. The students also focus on the use of different energy resources, including the advantages and disadvantages of their continued use.

Outcomes

1. Analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.
2. Analyse chemical and energy transformations occurring in chemical reactions.

Assessment

Each unit in the School assessed coursework will consist of three assessment tasks, selected from the following:

An extended experimental investigation, a written report of a practical activity, a response to stimulus material and analysis of data using structured questions, and a report related to chemical pathways.

School assessed coursework for Units 3 and 4 will contribute $2 \times 17\% = 34\%$ to the final assessment.

Examinations at the end of both units will contribute $2 \times 33\% = 66\%$ to the final assessment.

Unit 2 Water and the Atmosphere

Unit Two is studied in the context of Environmental Chemistry and includes materials related to Green Chemistry, desalination processes and processes relevant to green house gases. An emphasis on chemical reactions and processes that help to sustain life is also included. Area of study 1 (Water) focuses on how the importance of water (chemical and physical) is related to living things. Area of study 2 (The Atmosphere) focuses on the interaction between living things and gases of the atmosphere. The behaviour of gases is used as a basis to explore state, national and global issues associated with human impact on the atmosphere.

Outcomes

1. Able to write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.
2. Able to explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

Design & Technology

This study is for students wishing to study design and product development, manufacturing methods and the use of processed and unprocessed materials in the design and planning process, using a variety of materials. Students will apply practical skills related to design, safe use of equipment and machinery.

Unit 1 Properties of food

In this unit students are introduced to the diverse nature of food and how to prepare it and how to store it for the best quality in terms of safety, health and aesthetics. Students study safe and hygienic food handling practices and apply these practices in the preparation of food. Food storage practices that maximise quality of raw and cooked food are also investigated. This unit focuses on the tools, processes, techniques, knowledge and skills the designers use to develop a solution to a problem.

Students investigate the methods and processes used to design and define the problem by generating an appropriate design brief. They consider methods and information the designer uses to generate and communicate ideas and determine the suitability of appropriate materials and processes. Students learn about the preparation and processing techniques used. Students apply this knowledge when preparing food. This unit is evaluated against the needs and requirements outlined in the design brief. Using this process as a model, the student modifies the

Outcome 1 Design a similar product. Consideration is given to protection of intellectual property and the application of food safety practices when handling and storing food to maximise quality.

Outcome 2 Describe the methods used by a designer to design a product, and apply similar processes to document the re-designing of an existing product.

Analyse the physical, sensory, chemical and functional properties of key foods and prepare foods to optimise these properties. Use and evaluate materials, tools, equipment and processes to make the product designed in Outcome 1, and compare the finished product with the original design.

Unit 2 Planning and Preparation of Food

This unit provides students with the opportunity to investigate the best methods and tools and equipment to use for optimum results, and what to prepare for a range of situations. Students research, analyse and apply the most suitable food preparation and cooking methods to optimise the sensory, physical and chemical properties of food.

In this unit, the student works both individually and as a member of a small design team to address a problem, need, or opportunity that requires a product within a product range or based on a theme or component of a group product. This provides the student with the opportunity to work with others while taking responsibility for particular aspects of the design and production processes, cultural beliefs, and resource access and availabilities.

Outcomes

1. Individually and as a member of a team, identify a need and collaborate design options and production planning in response to a design brief and implement processes in food preparation of key product with component parts.

2. Justify, manage and use appropriate production processes to make a product. The student, individually and as a team member, should be able to plan, prepare and evaluate meals for a range of contexts, components of a group project against the design brief.

All of the outcomes for both units 1 and 2 will be assessed through tasks selected from:

Maths, Science, Technology

Design and Technology: Unit 3 Design, Technological Innovation & Manufacture

In this unit, students investigate a client or end-user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options. They justify the choice of a preferred design option and develop a work plan, and commence production of the product, which will be completed and evaluated in Unit 4. This unit also examines how a range of factors influence the design and development of products within industrial/commercial settings.

Outcomes

1. Explain the role of a designer by writing a design brief, evaluation criteria & identifying & explaining areas for research and methods that would be used to develop design ideas.
2. Explain the factors that influence the design, development & manufacture of products within industrial/commercial settings
3. Present a folio that documents the procedure & decision-making processes used while working as a designer to meet the needs of a client or end-user, and commence production of the designed product.

Design and Technology: Unit 4 Product Development, Evaluation and Promotion

Students continue to develop and manufacture the product designed in Unit 3, Outcome 3, and record the production processes and modifications to the work plan and product. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria. Students make judgments about possible improvements. They promote their work by highlighting the product's features to the client and/or end-user.

Outcomes

1. Analyse product types through a comparison of innovative features, function, aesthetic and visual appeal, and examine economic, social and environmental benefits and costs.
2. Competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Outcome 3, and manage time and resources efficiently.
3. Evaluate the outcomes of the design and promote the product's design features to the client or end-user.

Assessment

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Design and Technology the student's level of achievement will be determined by school-assessed coursework, a school-assessed task and an end-of-year examination. Percentage contributions to the study score in Design and Technology are as follows:

Unit 3 school-assessed coursework: 12%	Unit 4 school-assessed coursework: 8%
School Assessed Task: 50%	End of Year examination: 30%

Food and Technology

Methods of Assessment:

- Short written responses
- Oral reports
- Tests
- Design Briefs
- Production work
- Design Folio

Maths, Science, Technology

Food and Technology Unit 3: Food preparation, processing and food controls.

This unit requires students to analyse the functions of the natural components of key foods and apply this information in the preparation of foods. Students will investigate cooking techniques and justify the use of the best techniques for key foods. They develop an understanding of food processing techniques to prevent spoilage in industrial and domestic settings, and will also preserve food using some of these techniques.

Students develop an understanding of food safety in Australia by investigating the causes of food poisoning and food spoilage, and the relevant regulations. They apply safe work practices while preparing food. Students write a design plan developed from a design brief that they devise. In the design plan, they will apply their knowledge about key foods, properties of food, tools, equipment, cooking techniques and preservation techniques best suited to a particular context. They make decisions and choices related to their understanding of the brief. In developing this plan, students establish a timeline to complete the set of food items to meet the requirements of the brief in Unit 4.

Outcomes:

1. Analyse food preparation of and processing techniques for key foods and prepare foods using these techniques.
2. Describe the role of national, state and local authorities in ensuring and maintaining a safe food supply within Australia.
3. Develop a design plan folio that effectively satisfies the requirements of a design brief.

Food and Technology Unit 4: Food Product Development and Emerging Trends

In this unit students work independently to complete the challenge of implementation of the design plan they established in Unit 3. In completing this task, students apply food safety and hygiene guidelines and evaluate the product planning and processes in the plan.

Students examine food product development, and research and analyse factors that have contributed to product development. They investigate the process of product development, including packaging, packaging systems and marketing.

Students investigate emerging trends in product development, including societal pressures to improve health, technological developments, and environmental considerations.

Outcomes

1. Implement the design plan for a set of five to eight food items, and evaluate the outcome of the product against the requirements of the design brief developed in Outcome 3 Unit 3.
2. Analyse factors related to food product development and explain processes involved in the development and marketing of a food product.
3. Analyse new and emerging developments in food production.

Assessment:

Percentage contributions to the study score in Food and Technology are as follows:

- Unit 3 school-assessed coursework: 15 per cent
- Unit 4 school-assessed coursework: 15 per cent

- Units 3 and 4 school-assessed task: 40 per cent
- End-of-year examination: 30 per cent

Unit 1 ICT in Action

This unit focuses on how individuals use and can be affected by ICT in their daily lives. Students use web or multi-media authoring software to solve information problems. Students must create an ICT solution for a client and gather feedback as to its suitability. Software tools used are Dreamweaver, MS Frontpage and MS Access.

Outcomes

1. Transform an existing printed information product into an on-screen information product to meet a specific audience need, evaluate the success of this information product, and explain its likely impact on the audience's skills or work practices.
2. Solve an information problem by collecting data and using database management software to manipulate that data.
3. Contribute collaboratively to the creation of an on-screen information product that presents an analysis of a contemporary ICT issue and substantiates a point of view.

Unit 2 ICT Pathways

Unit 2 focuses on how individuals and organisations use ICT. There is a strong link to the workplace as students explore ICT career pathways and solve problems for real clients. Students produce a folio of tasks that demonstrate the use of a programming or scripting language, and use web or multimedia authoring software to represent the flow of data through a networked information system.

Outcomes

1. Demonstrate progression in the ability to use a programming or scripting language, record the learning progress electronically, and explain career pathways that require the use of the software skills.
2. Represent a networked information system within an organisation, and describe the way a specified set of data flows through the system, where it is stored, and where it is processed.
3. Work collaboratively to design a solution and an information product for a client, taking into account client feedback, solve the information problem, and evaluate the efficiency and effectiveness of the solution and product.

Information Technology

Demonstration of the achievement of all the above outcomes is based on performance in a selection of the following tasks:

- Designing and developing solutions using information technology tools, equipment and techniques
- Tests (short answer, open book, practical)
- Short written reports
- Oral reports supported by visual presentation

Maths, Science, Technology

Unit 3 Information Technology Applications (formerly IPM)

This unit focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students use software to demonstrate both outcomes, which are equally weighted.

Outcomes

1. Propose and apply project management and problem-solving strategies to produce a solution and an information product, using database management software, which meets the decision-making needs of a specific audience.
2. Design, create and evaluate a prototype website that meets an organisation's needs of sharing knowledge and collaborative problem-solving within a virtual team environment, and explain the requirements of the networked information system that supports the use of this website.

Unit 4 Information Technology Applications (formerly IPM)

This unit focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies used to protect the integrity of data and security of information.

Outcomes

1. Use spreadsheet software to solve an ongoing information problem, taking into account the information needs of an organisation, and evaluate the effectiveness of their problem-solving strategies.
2. Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information, and recommend improvements.

Assessment

School-assessed coursework: For all outcomes of units 3 & 4, a selection from an annotated information product in response to a design brief, a project management report, an on-screen information product and documentation, a test, written report and an annotated visual representation– 50 % of final assessment (25 % each unit).

End-of-year examination: interpretation and analysis relating to all outcomes in Units 3 and 4. – 50% of final assessment.

Note: You may do both Information Technology Applications & Software Development and get full VCE credit for each sequence.

Information Technology

Unit 3 Software Development (formerly Information Systems)

Unit 3 focuses on the techniques and procedures for determining the ability of a networked information system to meet organisational needs and on how the development of purpose-designed software can be used to meet these needs. Students explore the roles and functions of networked information systems, and the types of networked information systems.

For Outcome 1 students analyse the operations of networked information systems, and explore design options in order to produce the physical design specifications for modified or new networked systems. In Outcome 2, the developmental phase of the Systems Development Life Cycle (SDLC) is realised by students' designing and coding software modules, using a programming language. Students are required to engage in the stages of designing, developing and testing software, whilst exploring how the development of programs is influenced by legal obligations and ethical considerations.

Outcomes

1. Students should be able to analyse an existing networked information system used in an organisation, and propose physical design specifications for a new or modified networked information system.
2. Students should be able to produce a software module suitable for implementation on a portable computing device, in response to a design specification, verify its performance against this specification and explain how the program has taken into account an ethical dilemma or a legal obligation.

Unit 4 Software Development (formerly Information Systems)

This unit focuses on techniques, procedures and strategies to develop implement and evaluate a proposed networked information system. Students explore technical, human, procedural and economic and management factors that need to be considered when undertaking these phases of the SDLC. The development stage is realised through the creation of software solutions using the programming language studied in Unit 3. Students are required to develop purpose designed software, create user documentation and explain the causes of conflict between program developers and end users.

Outcomes

1. Students should be able to apply the stages of software development to produce purpose-designed software that takes into account a networked information system objective and the needs of end-users.
2. Students should be able to propose and justify strategies for managing, developing, implementing and evaluating the introduction to an organisation of a networked information system that will operate in a global environment.

Assessment

School-assessed coursework: For all outcomes of units 3 & 4, a selection from a written report, tests, visual representation, a software module, annotated solution – 50 % of final assessment (25 % each unit).

End-of-year examination: interpretation and analysis relating to all outcomes in Units 3 and 4 – 50% of final assessment.

It is **recommended** that students have completed Units 1 and 2 Information Technology (ICT in Action and ICT Pathways) prior to undertaking this study.

Note: You may do both ICT Applications & Software Development and get full VCE credit for each sequence.

Foundation Mathematics Units 1 & 2

Foundation Mathematics is designed for students who need mathematical skills to support their other skills. It is for students who do not intend to undertake Unit 3 and 4 Mathematics in the following year.

There is a strong emphasis on practical mathematics relating to everyday life, personal work and study. These units will be especially useful to students undertaking VET studies. The areas of study are ‘Space and shape’, ‘Patterns in number’, ‘Handling data’, and ‘Measurement and design’.

<i>Outcomes</i>	<i>Assessment Tasks</i>
1. Confidently and competently use mathematical skills and concepts from the areas of study of: ‘Space and Shape’, ‘Patterns in Number’, ‘Handling Data’, and ‘Measurement and Design’.	Tests; Assignments; Summary or review notes Student workbooks must be kept up to date, including homework and class-work.
2. Apply and discuss basic mathematical procedures relating to familiar situations, personal work and study	A report on an application of mathematics <u>or</u> a presentation on mathematics encountered in personal work or study. This can be in oral, written, poster or multimedia form.
3. Select and use technology to apply mathematics to a range of practical contexts.	Incorporate appropriate use of technology in the achievement of outcomes 1 and 2

General Mathematics (Business) Units 1 & 2

These units cover Statistics and Probability, Arithmetic, Functions and Graphs, Algebra, Geometry, Trigonometry. These areas of study will prepare students for Units 3 & 4 Further Mathematics. The areas of study may be varied according to the needs of students. Consult your college Course Adviser for a recommendation about which stream of General Mathematics will be suitable for you.

<i>Outcomes</i>	<i>Assessment Tasks</i>
1. Define and explain key concepts in relation to topics from the selected areas of study and apply a range of related mathematical routines and procedures	Tests; Assignments; Summary or review notes Student workbooks must be kept up to date, including homework and class-work.
2. Apply mathematical processes in non routine contexts and analyse and discuss these applications in at least three of the areas of study	Projects; Short - written responses; Problem - solving tasks; Modelling tasks
3. Use technology to carry out analyses of situations requiring problem solving, modelling or investigation in at least three of the areas of study	Incorporate appropriate use of technology in the achievement of outcomes 1 and 2

General Mathematics (Academic) Units 1 & 2

This course can only be chosen in conjunction with Mathematical Methods 1 & 2. The major part of the course is designed to be studied in parallel with Mathematical Methods 1 & 2 in order to give students the best opportunity for success in Mathematical Methods in Year 12. A small part of the course is aimed at those students who have shown the ability to study Specialist Maths in Year 12. These units cover Linear Relations, Graphs, Equations, Univariate & Bivariate Data, Number Systems, Shape & Measurement, Trigonometry, Sequences & Series, Coordinate Geometry, and Variation & Polynomial Functions.

Your Mathematics teacher will have made a recommendation as to the most appropriate Mathematics choice/s for you. Check with your teacher if you are unsure of which Mathematics subject/s to choose.

<i>Outcomes</i>	<i>Assessment Tasks</i>
1. Define and explain key concepts in relation to topics from the selected areas of study and apply a range of related mathematical routines and procedures	Tests; Assignments; Summary or review notes Student workbooks must be kept up to date, including homework and class-work.
2. Apply mathematical processes in non routine contexts and analyse and discuss these applications in at least three of the areas of study	Projects; Short - written responses; Problem - solving tasks; Modelling tasks
3. Use technology to carry out analyses of situations requiring problem solving, modelling or investigation in at least three of the areas of study	Incorporate appropriate use of technology in the achievement of outcomes 1 and 2

Mathematical Methods Units 1 & 2

Students will need to be motivated, determined and hard working to complete these units. It is recommended that students also study General Maths (Academic) in order to fully prepare them for Year 12 mathematics.

These units cover Expanding Brackets, Factorising, Algebraic Long Division, Coordinate Geometry, Simultaneous Equations, Solving Quadratic & Cubic Functions, Indices, Rates of Change, Probability, Circular Trigonometry, Graphing Trigonometric Functions, Logarithms and Calculus.

Your Mathematics teacher will have made a recommendation as to the most appropriate Mathematics choice/s for you. Check with your teacher if you are unsure of which Mathematics subject/s to choose.

<i>Outcomes</i>	<i>Assessment Tasks</i>
1. Define and explain key concepts as specified in the areas of study and apply a range of related mathematical routines and procedures	Tests; Assignments; Summary or review notes Student workbooks must be kept up to date, including homework and class-work.
2. Apply mathematical processes in non routine contexts and analyse and discuss these applications of mathematics	Projects; Short - written responses; Problem - solving tasks; Modelling tasks
3. Use technology to carry out analyses of situations requiring problem solving, modelling or investigative techniques or approaches	Incorporate appropriate use of technology in the achievement of outcomes 1 and 2

Further Mathematics Units 3 & 4

This course can only be chosen if students have passed Year 11 mathematics with a satisfactory exam grade. These units follow on from the areas of study in General Mathematics (Business). It has a compulsory area of study, Data Analysis, and then a selection of three 'Applications' modules from: 'Number Patterns and Applications', 'Geometry and Trigonometry', 'Graphs and Relations', 'Business Related Mathematics', 'Networks and Decision Mathematics' and 'Matrices'.

<i>Outcomes</i>	<i>Assessment Tasks</i>
1. Define and explain key concepts as specified in the 'Applications' areas of study and use this knowledge to apply related mathematical procedures to solve routine application problems.	1. School assessed coursework <ul style="list-style-type: none"> • one Application task, • three Analysis tasks, • 34% of the final assessment. 2. Two end of year examinations <ul style="list-style-type: none"> • Examination 1 - facts, skills and applications, • Examination 2 - analysis tasks, • 66% of the final assessment.
2. Use concepts and skills developed in the 'Data Analysis' area of study to analyse a practical and extended situation and interpret the outcomes of this analysis. Apply mathematical processes in contexts related to the 'Applications' area of study and discuss these applications.	
3. Use technology appropriately to carry out analyses of situations requiring problem solving, modelling or investigative techniques or approaches	

Mathematical Methods Units 3 & 4

This course can only be chosen if students have passed year 11 mathematics with a satisfactory exam grade. These units assume knowledge of work covered in Mathematical Methods 1 & 2. They provide an academic background for students considering careers in the fields of medicine, commerce, science, engineering and related areas.

Areas of study are Coordinate Geometry; Circular (trigonometric) functions; Calculus; Algebra and Statistics and Probability.

<i>Outcomes</i>	<i>Assessment Tasks</i>
1. Define and explain key concepts specified in the 'Coordinate Geometry', 'Circular Functions', 'Algebra' and 'Statistics and Probability' areas of study and apply a range of related mathematical routines and procedures.	1. School assessed coursework <ul style="list-style-type: none"> • one Application task, • two Analysis tasks, • two tests, • 34% of the final assessment. 2. Two end of year examinations <ul style="list-style-type: none"> • Examination 1 - facts, skills and applications, • Examination 2 - analysis tasks, • 66% of the final assessment.
2. Apply mathematical processes in non routine contexts and analyse and discuss these applications of mathematics	
3. Appropriately use technology to develop mathematical ideas, produce results and carry out analyses requiring problem-solving modelling or investigative techniques or approaches.	

Specialist Mathematics Units 3 & 4

This is a highly academic course and can only be attempted by students who are also studying Mathematical Methods 3 & 4. It is for students requiring a high level of mathematics for careers in areas such as the physical sciences and engineering fields. Students undertake the following areas of study: Coordinate Geometry; Circular (trigonometric) Functions; Algebra; Calculus; Vectors in two and three Dimensions and Mechanics.

<i>Outcomes</i>	<i>Assessment Tasks</i>
1. Define and explain key terms and concepts in the 'Coordinate Geometry', 'Circular Functions', 'Algebra', 'Calculus', Vectors in two and three Dimensions' and 'Mechanics' areas of study and apply related mathematical routines and procedures.	1. School assessed coursework <ul style="list-style-type: none"> • one Application task, • two Analysis tasks, • two tests, • 34% of the final assessment. 2. Two end of year examinations <ul style="list-style-type: none"> • Examination 1 - facts, skills and applications, • Examination 2 - analysis tasks, • 66% of the final assessment.
2. Apply mathematical processes with an emphasis on general cases, in non-routine contexts and analyse and discuss these applications of mathematics.	
3. Appropriately use technology to develop mathematical ideas, produce results and carry out analyses requiring problem-solving. Modelling or investigative techniques or approaches.	

Physics

Unit 1 Physics

Consists of two prescribed areas of study: Wave-like properties of light; Nuclear and radioactivity physics; and a third area of study to be chosen from one of three detailed studies: Astronomy, Medical physics, or Energy from the nucleus.

Outcomes

1. Wave-like properties of light: Students should be able to describe a wave model of energy transfer and apply it to light phenomena.

2. Nuclear and radioactivity:
Students should be able to describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community

Assessment

- Folio of practical activities.
- Tests

- Media Article Response
- Test

3. Detailed Study (Selected from Astronomy, Medical Physics, or Energy from the Nucleus)

- Research assignment
- Test

Students should be able to use observations to explain the motions of stars and planets, and describe models of planetary motion.

Or

Be able to describe and explain applications of radioisotopes, optical fibres, waves and lasers to medical diagnosis and treatment and describe the production and/or simple interpretation of images of the human body produced by the processes of CT, ultrasound or X-rays.

Or

Be able to describe and explain typical fission and fusion reactions, and energy transfer and transformation phenomena of importance in stars and in the use of nuclear energy.

Maths, Science, Technology

Unit 2 Physics

Consists of two prescribed areas of study: Movement; Electricity; and a third area of study to be chosen from one of three detailed studies: Astrophysics, Investigations: Aerospace, or Investigations: Alternative Energy Sources.

Outcomes

1. Movement

Students should be able to describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.

2. Electricity

Students should be able to apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems; and describe the safe and effective use of electricity by individuals and the community.

3. Chosen from Astrophysics, aerospace, or alternative energy sources.

Students should be able to describe and explain methods used to gather information about stars and other astronomical objects and relate this information to models of the nature and origin of the Universe.

Or

Students should be able to design an experimental investigation into an aspect of aerospace technology, and report on the investigation and conclusions using Newton's and Bernoulli's theories.

Or

Students should be able to use concepts of energy transfer and transformations to design and report on an experimental investigation into an aspect of alternative energy.

Assessment

- Data Analysis
- Tests

- Folio of Practice activities
- Test

- Research assignment
- Test

Unit 3 Physics

Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions; electronics and photonics; and a third area of study to be chosen from one of three detailed studies: Einstein's relativity, investigating structures and materials, or further electronics.

Outcomes	Assessment Tasks 17% of final assessment
<p>1. On completion of this unit the student should be able to use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety, and motion in space</p> <p>2. On completion of this unit the student should be able to compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems.</p> <p>3. Detailed Study</p> <p>Outcome 3.1: Einstein's relativity On completion of this unit the student should be able to use Einstein's theory of relativity to describe relativistic motion and effects and make comparisons with Galilean and Newtonian descriptions. Or</p> <p>Outcome 3.2: Investigating structures and materials On completion of this unit the student should be able to compare and contrast the properties of construction materials, and model the effects on structures and materials of forces and loads. Or</p> <p>Outcome 3.3: Further electronics On completion of this unit the student should be able to design an AC to DC voltage regulated power supply system; and describe and explain the operation of the system and its components, and the effects of test equipment on the system</p>	<ul style="list-style-type: none"> ▪ Any one or a combination of the following ▪ A student-designed extended practical investigation ▪ A multimedia presentation ▪ An annotated folio of practical activities ▪ A summary report of selected practical activities from the student's log book ▪ A data analysis ▪ A report (written, oral, annotated visual) ▪ A test (short answer and extended response) ▪ A response to a media article. <p>will be used to assess these 3 outcomes</p> <ul style="list-style-type: none"> ▪ Outcome 1 40 marks ▪ Outcome 2 30 marks ▪ Outcome 3 30marks

There will be a **Mid-year Examination** on all the outcomes of Unit 3 = 33% of final assessment

Maths, Science, Technology

Unit 4 Physics

Unit 4 consists of two prescribed areas of study: Interactions of light and matter; electric power; and a third area of study to be chosen from one of three detailed studies: synchrotron and applications, photonics, or recording and reproducing sound.

Outcomes	Assessment Tasks 17% of final assessment
<p>1. On completion of this unit the student should be able to use wave and photon models to explain interactions of light and matter and the quantised energy levels of atoms.</p> <p>2. On completion of this unit the student should be able to compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems.</p> <p>Outcome 3.1: Synchrotron and applications On completion of this unit the student should be able to describe the basic design and operation of a synchrotron and the production, characteristics and interactions with targets of synchrotron radiation. Or</p> <p>Outcome 3.2: Photonics On completion of this unit the student should be able to apply the photon and wave models of light to explain the operation of different light sources and fibre optic wave-guides and their domestic, scientific and industrial uses. Or</p> <p>Outcome 3.3: Recording and reproducing sound On completion of this unit the student should be able to apply a wave model of sound and a field model of electromagnetism to describe and evaluate the recording and reproduction of sound.</p>	<p>Any one or a combination of the following:</p> <ul style="list-style-type: none"> ▪ A summary report of selected practical activities from the student's log book ▪ A multimedia presentation ▪ An annotated folio of practical activities ▪ A student-designed extended practical investigation ▪ A data analysis ▪ A report (written, oral, annotated visual) ▪ A test (short answer and extended response) ▪ A response to a media article. <p>Will be used to assess these 3 outcomes</p> <ul style="list-style-type: none"> ▪ Outcome 1 40 marks ▪ Outcome 2 30 marks ▪ Outcome 3 30marks

There will be an **End of year examination** on all the outcomes of Unit 4 = 33% of final assessment

Psychology

Psychology is the systematic study of thoughts, feelings and behaviour. It is the study of the mind aimed at describing, explaining and predicting behaviour through experimental data.

Unit 1 Psychology

This unit introduces students to the scientific study of psychology as the investigation of behaviour and the mental processes that determine it; including perception, cognition and emotion. Students learn about the use of theories, models and controlled observations to describe and explain human behaviour.

Outcomes

1. Explain how the field of psychology provides scientific explanations of behaviour with particular principles, procedures and approaches to data.
2. Identify the characteristics of pro-social and anti-social behaviour and evaluate the factors that influence them.
3. Outline the key developmental stages in perception, cognition and understanding of self, and describe the main developmental theories in these areas.

Methods of Assessment

Assessment of all the outcomes of both units 1 and 2 will be based on a selection from the following tasks:

- Empirical research activities
- Tests
- Analysis of research design
- Essays
- Comprehension questions
- Classroom presentations
- Annotated poster

Unit 2 Psychology

In this unit students learn about different methods and models that describe and explain human behaviour. Students focus on internal physical, chemical and biological processes that inform behaviour. This context is based on the understanding of neuronal structures and the nervous system at the basic level. Methods of studying the differences in behaviour between people are evaluated.

Outcomes

1. Explain the roles of the neurons, synapses, neurotransmitters and neuromodulators, and describe the functions of the central nervous system.
2. Analyse the strengths and limitations in scientific approaches to defining 'normality' and in the application of psychological assessment in this area.
3. Describe attitude formation and factors that affect prejudice.

Maths, Science, Technology

Unit 3 Psychology

This unit focuses on the brain and the nervous system as a whole structure and investigates their role in affecting human behaviour. Brain research methods are examined and different approaches of psychology are integrated in a study of visual perception and states of consciousness. These approaches are used to explain behaviour in terms of internal physical and biological processes.

Outcomes

1. Explain the major functions of the brain, and the role of the nervous system, and evaluate the strengths/limitations of brain research methods
2. Explain the nature of processes involved in visual perception
3. Compare and contrast characteristics of normal waking consciousness

Methods of Assessment 17% of final assessment

At least 3 different tasks selected from: essay, research activity, annotated poster, multimedia presentation, summary/evaluation of data and methods from 2 or more related studies, test

There will be a **Mid-year Examination** on all the outcomes of Unit 3 33% of final assessment

Unit 4 Psychology

In this unit students study cognitive psychological methods through the concepts of memory and learning. The concept of behaviour is understood in terms of mental processing of information. Research methods continue to be integrated within the different methodological approaches to psychology. Students apply these methods to different studies and make evaluations of the appropriateness of each model.

Outcomes:

1. Use the information-processing model of memory to describe different ways in which memories is expressed and compared theories of memory.
2. Compare and contrast theories of learning including: classical and operant learning, observational learning, and behaviours not dependant on learning
3. Report on a research investigation that includes the formulation of a hypothesis, application of a research method, use of an ethical framework and the collection, analysis and interpretation of data.

Methods of Assessment 17% of final assessment

At least two tasks selected from the following

- essay
- report on empirical research activity.
- test
- poster, written report or report in multimedia format
- summary and evaluation of data

AND

- a report on a research investigation relating to either outcome 1 or 2.

There will be an **End of year Examination** on all the outcomes of Unit 4 33% of final assessment

Systems Engineering

This study provides an opportunity to develop capabilities in and knowledge of design, operation, construction, assembly, maintenance, repair and evaluation of electrical/electronic or mechanical systems. It provides a sound, systems oriented basis for tertiary technology courses and for employment in technological enterprises. It is designed for students interested in electronics or automotive areas of study.

Methods of Assessment

Unit 1 Mechanical Engineering Fundamentals

This unit focuses on mechanical engineering fundamentals as the basis of understanding the underlying principles and the building blocks that operate in the simplest to more complex mechanical devices. This unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, but the main focus is on the construction of a system which draws heavily upon design and innovation within the interrelated applied learning activities.

Students study fundamental mechanical engineering principles. The unit allows for a 'hands-on' approach, as students apply their knowledge and construct functional systems which can be purely mechanical or have some level of integration with electro-technology systems. Students explore how these systems use or convert the energy supplied to them, and related wider environmental and social issues.

Outcomes

1. Recognise, identify, illustrate and use theoretical principles of mechanical systems.
2. Use appropriate processes in designing, planning, manufacturing, documenting, performance testing, fault diagnosis and evaluation of a functional system.
3. Analyse the operation, function, energy use and social and environmental implications of a technological system.

Unit 2 Electro-technology Engineering Fundamentals

This unit focuses on building understanding of the fundamental principles of electrical and electronic circuits, collectively and commonly referred to as electrotechnology.

Students study fundamental engineering principles aiming to produce basic operational systems and technical reports which employ a level of integration between mechanical and electronic components. The main focus remains on the construction of electrotechnology systems. Students study fundamental electrotechnology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied in order to define and explain electrical characteristics of circuits.

Outcomes

1. Recognise, identify, illustrate and use theoretical principles of electro-technology systems.
2. Design, plan, produce and evaluate a functional integrated system with reference to relevant Australian Standards, and apply diagnostic fault finding, repair and maintenance techniques in production activities.
3. Explain how new and emerging technologies influence the selection and development of a process, material or component, and impact on the design and ultimate function of technological systems.

Assessment of all the outcomes of both units 1 and 2 will be based on a selection from the following tasks:

- Website presentations
- Annotated visual displays
- Data-show presentations
- Oral reports
- Production work
- Planning / production records
- Tests
- Practical presentation
- Short written reports (materials testing, industry visits, product evaluation)

Maths, Science, Technology

Systems Engineering Unit 3 Systems Engineering and Energy

In this unit, students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. This is underpinned by the study of human endeavour in which observations and ideas about the physical world are organised and explained. Through the application of their knowledge, students produce an integrated operational system. Students also apply their knowledge and skills to research, produce and present technical reports.

Outcomes

1. Recognise, identify, represent, describe and explain the principles of controlled integrated technological systems
2. Design, plan, construct and document an integrated system and effectively use diagnostic procedures for the system
3. Analyse and compare the environmental benefits and implications of using different energy sources and how such energy sources affect the design, performance and use of technological systems

Systems Engineering Unit 4 Integrated and Controlled Systems Engineering

This unit combines the contemporary focus of systems control and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems. In recent times, commercial integrated systems have increased function, control and internal monitoring subsystems within them.

Outcomes

1. Recognise, identify, represent, describe and explain the principles and functioning of controlled integrated technological systems
2. Select components for, construct, diagnose, adjust and repair the technological system and its control devices commenced in Unit 3, and provide an evaluation of the system, its performance and the management of the project.

Assessment

Unit 3 School Assessed Coursework: 12%	Unit 4 School Assessed Coursework: 8%
School Assessed Task: 50%	End of Year Examination: 30%

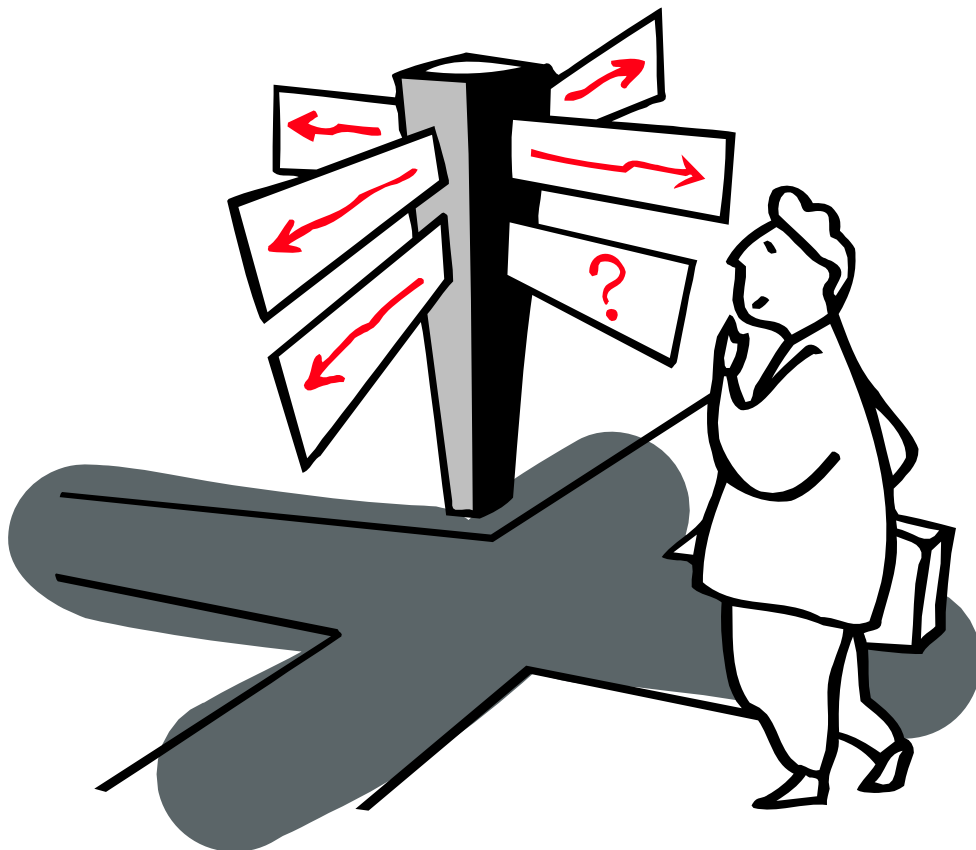
Vocational Education & Training

VET in Schools

and

VCAL

Programs – 2008



VET in schools program 2008

Vocational Education and Training (VET) in schools enables VCE and VCAL students to study a Vocational or TAFE course as part of their VCE program. Students who choose to participate in VET usually attend TAFE one day per week to study in their chosen industry area. Undertaking a VET in schools program gives students the opportunity to commence their career pathway and gain a nationally recognized qualification while completing their secondary education. When their VET program is completed students may choose to enter the workforce as an apprentice, gaining credit for studies already completed, use their VET qualification to articulate into further study at TAFE or University, or start work in their chosen industry. (Please note that while a wide range of VET courses are on offer, only those with adequate enrolments will run)

Proposed VET programs 2008

- * Multimedia
- * Plumbing
- * Furnishing – Cabinetmaking
- * Community Services Work
- * Engineering
- * Sport and Recreation - Fitness
- * Hospitality – Operations
- * Automotive Technology
- * Building & Construction
- * Clothing and Fashion
- * Electro-technology (Shared Technology)
- * Hair and Beauty
- * Horticulture

Usual VET in VCE/VCAL student timetable:

Monday	Tuesday	Wednesday	Thursday	Friday
Normal VCE or VCAL class	Normal VCE or VCAL class	Attend class at TAFE	Normal VCE or VCAL class	Normal VCE or VCAL class

Certificate II in Multimedia (CUF20601)

This course will give you the skills and knowledge for entry level work in the multimedia industry. The course will develop your skills in design and creative media, broaden your understanding of multimedia authoring and digital imaging and develop a working knowledge of digital audio and video.

CII in Automotive Technology (21110VIC)

This course provides students with general knowledge and practical skills in motor mechanics, auto electrical, panel beating, vehicle painting or parts interpreting. Students will undertake theory and practical classes and will learn about OH&S issues, use of tools and equipment and gain hands on skills in a range of automotive areas. This course is a pre-apprenticeship program in Automotive Technology, and assists students to gain employment as an apprentice in the specialist stream of their choice.

CII in Plumbing (21642VIC)

This course provides students with introductory skills and knowledge of the plumbing industry and will assist them to move into an apprenticeship in Plumbing when they leave school. Students will undertake theory and practical classes, learn about OH&S for the Plumbing industry and use of tools and equipment in the industry.

CII in Hair and Beauty (WRH20106)

This course is offered in two formats. Students are able to complete a Certificate II in Hair which leads directly to an apprenticeship in Hairdressing, or they may choose the Hair and Beauty option which covers units from both Hairdressing and the Beauty Services programs.

CII in Building & Construction – Carpentry (21393VIC)

This course is for people wanting to enter the building and construction industry as apprentice carpenters. It will provide the knowledge and practical skills associated with working in the building and construction industry and equip you with the ability to work safely in the industry. You will gain skills in the carpentry field of building and construction such as the safe use of hand and portable power tools, setting out, levelling, sub floor framing, wall and roof framing, scaffolding, hanging doors, claddings, linings and fixing. You will also develop knowledge of industry communication skills, material calculations, reading plans and OH & S issues. You will complete the majority of the CII pre-apprenticeship program during VCE.

CII in Furnishing – Cabinet Making (21278VIC)

For students interested in an apprenticeship in Cabinet Making, this course provides pre-apprenticeship training in skills such as communication, drawing, machining, practical skills and theoretical aspects of the Furnishing industry. Successful completion of the course assists students to apply for apprenticeship positions in Furniture Making, Cabinet Making, Upholstery, Production Upholstery or Furniture Finishing.

CIII in Concept Development for Clothing Products (21471VIC)

This qualification is part of the Textiles, Clothing & Footwear Training Package. It is for students wishing to enter the workforce in clothing production with an appropriate qualification and who are seeking the skills required to operate or work in a small business, often from home, manufacturing garments, altering and repairing on a small scale for individuals or in small quantities. This course provides an overall understanding of the clothing industry and its requirements. Credits may be available into the Certificate IV in Clothing Production, Diploma and Advanced Diploma.

CII in Electrotechnology – Shared Technology (21583VIC)

This course has been developed in response to skills shortages in emerging technologies. Students will develop broad-based skills in a range of Electrotechnology fields including: telecommunications, electronics, embedded controllers, robotics, power generation and photonics. This course provides a pathway into an Electrotechnology Apprenticeship in areas such as Assembly and Servicing and Systems Electrician. Career outcomes include computer networking, communications, installing electronic alarm systems and laser lights. On completion of this course students may apply for enrolment in the Advanced Diploma in Electrotechnology or Information Technology.

CII in Fitness (SRF20201)

This qualification forms part of the National Fitness Industry Training Package. It provides entry level training in the fitness industry, providing the underpinning knowledge of a range of fitness activities. On completion students can apply for admission to higher level qualifications in the Fitness training package.

CII in Horticulture (RTF20103)

This qualification is part of the Horticulture training package and provides training for entry level employment or an apprenticeship in the Horticulture industry. The course provides students with instruction in Occupational Health & Safety together with Horticultural skills and knowledge, including theory and practical classes.

CII in Hospitality – Operations (THH21802)

This qualification is part of the Tourism & Hospitality Training package. Students will acquire the skills and knowledge to perform a range of basic operational functions in the hospitality industry. In year 1 of the course students will cover all core Hospitality Operations subjects and some commercial cookery units. In Year 2, students will learn to serve food and drinks, make coffee and cocktails, liaise with kitchen staff and work as part of a team. Graduates will be able to perform these routine tasks under supervision in any hospitality setting.

Certificate II in Community Services Work (CHC20202)

This qualification forms part of the Community Services Training Package, Children's Services stream. It is for students who wish to begin a career in Children's Services. The course provides broad based, basic skills necessary for the student to take up entry level positions working with children. Many entry level areas of children's services are covered by this program, together with Occupational Health & Safety.

Certificate II in Engineering (21566VIC)

The aims of this program are to provide participants with the knowledge and skills to enhance their opportunities for employment in engineering or engineering related industries, and to enable students to gain a recognised qualification which will also assist them

to make informed decisions on their career path. This course provides a pathway into an engineering apprenticeship and consists of Core units and a range of Electives including theoretical and practical subjects.

Advantages of undertaking a VET program

- Students gain two certificates: VCE/VCAL and a Vocational Certificate
- Many VET programs contribute to apprenticeships eg, some are equivalent to a pre-apprenticeship program which covers all first year "trade school" and shortens the apprenticeship overall by 6 months or longer.
- VET studies are counted in VCE results and contribute to the ENTER score
- Students become familiar with TAFE/Tertiary institutions and learning in an adult environment.
- Participation in Work Placement provides students with work skills, on the job training and an opportunity to work in their chosen industry, gaining real workplace experience.
- Students gain additional skills and qualifications to include on their resume
- Students experience an occupation first hand to discover if they are suited to it, before making a commitment to an apprenticeship or further education.

Factors to consider before choosing a VET program

- VET is not an "easy" option. A VET program is a full subject workload alongside the other VCE/VCAL subjects.
- There is a major theoretical element to all VET and TAFE programs, it is not all hands on, practical work, even in certificates like Automotive, Building or Hospitality. Students are often required to work through self-paced modules.
- There are extra financial costs involved to cover the cost of TAFE delivery, books, protective clothing, etc. The estimated cost of VET programs for next year will be between \$680 to \$860 per year, per student, depending on fees charged by the TAFE or training institution which is delivering the course.
- Students travel to TAFE one day per week to attend classes, usually Wednesdays. In some cases they may miss occasional classes at school, and will need to catch up on any missed work in their own time.
- The student will be required to undertake two weeks of Work Placement, usually during one week of term and one week of school holidays. Students must be prepared to sacrifice one week of their holidays and to catch up on any school work missed during term time.

Applying for a VET program

Students who wish to undertake the VET Program should indicate their chosen VET Program in their VCE Course Selection Booklet. The College will collate the VET expressions of interest and then contact the student to confirm that the VET Program will proceed. The student will then pay a 50% deposit to confirm their place in the VET program. *Please note* – even though a student has registered an expression of interest, it is *not guaranteed* that all VET Programs will proceed.

Certain provisos determine whether each VET program proceeds.

- Numbers of students for each course to make delivery a viable option for the TAFE.
- Appropriate program timetabling and location of the TAFE to ensure students are not disadvantaged in other subject areas within the College.
- After a VET offer has been made to a student, the school must receive **a deposit of 50% of the fees by Monday 10 December 2007**. The student will then be confirmed to be a participant in the VET program for 2008. The remaining VET fees are then due and payable to the College within fourteen (14) days of VET program commencement in 2008.
- **Note:** some institutions will not allow refunds to students who withdraw from a program once they have commenced it. Please ensure your student fully understands the course they are choosing and is committed to completing it.

I am happy to provide further information to students and parents, so please contact me on 9337 2488.
Dianne Aldridge, VET Coordinator.

VCAL

What does VCAL stand for?

Victorian Certificate of Applied Learning

What is Applied Learning?

Applied learning is learning that occurs via “hands on” tasks and outcomes

Who would consider VCAL as a pathway?

VCAL provides a pathway for students who have decided to pursue a career pathway that involves moving into TAFE, a traineeship, a job or an apprenticeship.

It is a certificate for students interested in a “hands on” and more flexible approach to learning in the later years. Students will need to demonstrate what they have learnt and what skills they have developed through outcomes and assessment criteria.

How do I get my VCAL?

A VCAL unit lasts 1 semester and students MUST complete 10 units to complete their Intermediate Certificate (Year 11).

This includes VCAL units (literacy, numeracy, personal development skills and work related skills), VET units and VCE units.

A unit is completed when ALL of the outcomes have been demonstrated to a satisfactory level.

A typical VCAL timetable may look like this:

Monday	Numeracy	Numeracy	Personal Development	Personal Development	Numeracy	Numeracy
Tuesday	Work Related	Work Related	Personal Development	Work Related	Numeracy	VCE Unit
Wednesday	FE – No Classes					
Thursday	VCE Unit	Numeracy		Work Related	Work Related	Numeracy
Friday	VCE Unit	VCE Unit	Numeracy	Numeracy	Personal Development	Work Related

What areas of study would I be expected to complete?

1. Literacy

These units cover 2 areas of study:

- ❖ Reading and Writing
- ❖ Oral Communication

Both areas are designed to:

- ❖ Develop knowledge, skills and understanding relevant to reading, writing and oral communication in the contexts of family, employment, further learning and the community

2. Numeracy

These units cover the development of skills, knowledge and attitudes to Numeracy within relevant and meaningful contexts. Students will use mathematical skills in order to carry out purposes and functions within the society related to designing, measuring, constructing, using graphical information, money and time and travel.

3. Work Related Skills

Students develop employability skills and key competencies applicable to employment in any industry sector. The unit includes:

- Investigation into industry and the nature of work
- Occupational health and safety
- Structured work place learning (work experience)

Students will complete 2 2-week blocks of work experience, 1 in June and the other during November (during revision week and exam week)

4. **Personal Development**

Students focus on the development of organisational and planning skills, knowledge, practical skills, problem solving skills and interpersonal skills. The aim is to develop self-confidence and increase self-esteem skills.

Examples of learning activities include:

- First aid
- Community projects
- Organisation of camps and excursion
- Personal health and fitness programs
- Financing and budgeting

5. **Industry Specific Skills**

These are developed through VET units (Vocational Education and Training). This will be completed 1 day each week (every Wednesday) by an external provider -TAFE

- The aim is to develop key knowledge and competencies in a vocational context that assists students in making informed choices regarding further learning and/or employment
- Provide vocational experiences relevant to their students interests and abilities
- Provide pathways to further study through credit gained

In 2008 the following VET courses will be available through local TAFE providers:

- Building and construction
- Retail
- Hospitality

Students should note that there is a fee to complete a VET course

Refer to the VET section of the booklet for an indication of costing and course selection.

Successful completion of all of the VET competencies is a requirement of the Intermediate VCAL course.

6. **VCE unit**

Students will be expected to choose 1 VCE subject each semester from the list provided.

Use the NSC VCE program booklet to choose the most appropriate subject for your career.

How do I enrol in VCAL?

1. Work through the VCE booklet in tutor group using the resources provided
2. Complete relevant sections of the VCE booklet (red page) including selecting a VET unit and VCE subject
3. Collect an application from Ms Adams office
4. Complete the application form
5. Hand in appropriate pages of the VCE booklet (red) and application form
6. Attend interview

Glossary

AUSTRALIAN YOUTH ALLOWANCE

Financial support provided by the federal government to students 16 years and over, enrolled in full time study, to encourage and assist them to continue their studies.

CAMPUS

Most tertiary institutions have more than one teaching site. Each site is called a "campus" eg. Victoria University has campuses at Melton, Footscray, Werribee, and St Albans.

CREDIT TRANSFER

This is a system where parts of your VCE work can be counted as part of your studies towards a VET certificate and vice versa.

DEGREE

A course of study, usually of 3 or 4 years full-time study, completed after VCE, at a college or university.

ENTER

Stands for Equivalent National Tertiary Entrance Rank, which is a ranking which VTAC allocates to applicants for degree and diploma courses at universities and TAFE colleges across Australia. The ranking ranges from 0 to 99.95 and is based upon a student's performance in graded assessment when in year 12. The higher your ENTER is the more likely you are to get into your chosen course.

GAT

General Achievement Test. All students undertaking one or more

level 3/4 subjects must sit for this test in June every year. Its purpose is to provide a measure of how well your teachers are assessing your work in school based assessment. It may also be used to help in the statistical moderation of coursework in level 3/4 units. It is not meant to measure your ability.

HECS

Higher Education Contribution Scheme: Refers to the payment tertiary students make towards the cost of their university course. Payment can be deferred until after graduation.

L.O.T.E.

L.O.T.E. means Language Other Than English

OPEN DAYS

Most colleges, universities and TAFE colleges are open to the public for inspection on at least one day of the year. Many conduct guided tours, have public lectures and displays

OUTCOME

Short for Learning Outcome: This is what you must know or be able to do when you finish a unit. To satisfactorily complete a unit you must satisfactorily achieve all of its outcomes.

PREREQUISITE

This is a unit or units you must pass in order to be eligible for admission to a course.

SCHOOL-ASSESSED COURSEWORK

This is work that is prescribed by VCAA to

be completed in unit 3-4 level units. It is assessed by your teachers but is "moderated" by a statistical method that compares the students' school results with their exam results.

SCHOOL-ASSESSED TASK

Tasks assessed by the school but will subject to review by the VCAA. Technology and Art & Design subjects include SAT's as part of their assessment.

TAFE

Stands for Technical and Further Education and there are many TAFE Colleges throughout Victoria. TAFE offers short courses, apprenticeship or traineeship training, one year Advanced Certificate courses, Associate Diploma and Diploma courses.

VCAA

Victorian Curriculum and Assessment Authority. The organisation responsible for the curriculum and administration of the VCE.

<http://www.vcaa.vic.edu.au/>

VCAL

Victorian Certificate of Applied Learning. An alternative certificate to VCE more suited to vocationally oriented students. Includes four strands:

1. Literacy & Numeracy
2. Work related skills
3. Industry specific skills
4. Personal Development

VICTER

This is short for "Victorian Tertiary

Entrance Requirements". The Victorian Tertiary Admissions Centre prints a list of these each year. The list sets out the entrance requirements for higher education two years in advance. In July 2006 they print the 2009 Victorian Tertiary Entrance Requirements.

VTAC

Stands for Victorian Tertiary Admissions Centre, which organises the process by which students apply and are selected for tertiary and TAFE diploma courses. <http://www.vtac.edu.au/>

VTAC GUIDE

This is a booklet for Year 12 VCE students and contains a description of each Victorian University and TAFE diploma course

VET

Vocational Education and Training: A set of certificate courses that can be completed along with the VCE.

SOME NON-SCHOOL COURSES:

Advanced Certificates

prepare students for supervisory positions in larger organisations, running small businesses, assisting professionals or operating in a high-level technical capacity. They are usually completed in two years post Year 11 or one year post Year 12 full-time or equivalent part-time study.

Apprenticeships are a way to learn a trade or vocation and to be paid

while learning. They are usually of three to four years' duration, combining on-the-job and TAFE training.

Certificate courses are skills-based and qualify people to undertake work that often requires complex skills. They are usually completed in one-year post Year 11 study or equivalent part-time study.

Traineeships: The government subsidises the training of a number of young people to enable them to be part time employed and trained on the job; and part time to study in TAFE. Preference is given to people who have not successfully completed year 12. The total leads to the award of a Certificate of Vocational Studies. They are of twelve months duration.