VCE Handbook

2016

SENIOR SCHOOL TEAM 2015

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<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tr>
<td>HEAD OF SENIOR SCHOOL:</td>
<td>Mrs Judy Anderson</td>
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<tr>
<td>SENIOR SCHOOL LEADER:</td>
<td>Mr Matt Sheehan</td>
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<tr>
<td>YEAR 12 COORDINATORS:</td>
<td>Ms Linda Crook &amp; Mr Wayne Griffin</td>
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<td>YEAR 11 COORDINATORS:</td>
<td>Ms Lauren Kelly &amp; Mr Nick Creed</td>
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<td>VCE ACTIVITIES COORDINATOR:</td>
<td>Mr Tim Peters</td>
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<td>VCE SUPPORT MENTORING:</td>
<td>Ms Linda Crook &amp; Mr Wayne Griffin</td>
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<td>VASS &amp; LANGUAGE COORDINATOR:</td>
<td>Mrs Tina Danisch</td>
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<td>INTERNATIONAL STUDENTS COORDINATOR:</td>
<td>Mrs Linda Smith</td>
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<tr>
<td>INTERNATIONAL STUDENTS SUPPORT</td>
<td>Mrs Susan Stratford</td>
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*The 2016 Senior School Team will be confirmed in Term 4.

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Provider: Department of Education & Early Childhood Development
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2016 SENIOR SCHOOL VCE CURRICULUM

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The VCE is governed by the Victorian Curriculum and Assessment Authority (VCAA) which is responsible for the curriculum, assessment and reporting of both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

For further information, refer to the VCAA website: www.vcaa.vic.edu.au

CURRICULUM

VCE studies are made up of semester length units, representing approximately 100 hours of work of which 50 to 60 hours are class time. Studies offer a sequence of four units, with one unit designed to be studied in each of four semesters over two years. Students at Mount Waverley Secondary College usually study twelve Units 1 and 2 in Year 11 and ten Units 3 and 4 in Year 12. Over the two VCE years, students will aim to complete a total of 22 units from a range of studies.

Units 3 and 4 must be studied as a sequence and have external assessments and exams, while Units 1 and 2 are assessed within the college. All studies are designed in such a way that some Units 3 and 4 sequences can theoretically commence without prerequisites. However, a sound study background in a particular area will assist with VCE units.

Staff will offer advice to students at the end of Year 11 about subject choices for Units 3 and 4, based on their Units 1 and 2 results and prerequisites for some subjects.

To be awarded the VCE Certificate:

The minimum requirement for a student’s program for the award of the VCE is satisfactory completion of 16 units which include:

- three units from the English group (see below)
- three sequences of Units 3 and 4 studies other than English, can include VCE VET Unit 3 and 4 sequences.

English requirements

Three units of English may be selected from English Units 1 to 4, English/EAL Units 3 and 4, English Language Units 1 to 4, and Literature Units 1 to 4.

No more than two units at Units 1 and 2 levels selected from English Units 1 and 2, English Language Units 1 and 2, and Literature Units 1 and 2 may count towards the English requirement.

An English sequence will count as a sequence other than English when (a) it is additional to a student satisfying three units from the English group, or (b) the student has satisfied more than one sequence from the English group.

Students may not obtain credit for both English Units 3 and 4 and English EAL Units 3 and 4.

UNIT OUTCOMES

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. Achievement of the outcomes is based on the teacher’s assessment of the student’s performance on assessment tasks and other activities designated for the unit.

Satisfactory completion of units is determined by the school, in accordance with the Victorian Curriculum and Assessment Authority requirements.

ASSESSMENT OF VCE UNITS 3 AND 4

All studies have both school assessment and examination(s).

There are three assessments reported as grades (A+ to E satisfactory; UG unsatisfactory) for each study.

School Assessed Coursework

School assessed coursework is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the unit learning outcomes.

- Assessment tasks are part of the regular teaching and learning program
- They must be completed mainly in class time
- They are to be completed in a limited timeframe.
School Assessed Tasks
A small number of studies have school assessed tasks (SATs). In 2015, Product Design and Technology (Wood), Food Technology, Media, Studio Arts, Systems Engineering and Visual Communication and Design have school assessed tasks.

Determining and reporting grades
Students' scores will be determined from the rankings given by their teacher on a set of assessment criteria specified by the Victorian Curriculum and Assessment Authority.

To ensure that schools’ assessments are comparable throughout the state, schools’ scores for school assessed tasks are moderated using the General Achievement Test (GAT), and if necessary the assessments will be reviewed by the Victorian Curriculum and Assessment Authority.

Students and their parents should be aware that if a student fails to meet the outcome for a task on the first attempt, the student will be allowed to sit for a resit task on the following Wednesday after school. **If the task is one which is graded, the original grade cannot be altered, only the N (Not Satisfactory) can be changed to an S (Satisfactory) if the student achieved the stated outcomes on the second attempt.**

Examinations
In 2016 all externally assessed written examinations will be conducted in late October / November. Performance/oral examinations are held in October. Grades for all examinations are determined by VCAA. Final results for Units 3 and 4 are issued in December.

Study Scores
In order to qualify for a Study Score, a student must have satisfactorily completed Units 3 and 4 in that study. Students’ overall achievements for each study will be calculated by the VCAA and reported as a Study Score (Relative Position) on a scale of 0 to 50.

VET AND VCE
VET programs are fully integrated into the VCE. This means that they are independent studies at Units 1, 2, 3 and 4 levels. Students are able to include a VET Unit 3 and 4 sequence as one or more of the three studies other than English needed to gain their VCE.

VET programs have full VCE study status. VET provides additional breadth to the VCE and gives students a nationally recognised training credential endorsed by industry.

Full VCE study scores are available for VCE VET Units 3 and 4. Some VCE VET results contribute directly into the calculation of the ATAR. Other VET courses may contribute to an increment (5th or 6th subject).

Scored VCE VET studies have two Graded Assessments for each Unit 3 and 4 sequence.

TERTIARY ENTRANCE
The Tertiary Entrance Requirements change annually and students need to check that details are appropriate to the year they will seek entry to tertiary courses. Year 10 students should check the 2018 Tertiary Entrance Requirements published in the daily papers in July/August 2016 or make an appointment with the Careers Coordinator.

MAXIMISING THE EQUIVALENT AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)
The ATAR is calculated by adding together the study score in the English language study/EAL plus the three next best study scores (the ‘primary four’) and then adding 10% of the score obtained for a maximum of two other studies in Units 3 and 4. Completion of a higher education study can count as an increment only.

NOTE: Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student’s Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is also required.

Students who do a first year university study at Year 12 will have demonstrated their ability to cope with university standard work, and this may influence selection officers when they are considering a student’s application to do a tertiary course. If passed, such studies gain credit towards a degree upon entry to university. ATAR scores may be drawn from studies taken over more than one year. Individual universities may impose a penalty for repeating a subject. You are advised to check with each university.
VCE STUDIES

Accounting
Australian and Global Politics
Biology
Business Management
Chemistry
Drama
Economics
English/EAL
English Language
Food and Technology
Geography
Health and Human Development
History - Twentieth Century
- Revolutions
Information Technology
Languages
- Chinese as First Language (3 and 4)
- German
- Japanese
Legal Studies
Literature

Mathematics
- Foundation Mathematics 1 and 2
- Further Mathematics
- General Mathematics
- Mathematics Methods
- Specialist Mathematics

Media
Music Performance
Philosophy
Physical Education
Physics
Product Design and Technology - Wood
Psychology
Studio Art – 2D & 3D
Studio Arts – Photography
Systems Engineering
Visual Communication and Design
VET – Hospitality / Kitchen Operations
VET – Information Technology

*Final subjects offered are dependent upon student demand.

SELECTING YOUR VCE PROGRAM

This handbook should be studied carefully so that students are fully aware of the studies, prerequisites and options provided in terms of career or future study.

Students must be very careful when making choices to ensure they are appropriate. Students and their parents/guardians should discuss possible choices together before making a final selection. Teachers and careers staff should also be consulted, especially when doubt exists as to the student’s abilities, relevance of a course to career goals, content, assessment or any other matters. Students should carefully consider their interests, abilities and prerequisites for various courses when making choices.

Year 11 Students 2015
Students with a particular course in mind must check pre requisite subjects in VICTER 2017 in The Age Tertiary Supplement published in August.

Year 12 Students 2015
Students with a particular course in mind must check pre requisite subjects in VICTER 2016.

A THREE YEAR VCE
While most students at Mount Waverley Secondary College take their VCE over two years, under exceptional circumstances, students may be offered the opportunity to take their VCE over a three year period. Exceptional circumstances are defined as:
- serious medical or environmental factors supported by statements from relevant experts
- a proven commitment to a representative sport which requires significant training time during normal school hours
- a physical or learning disability/impairment which is ongoing and has, or is likely to have, a significant impact on a student’s studies
- an interrupted learning program due to overseas study or parents’ work commitments, or a hardship because of lack of basic English language skills.

In all of the above, applications to undertake a three year VCE must be accompanied by expert opinion and documentation.

Students applying for a 3 year VCE course must seek approval from the Head of Senior School – Mrs Judy Anderson.
**VCE REQUIREMENTS**

**PROMOTIONS**

It is recommended that entry into Year 12 depends upon satisfactory completion (S) of ten units. Continuation in a subject requires assessment grades which indicate competence in that subject. This is generally indicated by a C grade or better. Results achieved under examination conditions are particularly important. Promotions is considered in consultation with parents/guardians.

In addition, parents/guardians have the opportunity to attend formal interviews at Parent-Student-Teacher Conferences. Parents/guardians may request an interview with a School Leader or Year Level Coordinator at any time.

If parents/guardians or students are unable to collect reports on the day of issue, the report will be held by the Year Level Coordinator until it can be collected. If collection is not possible, parents should request that the report be posted and pay postage and handling charges to the General Office. Reports are unavailable prior to the official date of issue.

**ATTENDANCE**

At Mount Waverley Secondary College ALL students in Years 11 and 12 are required to attend college for a minimum of 95% of scheduled classes to complete the year or the semester unit satisfactorily. Absences covered by medical certificates or appropriate professional evidence are not normally included in the 95%. Lateness to class will be treated as an absence on a pro-rata basis. If students are ill and have missed the date for completion of coursework, a valid medical certificate must be provided immediately on return to school before the student will be allowed to undertake coursework which has been missed. In Year 11, all medical certificates are to be handed to the relevant Home Group teacher. In Year 12, medical certificates must be handed to the Leader of Senior School (Mr Matt Sheehan) or Head of Senior School (Mrs Judy Anderson) for an extension to be granted. The college cannot accept medical certificates where a doctor is unable to confirm that a student was ill on a particular day.

Assessment in the VCE is continuous and is based on completion of set tasks throughout the year. Students need to attend regularly and may have their enrolment reviewed if attendance at college is poor. Where a student has completed work but there has been a substantive breach of attendance rules and the college therefore wishes to assign N to the unit, the college must assign N for one or more outcomes and thus the unit.

**ABSENCE ON DAY OF A SAC**

On the day of a School Assessed Coursework (SAC) task, each student is expected to attend every lesson on his/her timetable prior to the SAC. If a student arrives significantly late to their first class or misses any class without a satisfactory reason as outlined below, the student will receive a penalty.

If a student misses a timetabled SAC, the process they should follow to request that their absence be approved is one of:
- the student obtains a medical certificate prior to the SAC and it explains why they were absent for only part of the day and that they are now fit to sit for the SAC
- the student missed the class prior to the SAC with extenuating circumstances that can be verified (eg. Sick Bay) and that did not allow the student to gain an advantage for study purposes
- the Head of Senior School or Senior School Leader is contacted prior to the SAC, outlining reasons for an absence/lateness, allowing them to provide advice.

In all instances, the onus is on the student to contact the college prior to the SAC to advise of their situation unless there are extenuating circumstances. The Head of Senior School reserves the right to make decisions on a case-by-case basis where there are extenuating circumstances.
PROCEDURES FOR COMPLETION OF WORK

The VCE requires students to undertake a number of tasks which vary in nature (tests, essays, short answers, etc.) during the course of the semester. These tasks test a student’s ability to demonstrate the stated outcomes of the course. The tasks are undertaken throughout the semester and it is vital that students attend class on a regular basis in order to familiarise themselves with the work and undertake the set tasks at a given time. The college recognises that there are times when a student will be unavoidably absent from class. **If students are away on the day of a set task, they will be required to sit for an alternative task on the following Wednesday at 1.30pm, provided the absence falls into the approved absence category.**

Approved absences include:
- an illness which required medical treatment and for which there is a valid medical certificate *(a valid medical certificate is one which is obtained from a qualified medical practitioner on the day/s of the absence)*
- an approved college excursion or sporting event
- a serious problem which can be shown to have resulted in the student suffering significant hardship.

Students are expected to sit for the alternative task on the Wednesday following their return, or as directed by their classroom teacher. **Prior to sitting for the alternative task, the student must obtain an approval form from the Head of Senior School or the VCE Support Coordinator in the VCE Centre. Students with a medical certificate must take it to the VCE Centre so the necessary approval can be given. Students should not schedule work or make other commitments outside of school on a Wednesday afternoon.**

If a student does not comply with the above, an NA (Not Assessed) will be awarded for the task which means that the student will fail the unit.

**GENERAL ACHIEVEMENT TEST (GAT)**

All students undertaking a Unit 3 and 4 study are required to sit for the General Achievement Test (GAT) which is set by the VCAA and undertaken during June. The score achieved by the students on their GAT is compared to the scores they achieve for their coursework. It may also be used in the statistical moderation process and for the calculation of a Derived Examination Score. It is therefore in the students’ best interests to do as well as they possibly can on the GAT.

**STATISTICAL MODERATION**

Statistical moderation is a process applied by the Victorian Curriculum and Assessment Authority, to adjust the level and spread of each school’s assessments of its students in a particular study, to match the level and spread of the same students’ scores on a common external examination. Because the examination is done by all students across the state, it is the common standard against which all schools assessments can be compared.

Each VCE study includes one external examination and VCAA will use the examination scores in each study as the basis for statistical moderation of schools’ assessments.

The VCE assessment program also includes the General Achievement Test (GAT). Rather than using examination scores alone, statistical moderation will use students’ GAT and examination scores in studies, where in doing so, a better match with schools’ assessments throughout the state is achieved. In all such cases, the examination scores will always be the major influence.

**SPECIAL PROVISION**

Arrangements are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do. Students are eligible for Special Provision for school based assessment if their ability to demonstrate achievement is adversely affected. Special Provision in Year 12 is determined by VCAA after application. Students who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning, assessment programs and ability to demonstrate their capabilities are affected by illness, impairment or personal circumstances.

**NOTE:** Special Provision will not be given to a student who has been absent from school or study for prolonged periods. Where prolonged absence has occurred, it may be necessary to repeat the unit.

A student who misreads an examination timetable will not be eligible to apply for Special Provision. Teacher absence and other teacher-related difficulties are not acceptable grounds for consideration.
AUTHENTICATION OF STUDENTS' WORK

Students must submit for assessment only work that is their own. All assistance received by the students in producing the work must be acknowledged and made obvious to the reader. Students are responsible for ensuring the teacher has no difficulty in authenticating their work.

The Victorian Curriculum and Assessment Authority states that:

1. Students must ensure that all unacknowledged work submitted for Coursework is genuinely their own.
2. Students must acknowledge all resources used, including:
   - text and source material
   - the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.
4. Students must not submit the same piece of work for assessment more than once.
5. Students who knowingly assist other students in a Breach of Rules may be penalised.
6. Students must sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

If a suspected breach of the rules about authentication occurs:
1. The parents/students concerned will be notified in writing and invited to appear before a panel which will consist of three of the following – the Head of Senior School, VCE Support Coordinator, Teaching and Learning Leader or the classroom teacher. Parents cannot advocate on behalf of students.
2. The student will be invited to present evidence to the panel in support of their case and given an opportunity to explain their position.
3. The panel, after deliberation may impose the following penalties if a breach has been identified:
   i) reprimand a student
   or
   ii) give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA
   or
   iii) refuse to accept that part of the work which infringes the rules and base a decision whether to award the outcome an N or an S upon the remainder of the work
   or
   iv) refuse to accept the work which infringes the rules and submit a score solely on an assessment of the remainder
   or
   v) refuse to accept any of the work if the infringement is judged to merit such a decision, in which case an N will be awarded for the outcome.

APPEALS

Students have a right of appeal to the VCAA against the decision of the Principal if a penalty has been imposed because of a breach of the VCAA rules set out above.

There is no appeal to the VCAA in the case of a school refusing to accept the late submission of work.
SELF-SUPERVISED EXCURSIONS
Research is an integral part of the VCE. Students may need to undertake excursions outside of class time and outside of the college. All students engaged in such research must complete a Self-Supervised Excursion Form available from the Classroom teacher and return it to the classroom teacher a week in advance. Students are required to sign out at the General Office on departure and sign in if returning to school.

SENIOR SCHOOL CAMP PROGRAM
In recognition of the challenges of the VCE, a camps program is run for Years 11 and 12. In Year 11 the program is designed to enhance team building and assist students in making the transition to Senior School. Work practices, leadership and problem solving are a major focus of this activity.

The Year 12 program has a different focus. Areas such as transition to university and work, stress and time management and preparation for examinations are discussed. Guest presenters and practical workshops are used to facilitate this process.

Staff members who teach in the Senior School and Mentors, accompany students to these camps.

MOBILE PHONES
Please refer to the mobile phone policy on the college website: Mobile Phone Policy

TUTORS
When students are in their senior years, many parents/guardians hire tutors to assist in work related to the VCE. While tutors can assist students in their learning, parents/guardians should be very cautious in the type of tutor they hire. The role of a tutor is to assist the student in the learning process.

VCE STUDENTS DRIVING TO SCHOOL
Students are discouraged from driving to school, in part because of inadequate parking – there is no space on the grounds. Students have to park in the street and obey local parking restrictions. Students who do drive to school are not permitted to leave the grounds to go to their car until they are going to leave (it is not to be like a second locker) nor will they be allowed to drive off and return – as with all other students they are expected to remain on the grounds until they leave for the day.

Under the Victorian Government School Reference Guide it is stipulated that:
Students are not permitted under any circumstances to transport other students in private cars in connection with any school program or function whether held during normal school hours or at other times.
This has particular relevance in regard to sporting events but also in relation to other events such as those outside school. There are expectations that drivers will behave responsibly as well as within the law particularly in the vicinity of the school – students will be disciplined for unsafe or inappropriate behaviour: much as they would be under other circumstances.
POST SECONDARY OPTIONS

The following section provides students with options available once they have completed the VCE.

1. UNIVERSITIES

Most universities select candidates through the Victorian Tertiary Admissions Centre (VTAC).

The major points are:

- applicants must successfully complete their VCE
- some courses stipulate prerequisite VCE studies that must be satisfactorily completed to qualify for entry
- since the number of applicants usually exceeds available places, other criteria are often used to decide placements. Criteria vary from course to course. The standard practice for most university courses is to use the ATAR as the sole method of selection. Universities may also use interviews, tests, folios, auditions and acceleration study results. The selection requirements for all university courses are published in the relevant Victorian Tertiary Entrance Requirements book. Copies for overnight loan are available from the VCE Office and the Resource Centre.

2. COLLEGE OF TECHNICAL AND FURTHER EDUCATION – TAFE

The following types of courses are offered by TAFE colleges:

- short courses
- bridging courses
- certificate courses
- advanced certificate courses
- associate diplomas
- diplomas
- degree courses

Year 12 students may wish to consider the option of TAFE courses as an alternative to tertiary study at university. Pathways from TAFE to university are well-established.

TAFE ENTRY

Students may consider VTAC and non-VTAC TAFE courses. VTAC courses are for VCE graduates, whilst anyone can apply for non-VTAC courses.

Entry to TAFE courses is through VTAC or direct entry.

Briefly:

- applicants must successfully complete their VCE
- some courses also stipulate prerequisite VCE studies that must be satisfactorily completed
- if the number of applicants exceeds available places, other criteria will be used to decide upon successful applicants. Criteria vary. Some TAFE courses use the ATAR, others select students by interviews, tests, folios, auditions or assessing talent or performance.

TAFE CREDITS

VCE students may gain credit/RPLs towards some TAFE courses. Students apply for these credits/RPLs once they have been accepted into a TAFE course. Details are available from the Careers Coordinator.
ENHANCEMENT PROGRAMS

Mount Waverley Secondary College has recognised the needs of more able students by offering enhancement opportunities. The following enhancement programs are offered:

i. The University of Melbourne Extension Program

ii. Monash University Enhancement Studies Program offers first year studies in subjects such as Mathematics, Accounting, and Japanese.

iii. Unit 1 and 2 studies for Year 10, Units 3 and 4 studies for Year 11 students.

iv. From Year 9 onwards, in the Middle and Senior Schools, an accelerated Mathematics program is offered to highly able students identified by the Mathematics faculty.

Enhancement Programs offer some benefits to students. The completion of a sixth subject advantages a student as 10% of the study score is included in the ATAR aggregate, i.e. if a student has a study score of 35 in the sixth subject, 3.5 points will be added to the student’s aggregate.

While enhancement programs offer intellectually stimulating work for more able students and provide some benefits, students and parents should be aware of the negative aspects. Students may concentrate on their acceleration studies at the expense of a basic grounding in their Year 11 studies, which has implications for the following year. Many students lack the maturity to compete with other students taking the same study who are one or two years their senior. The overall wellbeing of students in their final years of school must be a consideration. Students should proceed with caution when considering enhancement options.

ENTRY TO ENHANCEMENT PROGRAMS

University Programs: Normally, students enrolling in university studies will be in the top 5% based on results in Year 11. They will have demonstrated outstanding achievement and have a VCE Study Score of 41 in a preparatory study. Where no preparatory study is offered or where the study score is below 41, students may be selected on the basis of the Principal’s evaluation of the student’s Year 11 performance.

These studies:
- contribute to the satisfactory completion of VCE
- can contribute between 3.0 and 5.0 as an increment to a student’s ATAR
- provide students with the experience of studying at first year university level
- students may get credit towards university completion

College Programs: Selection of students to all enhancement programs is rigorous. In order to enter an enhancement subject, students must have strong results in all subjects (CR1 average), and a DS1 in the subjects directly related to the enhancement subject. Continuation in an enhancement subject is dependent on the student’s results in this subject, all other subjects and their teacher’s recommendation. They will have demonstrated outstanding achievement and have achieved an average grade of DS1 or higher in this study and all other subjects.

Students wishing to participate in enhancement programs will have:
- the maturity and sound work practices to cope with the level of work and pressure
- sound organisational skills
- the recommendation of their teachers.

The list of students wishing to complete an enhancement subject will be thoroughly checked by subject teachers, Teaching and Learning Leaders and the sub school management team before the final list is announced prior to the end of the year.

FINAL SELECTION IS DETERMINED WITH THE RELEVANT CAMPUS PRINCIPAL, HEAD OF SCHOOL OR THEIR DELEGATE.

Units 1 - 4

The college offers enhancement studies for Year 10, 11 and 12 students. Students and their parent/guardians should note the following when considering enhancement programs:

- students are expected to study ten VCE Units at Year 12 and twelve at Year 11. **Students may only take ONE enhancement study overall.** Students, enrolled in an enhancement study outside the college e.g. Language school, are not permitted to enrol in an enhancement study within the college. The demands of VCE studies on students are extremely high and the associated stress levels can cause problems and often affect their core studies.
- if a student has studied a Unit 1 and 2 at Year 10, they do not have to continue with the study the following year. They may choose, or be advised, to pick it up again in Year 12 or decide not to continue with it at all.
- students in Year 9 should not undertake a VCE study. Generally, students do not have the level of maturity to compete with students two or three years their senior, and struggle with VCAA requirements.

In exceptional circumstances, the Principal may approve variations to the above requirements.
VCE - VOCATIONAL EDUCATION AND TRAINING

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA). VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally VET qualification.

VCE VET programs:
- are fully recognised within the Units 1 to 4 structure of the VCE and can contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies
- may contribute towards the satisfactory completion of the Victorian Certificate of Applied Learning (VCAL)
- function within the National Training Framework.

VCE VET offers students the opportunity to:
- combine general and vocational studies
- explore career options and pathways
- undertake learning in the workplace
- undertake applied learning in an adult learning environment
- gain a nationally recognised qualification or recognition of prior learning for credits towards units of competency for a qualification that contributes to satisfactory completion of the VCE or VCAL
- develop skills that will equip them for the workforce.

Structured Workplace Learning (SWL)
The VCAA has determined that SWL is an appropriate and valuable component of all VCE VET programs. SWL complements the training undertaken at the school and should be spread across the duration of the training program.

It provides the context for:
- enhancement of workplace skills development
- practical application of industry knowledge
- assessment of units of competence/modules, as determined by the RTO
- increased employment opportunities.

SWL is a component of VCE VET programs at Mount Waverley Secondary College, and is generally conducted out of class time during vacation periods, weekends and evenings or at the end of Year 11 after the examination period.

In addition to the programs offered within the college, other off-campus programs are available through the local VET Cluster. The Cluster is made up of Catholic, government and independent secondary colleges, TAFE colleges and industry and employer groups. Access to these programs is determined by the constraints of the timetable and location for delivery of each specific program. Please see the Careers Coordinator, Mrs Thomas, for more details.

Please Note: There are some enrolment and material charges associated with the completion of certificates. These charges are determined in consultation with the relevant RTO (Registered Training Organisation) and in accordance with DET (Department of Education and Training) guidelines.

Students enrolling in VCE VET programs must pay these charges prior to enrolment in the programs.

All students considering a VCE VET program must have their program approved by the Head of Senior School and VET Coordinator before they enrol. Students should also note that they may not be able to enrol in a VCE VET program and a School Based Apprenticeship or Traineeship within the same industry area at the same time, either inside or outside the college.

Students may obtain information about the VETIS courses on offer for 2016 by visiting the Careers Coordinator to obtain the IMVC book in Term 3 when courses are publicised.

Students and families considering off campus VETIS need to be aware of the following when investigating off-campus VETIS courses:
- Enrolment at MWSC requires attendance at all classes for the subjects students are enrolled in at MWSC so that the attendance requirements are met
- This means VETIS off-campus subjects can usually only be considered for a Wednesday afternoon commencing at 1.30pm only if it is possible for the student to arrive to the VETIS provider on time. Permission will not be granted to leave MWSC early
- Whole day programs are not available to MWSC students
Students may not enrol directly through private providers or TAFEs for VETIS programs.

There is a need to ensure students understand the implications of accessing certificate programs. Students are only entitled to funding once for a Certificate course. This means that when they undertake an on the job program or a VET program which does not RPL into further study, should they then enrol into TAFE or University their costs are higher as they cannot access the subsidy again.

<table>
<thead>
<tr>
<th>AUSTRALIAN QUALIFICATION FRAMEWORK: QUALIFICATION BY SECTOR OF ACCREDITATION</th>
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<tbody>
<tr>
<td><strong>Schools Sector</strong></td>
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<tr>
<td>Senior Secondary (VCE)</td>
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<tr>
<td>Certificate of Education</td>
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- Diploma
- Certificate IV
- Certificate III
- Certificate II
- Certificate I
An assessment task is scheduled

- **You are present**
  - **YES**
  - You sit an alternative task on the next following Wednesday after school
    - **YES**
    - You meet the criteria
      - **YES**
      - You receive an S result and a grade
      - **NO**
      - You receive an S result and a grade but original grade is unchanged
    - **NO**
    - You receive an S result and a grade
  - **NO**
  - You sit an alternative task

- **Approved Absence**
  - **YES**
    - You sit an alternative task on the next following Wednesday after school
      - **YES**
      - You meet the criteria
        - **YES**
        - You receive an S result and a grade
        - **NO**
        - You receive an S result and a grade
      - **NO**
      - You receive an S result and a grade
    - **NO**
    - You receive an S result and a grade
  - **NO**
  - You are not eligible for a graded result for the task. You will sit an alternative task and receive an S or N only for the outcome

- **You are not eligible for a graded result for the task. You will sit an alternative task and receive an S or N only for the outcome**
Units 1 & 2

COURSE OUTLINE:

Unit 1: Focuses on the establishment of a small business and the process of gathering, recording, reporting and analysing financial data and information used by internal and external users.

Unit 2: Examines the procedures of recording and reporting financial information to provide users with appropriate information as a basis for planning, control and effective decision-making. The course introduces financial information in a range of forms: raw data, records and reports, while relating events to the accounting principles and qualitative characteristics.

Unit 1: Establishing & Operating a Service Business

Assessment Tasks
1. Basic principles test
2. Topic tests, both written and ICT
3. Examination

Outcomes
1. Describe the skills, knowledge and resources required to set up a small business.
2. Recording, reporting and explaining the financial information of a sole proprietor service business using a combination of manual and ICT methods.

Unit 2: Accounting for a Trading Business

Assessment Tasks
1. Topic tests
2. ICT tests
3. Examination

Outcomes
1. Record the financial data and report accounting information for a sole trader.
2. Record and report financial data using an accounting software package and discuss the use of ICT in the accounting process.
3. Use financial and non-financial information to evaluate the performance of a business and suggest strategies to improve performance.

Units 3 & 4

COURSE OUTLINE:

Unit 3: 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. The course covers the double entry system of recording using the accrual basis of accounting and the perpetual method of stock recording with the First In, First Out (FIFO) method.

Unit 4: Investigates accounting and financial issues associated with a small business. It covers recording and reporting for a trading business, evaluation and analysis, budgeting, cash and the financial position of a small business.

Unit 3: Recording & Reporting for a Trading Business

Assessment Tasks
1. Double entry test
2. Control & subsidiary accounts test, both written and ICT
3. Reporting for Cash & Profit
4. Balance day adjustments test, both written and ICT
5. Examination

Outcomes
1. Record financial data into appropriate accounting records using a double entry accrual-based system.
2. Record balance day adjustments and prepare and interpret accounting reports.

Unit 4: Control & Analysis of Business Performance

Assessment Tasks
1. Test on stock valuation & returns, both written and ICT
2. Test on Balance day adjustment for revenues, both written and ICT
3. Test on budgeting & variations
4. Test on performance evaluation
5. Examination

Outcomes
1. Record financial data into appropriate accounting records using a double entry accrual-based system.
2. Prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve profitability and liquidity of a business.
Units 1 & 2

COURSE OUTLINE:
Unit 1: Students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence and examine why people seek power and the ways power is exercised.

Unit 2: Focuses on the contemporary international community and the idea of the ‘global citizen’. It explores the ways our lives have been affected by globalisation and examines examples of global cooperation, and global instability and conflict.

Unit 1:
The National Citizen
Assessment Tasks
1. Short answer questions
2. Extended response questions
3. Researched essay
4. Oral presentation
5. Examination

Outcomes
1. Describe and analyse the nature and purpose of politics and power in a broad sense and in the context of Australian democracy.
2. Explain why people seek political power, and the major ideologies that influence political involvement and political movements.

Unit 2:
The Global Citizen
Assessment Tasks
1. Analysis of visual materials
2. Participation in a community of enquiry
3. A research project
4. Short and extended response questions
5. Examination

Outcomes
1. Identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.
2. Describe and analyse the extent to which the international community is cohesive, and whether it can effectively manage cooperation, conflict and instability.

Units 3 & 4

COURSE OUTLINE:
Unit 3: Students investigate the key global actors in global politics and analyse their aims, roles and power. This unit also examines contemporary issues and events in the Asia-Pacific region and the rest of the world.

Unit 4: Students explore the context and causes of global crises facing the international community and the effectiveness of responses to these. This unit also analyses the debate around major ethical issues and the idea of a global responsibility for these.

Unit 3:
Global Actors
Assessment Tasks
1. Short answer questions
2. Structured questions
3. Researched essay
4. Oral task
5. Examination

Outcomes
1. Evaluate the power and influence of key global actors and assess the extent to which they achieve their aims.
2. Analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest.

Unit 4:
Global Challenges
Assessment Tasks
1. Analysis of visual materials
2. Short and extended response questions
3. Research report
4. Examination

Outcomes
1. Analyse two global issues from a range of perspectives and evaluate the effectiveness of responses to these issues.
2. Explain the characteristics of two contemporary global crises and the effectiveness of responses to these.
**Units 1 & 2**

**COURSE OUTLINE:**
Biology is the study of living things.

**Unit 1:** Focuses on the study of life at a cellular level and factors that affect the survival of cells.

**Unit 2:** Investigates the rich diversity of Australian ecosystems and the relationship between living things and their environment.

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>1. Practical reports</td>
<td>1. Design, conduct and report on a practical investigation related to cellular structure, organisation and process.</td>
</tr>
<tr>
<td>2. Tests</td>
<td>2. Describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.</td>
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<tr>
<td>3. Field report</td>
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<tr>
<td>4. Examination</td>
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**Units 3 & 4**

**COURSE OUTLINE:**
Unit 3: Focuses on the study of molecules and biochemical processes that are indicators of life and focuses on the structure of DNA, genes and the code for production of proteins.

Unit 4: Focuses on molecular genetics including the role genes play in establishing biodiversity. Also included is a study of evolution including the historical development of ideas and the use of evidence.

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**Unit 3:**
**Signatures of Life**

**Assessment Tasks**
1. Practical activities
2. Report/Presentation

**Outcomes**
1. Analyse and evaluate evidence from practical investigations related to biochemical processes.
2. Describe and explain the use of the stimulus response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity.

**Unit 4:**
**Continuity and Change**

**Assessment Tasks**
1. Practical activities
2. Report/Presentation
3. Examination

**Outcomes**
1. Analyse evidence for the molecular basis of heredity, and patterns of inheritance.
2. Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.
COURSE OUTLINE:
Business Management Units 1 & 2 is a study of small business in Australia.

Unit 1: Provides students with an opportunity to explore the operations of a small business and its likelihood of success. Students apply business theory to small business examples and run a simulated business for a period of time.

Unit 2: Focuses on effective communication in achieving business objectives. It includes both internal and external communication, with special attention to the functions of marketing and public relations.

Assessment Tasks
1. Test – Introducing business
2. Small business assignment
3. Test – Management of staff in small business
4. Examination

Outcomes
1. Explain a set of generic business characteristics and apply them to a range of businesses.
2. Apply decision-making and planning skills to establish and operate a small business and evaluate the management of an ethical and socially responsible small business.
3. Discuss and apply day-to-day operations associated with an ethical and socially responsible small business.

Unit 3: Corporate Management
Assessment Tasks
1. Test - Large-scale organisations in context
2. Test - Internal environment of large-scale organisations
3. Test - The operations management function.

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

Unit 4: Managing People & Change
Assessment Tasks
1. Test - The human resource management function
2. Test - The management of change.
3. Examination

Outcomes
1. Analyse and evaluate practices and processes related to human resource management.
2. Analyse and evaluate the management of change in large-scale organisations, and the impact of change on the internal environment.
## Units 1 & 2

### COURSE OUTLINE:

**Unit 1: The Periodic Table**
This area of study focuses on the historical development of, and the relationship between, the Periodic Table and atomic theory.

**Unit 2: Water**
This area of study focuses on the study of water. Students explore the special properties (chemical and physical) of water which make it so important to living things and relate the properties to chemical bonding characteristics.

**The Atmosphere**
This area of study focuses on the interaction between living things and gases of the atmosphere. Students use the kinetic molecular theory to explain and predict the behaviour of gases. They perform calculations using the gas laws.

### Assessment Tasks

1. Practical Investigation
2. Tests
3. Examination

### Outcomes

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

## Units 3 & 4

### COURSE OUTLINE:

**Unit 3: Chemical Analysis**
In this area of study students use a variety of analytical techniques to analyse products in the laboratory.

**Organic Chemical Pathways**
In this area of study students investigate systematic organic chemistry including production of starting materials for particular reaction pathways.

**UNIT 4: Industrial chemistry**
This area of study focuses on the factors that affect the rate and extent of a chemical reaction.

**Supplying and using energy**
This area of study focuses on use of different energy resources. Students evaluate the extent of the reserves of some of these resources, how each resource is used and the advantages and disadvantages of their continued use. Students conduct experiments using calorimeters to measure the energy of chemical reactions.

### Assessment Tasks

1. Experiments
2. Tests

### 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.
Units 1 & 2

COURSE OUTLINE:
Unit 1: In response to stimulus, students are required to design, rehearse and edit a performance in a non-naturalistic style. Students complete performance analysis of their own work and a professional performance, and are required to submit their research and planning in a folio.

Unit 2: Students create a solo or ensemble performance based on stimulus material investigating the concept of dramatic storytelling. The context of Australian Identity is explored through research, improvisation and is presented in a non-naturalistic form. Performances are analysed with a close focus on terminology and construction.

Unit 1: Dramatic Storytelling
Assessment Tasks
1. Development of performance (folio)
2. Ensemble performance
3. Performance analysis
4. Examination

Outcomes
1. Use play-making techniques to devise an ensemble drama work and describe the dramatic processes used to shape and develop this performance.
2. Use expressive skills, theatrical conventions and stagecraft to perform to an audience.
3. Analyse the development and performance of previous outcomes.
4. Identify and evaluate performance styles, describe theatrical conventions and analyse story and character portrayal in a professional performance.

Unit 2: Creating Australian Drama
Assessment Tasks
1. Development of character and narrative (folio)
2. Solo or ensemble performance
3. Performance analysis
4. Examination

Outcomes
1. Use a range of stimulus to create an ensemble performance and document play-making techniques used.
2. Demonstrate effective use of dramatic elements, theatrical conventions and stagecraft in a performance to an audience.
3. Analyse and evaluate the creation, development and performance of characters and theatrical conventions.
4. Identify use of theatrical conventions, describe performance styles and analyse and evaluate use of dramatic elements in a professional performance.

Units 3 & 4

COURSE OUTLINE:
Unit 3: Students create an ensemble performance based on given stimulus material. The focus is on playmaking and construction techniques as well as how students manipulate specific dramatic elements to engage their audience. Students analyse their own works and a professional performance. They are also required to document all stages of the process in a professional folio.

Unit 4: Students are required to create a short solo and a 7 minute solo as prescribed by the VCAA. The skills students focus on here are: construction techniques, performance styles, research, dramatic elements, expressive skills, non-naturalism and a capacity for analysis. Students explore the development of character and apply different elements from a variety of Theatrical Practitioners in order to enhance their performance.

Unit 3:
Ensemble performance
Assessment Tasks
1. Ensemble performance
2. Analysis of the creation and performance of ensemble
3. Analysis and evaluation of professional performance

Outcomes
1. Develop and present character/s within a non-naturalistic ensemble performance.
2. Analyse play-making techniques used to construct and present ensemble work.
3. Analyse and evaluate a non-naturalistic performance selected from the prescribed playlist.

Unit 4:
Solo performance
Assessment Tasks
1. Presentation and evaluation of short, solo performance
2. Solo Performance examination
3. Examination

Outcomes
1. Create, present and evaluate a short solo performance based on stimulus material.
2. Create, develop and perform a character/s within a solo performance in response to a prescribed structure.
3. Describe, analyse and evaluate the creation, development and presentation of a solo performance.
Units 1 & 2  
**COURSE OUTLINE:**
Economics focuses on the economic decisions made by individuals, businesses and governments and the effect on nations and regions. Today these effects are increasingly global in their impact. A major challenge facing societies in the 21st century is how to balance further growth in living standards and improvements in the distribution of the world’s income and wealth, while protecting the environment.

**Unit 1:** Focuses on the study of markets, economic decision-making and issues of importance to Australian economy and its people.

**Unit 2:** Studies labour market external relationships and economic issues of importance in the global economy for the 21st century.

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Unit 1:  
The Australian Economy  
**Assessment Tasks**  
4. Report – Queen Victoria Market  
5. Test - Markets  
6. Test - Income Distribution  
7. Examination  

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

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Unit 2:  
Australia & the Global Economy  
**Assessment Tasks**  
1. Test - Unemployment  
2. Test – External relationships  
3. Portfolio – Multinational corporations  
4. Examination  

**Outcomes**  
1. Explain the factors that influence the population and labour markets, and analyse the impact on living standards.  
2. Describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards.

---

Units 3 & 4  
**COURSE OUTLINE:**
Economics focuses on the understanding of decisions, and their impact, and requires development of economic principles and concepts. This requires an understanding of the political, ethical, environmental and social forces on economic decision – making. Economic events, issues and controversies are often relevant to society, and influence voters. Economic knowledge assists in creating informed citizens.

**Unit 3:** Focuses on the study of economic activity and the factors that affect the achievement of the Australian Government’s economic goals.

**Unit 4:** Is the study of the management of the Australian economy, including budgetary/fiscal, monetary and microeconomic reform policies.

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Unit 3:  
Economic Activity & Objectives  
**Assessment Tasks**  
1. Test  
2. Test  
3. Examination  

**Outcomes**  
1. Explain the operations of the market mechanism and the extent to which it operates freely in Australia.  
2. Describe the trend, and examine the factors affecting the trend, in the performance of the Australian economy over the past four years in terms of the Australian Government’s economic goals.

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Unit 4:  
Economic Management  
**Assessment Tasks**  
1. Test  
2. Test  
3. Test  
4. Examination  

**Outcomes**  
1. Explain the nature and operations of government macroeconomic policy, and evaluate effectiveness in terms of achieving the Australian Government’s economic objectives, and improving living standards.  
1. Explain the nature and operation of government aggregate supply policies, and evaluate effectiveness of these policies in achieving economic objectives and analyse the current government policy mix.
Units 1 & 2

COURSE OUTLINE:

Unit 1: Students read and respond to texts analytically and creatively. They explore how meaning is created by decisions authors make and consider how authors use features such as structure and language to build the world of the text. Students also analyse arguments and the use of persuasive language, including written, spoken and visual language, in pieces intended to position audiences to share the view of the writer or speaker. They create their own texts intended to position audiences.

Unit 2: Students explore texts compare ideas, issues and themes in ways that can deepen understanding of them both. They further consider how features of the writing reflect human experience, including historical and social contexts. Students build on their ability to analyse arguments and the use of persuasive language, in particular by considering how texts are constructed and the logical development of ideas within them. Students will craft a piece with the intent of positioning an audience to share the point of view.

Unit 1:

Assessment Tasks
1. An analytical response to a set text
2. A creative response to a set text
3. An analysis of the use of argument and persuasive language in texts
4. An oral presentation that presents an argument or viewpoint
5. Examination

Outcomes
1. Produce analytical and creative responses to texts
2. Analyse how argument and persuasive language can be used to position audiences and create their own texts intended to position audiences

Unit 2:

Assessment Tasks
1. A comparative analytical response to set texts
2. An analysis of the use of argument and persuasive language in texts
3. A written text that presents an argument or viewpoint
4. Examination

Outcomes
1. Compare the presentation of ideas, issues and themes in two texts
2. Identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience and create a text which presents a point of view

Units 3 & 4

COURSE OUTLINE:

Unit 3: Focuses on reading and responding to a range of texts in order to analyse how authors create meaning and to investigate the various ways texts can be interpreted. Students create written texts exploring ideas suggested by their reading within the selected context and explain choices they have made as authors. In addition, students analyse and compare the ways in which language is used to persuade and put forward their own point of view on an issue.

Unit 4: Focuses on reading and responding to a range of texts in order to analyse their construction and provide an interpretation. Students create an extended written text exploring ideas suggested by their reading within the selected context and explain choices they have made as authors.

Unit 3:

Assessment Tasks
1. Essay
2. Sustained piece within a context
3. Written language analysis
4. Oral point of view presentation
5. Examination

Outcomes
1. Analyse how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
2. Draw on ideas and/or to create written texts for a specific audience and purpose; discuss and analyse 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 Australian media.

Unit 4:

Assessment Tasks
1. Essay
2. Sustained piece within a context
3. Examination

Outcomes
1. Develop and justify a detailed interpretation of a selected text.
2. Draw on ideas and arguments to create written texts for a specific audience and purpose; discuss and analyse their decisions about form, purpose, language, audience and context.
Units 1 & 2

COURSE OUTLINE:
Unit 1: Students read and respond to texts analytically and creatively. They analyse arguments and the use of written and visual persuasive language in texts, and create their own texts that position audiences to share their view. They develop their skills in listening, speaking and writing.

Unit 2: Students compare ideas, issues and themes in texts in order to deepen their understanding. They further consider how features of the writing reflect human experience, including historical and social contexts. Students build on their ability to analyse arguments and the use of persuasive language. Students will craft a piece with the intent of positioning an audience to share the point of view.

(Note: Students study fewer texts than mainstream students and are taught in separate classes by trained EAL teachers)

Unit 1:
Assessment Tasks
1. An analytical response to a set text
2. An analysis of the use of argument and persuasive language in texts
3. An oral presentation of an argument or viewpoint
4. Examination (including a listening task)

Outcomes
1. Produce an analytical response to a text
2. Analyse how argument and persuasive language can be used to position audiences and create their own text intended to position audiences

Unit 2:
Assessment Tasks
1. A comparative analytical response to set texts
2. An analysis of the use of argument and persuasive language in texts
3. A written text that presents an argument or viewpoint
4. Examination (including a listening component)

Outcomes
1. Compare the presentation of ideas, issues and themes in two texts
2. Identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience and create a text which presents a point of view

Units 3 & 4

COURSE OUTLINE:
Unit 3: Focuses on reading and responding to a range of texts in order to analyse how authors create meaning, and investigating the various ways texts can be interpreted. Students create written texts exploring ideas suggested by their reading within the selected context. In addition, students analyse and compare the ways in which language is used to persuade and put forward their own point of view on an issue.

Unit 4: Focuses on reading and responding to a range of texts in order to analyse their construction and provide an interpretation. Students create an extended written text exploring ideas suggested by their reading within the selected context.

(Note: Students study fewer texts than mainstream students and are taught in separate classes by trained EAL teachers)

Unit 3:
Assessment Tasks
3. Text Response
4. Folio of three shorter pieces within a context
5. Oral presentation of an issue in the media

Outcomes
1. Analyse how a text constructs meaning, conveys ideas and values, and is open to interpretations.
2. Draw on ideas to create written texts for a specific audience and purpose; discuss and analyse 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 Australian media.

Unit 4:
Assessment Tasks
1. Text response
2. One sustained piece within a context
3. Examination

Outcomes
1. Develop and justify a detailed interpretation of a selected text.
2. Draw on ideas and arguments to create written texts for a specific audience and purpose; discuss and analyse their decisions about form, purpose, language, audience and context.
**Units 1 & 2**

**COURSE OUTLINE:**

**Unit 1:** Is concerned with the nature and functions of language. It enables students to explore how effective sentences and paragraphs are constructed for different purposes. Students explore language as an elaborate system of signs, investigate the development of language in an individual, and examine the relationship between speech and writing. Child language acquisition is also investigated.

**Unit 2:** Explores change and variation in language by considering how English has evolved over the centuries and is changing today. Australian English is given special focus.

**Unit 1:** Language and Communication

**Assessment Tasks**
1. Short-answer test
2. An investigative report
3. Essay
4. Analysis task
5. Examination

**Outcomes**
1. Identify and describe primary aspects of the nature and functions of human language.
2. Describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

**Unit 2:** Language Change

**Assessment Tasks**
1. Short-answer test
2. An investigative report/ Essay
3. Analysis task
4. Essay
5. Examination

**Outcomes**
1. Describe language change as represented in a range of texts and analyse a range of attitudes to language change.
2. Describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.

**Units 3 & 4**

**COURSE OUTLINE:**

**Unit 3:** In this unit students investigate English Language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

**Unit 4:** In this unit students focus on the role of language in establishing and challenging different identities. Students examine both print and digital texts to consider the ways in which different identities are constructed. Students explore how our sense of who we are is constantly evolving and responding to situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us.

**Unit 3:** Language Variation and Social Purpose

**Assessment Tasks**
1. Paragraph answers test
2. Guided analysis
3. Written response
4. Examination

**Outcomes**
1. Identify and analyse distinctive features of informal language in written and spoken texts.
2. Identify and analyse distinctive features of formal language in written and spoken texts.

**Unit 4:** Language Variation and Identity

**Assessment Tasks**
1. Paragraph answers test
2. Guided analysis
3. A written report
4. An essay
5. Examination

**Outcomes**
Investigate and analyse varieties of Australian English and attitudes towards them.
1. Analyse how people’s choice of language reflects and constructs identities.
FOOD AND TECHNOLOGY

A materials charge of $170 applies to these units

Units 1 & 2
COURSE OUTLINE:
Unit 1: Students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food, along with the selection and use of a range of suitable tools and equipment. They consider food preparation practices suitable for use in a small-scale food operation. Students examine the links between classification of foods and their properties, and examine the changes when different preparation and processing techniques are used. They investigate quality and ethical considerations in food selection, and use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

Unit 2: Students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. They research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food. Students work independently and as members of a team to research and implement solutions to a design brief, to prepare food for a range of contexts when planning and preparing meals.

Unit 1: Properties of Food
Assessment Tasks
1. Written test
2. Production work
3. Examination
Outcomes
1. Explain and apply safe and hygienic work practices when storing, preparing and processing food.
2. Analyse the physical, sensory, chemical and functional properties of key foods, and prepare foods to optimise these properties using the design process.

Unit 2: Planning & Preparation of Food
Assessment Tasks
1. Production work
2. Investigation work
3. Examination
Outcomes
1. Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties.
2. Individually and as a member of a team use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

Units 3 & 4
COURSE OUTLINE:
Unit 3: Develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the HACCP system. Investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food. Investigate cooking techniques and justify their selection when preparing key foods. Develop an understanding of food processing techniques to preserve food and prevent spoilage. Devise a design brief from which they develop a design plan.

Unit 4: Students develop and implement the design plan they established in Unit 3. They apply safe and hygienic work practices using a range of preparation and production processes. They use appropriate tools and equipment and evaluate their planning, processes and product. Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological developments, and environmental considerations. They also investigate food packaging, packaging systems.

Unit 3: Food Preparation, Processing & Food Controls
Assessment Tasks
1. Written test
2. Practical test
3. Developing a design plan folio
Outcomes
1. Explain the roles, responsibilities and relationships between national, state and local authorities in ensuring and maintaining food safety within Australia.
2. Analyse preparation, processing and preservation techniques for key foods.
3. Develop a design brief, evaluation criteria & a design plan for the development of a food product.

Unit 4: Product Development and Emerging Trends
Assessment Tasks
1. Implementing a design plan
2. Written test
3. Examination
Outcomes
1. Implement production plans that comprise the product; evaluate the product using specified criteria, including the efficiency and effectiveness of production activities.
2. Analyse driving forces related to food product development, analyse new and emerging food products and explain processes involved in the development and marketing of food products.
### GEOGRAPHY

#### Units 1 & 2

**COURSE OUTLINE:**

**Unit 1: Hazards and Disasters**
In this unit, students investigate geographical, hydrological, biological, or technological hazards and the responses to them by people. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. Students investigate how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

**Assessment Tasks:**
1. Topic tests
2. Extended response
3. Fieldwork
4. Examination

**Outcomes**
1. Analyse, describe and explain the nature of hazards and impacts of hazard events at a range of scales.
2. Analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

**Unit 2: Tourism**
In this unit, students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. The growth of tourism at local, regional and global scales requires careful management to ensure environmentally sustainable and economically viable tourism.

**Assessment Tasks:**
1. Topic tests
2. Extended response
3. Fieldwork
4. Examination

**Outcomes:**
1. Analyse, describe and explain the nature of tourism at a range of scales.
2. Analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

#### Units 3 & 4

**COURSE OUTLINE:**

**Unit 3: Changing the Land**
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover is the natural state of the environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, and recreation. Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification, and melting glaciers and ice sheets.

**Assessment Tasks:**
1. Topic tests
2. Extended response
3. Fieldwork
4. Examination

**Outcomes:**
1. Analyse, describe and explain land use change and assess its impacts.
2. Analyse, describe and explain processes that result in changes to land cover and discuss the impacts and responses resulting from these changes.

**Unit 4: Human Population – Trends and Issues**
In this unit, students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

**Assessment Tasks:**
1. Topic tests
2. Extended response
3. Fieldwork
4. Examination

**Outcomes:**
1. Analyse, describe and explain population dynamics on a global scale.
2. Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate.
Units 1 & 2

COURSE OUTLINE:
Unit 1: Focuses on the health and individual human development of Australia’s youth. It introduces students to the concepts of health and development and examines both inherited and environmental factors that impact on the health and development of youth. Students identify and explore issues that directly impact on the health and individual human development of Australia’s youth.

Unit 2: Focuses on the lifespan stages of pre natal, childhood and adulthood, and the determinants that influence their health and development including biological, behavioural and environmental factors. It explores emerging issues that impact Australia’s health and development. Personal, community and government strategies that effect health are investigated.

Unit 1: The Health & Development of Australia’s Youth
Assessment Tasks
1. Test
2. Case Study / Data Analysis
3. Written response
4. Examination

Outcomes
1. To describe the dimensions of, and the interrelationships that exist within and between health and individual human development.
2. Describe and explain the factors that impact on the health and individual human development of Australia’s youth.
3. Outline health issues relevant to Australia’s youth and analyse strategies or programs that have an impact on youth health and development.

Unit 2: Individual Human Development and Health Issues
Assessment Tasks
1. Written Response / Case Study
2. Extended Response
3. Examination

Outcomes
1. Describe and explain the factors that affect the health and individual human development of Australia’s children
2. Describe and explain the factors that affect the health and individual human development of Australia’s adults.
3. Analyse health issues facing Australia’s health system and evaluate community and/or government actions that may address the issue.

Units 3 & 4

COURSE OUTLINE:
Unit 3: Explores the health status of Australians, how it is measured and biological, behavioural and social determinants that can explain variations. Students learn about models of health and health promotion. Government and Non-Government roles in enhancing health for all Australians are also examined.

Unit 4: Focuses on global health, human development and sustainability and how all three are linked. It compares the health status of Australia with developing countries and analyses reasons for differences. International organisations including the UN and WHO and their role in achieving sustainable improvements in health and human development are also explored.

Unit 3: Nutrition, Health and Development
Assessment Tasks
1. Case study / Data analysis
2. Test
3. Examination

Outcomes
1. Compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.
2. Discuss and analyse approaches to health and health promotion and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

Unit 4: Global Health and Development
Assessment Tasks
1. Written Response
2. Case Study / Data Analysis
3. External examination

Outcomes
1. Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability.
2. Describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.
Units 1 & 2

Unit 1: Twentieth century history 1918–1939
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars, with emphasis on the Russian Revolution. Students will examine the emergence of Communism after the October 1917 Bolshevik Revolution, and the consequences for Russia’s internal and international relations, including the rise of Stalin.

Assessment Tasks:
1. Test, visual analysis, and essay
2. Research report and extended response
3. Analysis of social and cultural material (e.g. literature, images, paintings)
4. Examination

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

Unit 2: Twentieth century history 1945–2000
Post-World War II and 1945, the United Nations was intended to resolve issues of conflict; however, this is a period dominated by Cold War paranoia and scares. Investigation focuses on the study of the Vietnam War, both Australian and American involvement, and the role of protest movements. Finally, an investigation of terrorism as a mechanism for achieving change is completed.

Assessment Tasks:
1. Analysis of written and visual documents
2. Essay
3. Research report and oral presentation
4. Examination

Outcomes:
1. Explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, with particular focus on the Vietnam War.
2. Explain the causes and nature of challenge and change in relation to the peace movement and terrorism, and analyse the consequences for nations and people.

Units 3 & 4

Revolution represents great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a dramatic and complete change to society. Revolutions are caused by a myriad of differing factors, including ideas, people, events and popular movements. The consequences are far-reaching and progress is not guaranteed. Students will examine the causes and consequences of revolution, as well as evaluating the extent of its success, using a range of primary and secondary materials, in both visual and written forms.

Unit 3: The French Revolution of 1789
Assessment Tasks – the following four tasks will be completed over Units 3&4:
1. Historical inquiry
2. Analysis of primary sources
3. Evaluation of historical interpretations
4. Essay

Outcomes (common to both Unit 3 and Unit 4 studies):
1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

Unit 4: The Chinese Revolution of 1949
Assessment Tasks – the following four tasks will be completed over Units 3&4:
1. Historical inquiry
2. Analysis of primary sources
3. Evaluation of historical interpretations
4. Essay

Outcomes – these are common to both Unit 3 and Unit 4 studies:
1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.
Units 1 & 2

COURSE OUTLINE:

Unit 1: Students focus on how data, information and networked digital systems can be used to meet a range of users’ current and future needs. In Area of Study 1 students collect primary data when investigating an issue and create a digital solution that graphically presents the findings of that investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks and design a network solution that meets an identified need. They predict the impact on users if the network solution were implemented. In Area of Study 3 students apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

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

Unit 1: Computing

Assessment Tasks
1. Use software to create a graphic solution.
2. Describe networks and wireless communications technology.
3. Use web authoring software to create a solutions.

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

Unit 2: IT Computing

Assessment Tasks
1. Use a programming language to develop modules.
2. Use software tools to extract data and create a data visualisation.
3. Create a database management solution.
4. Examination

Outcomes
1. Design working modules in response to solution requirements, and use a programming or scripting language to develop the modules.
2. Apply the problem-solving methodology and use appropriate software tools to extract relevant data and create a data visualisation that meets a specified user’s needs.
3. Apply the problem-solving methodology to create a solution using database management software, and explain the personal benefits and risks of interacting with a database.
Units 3 & 4

COURSE OUTLINE:

Unit 3: This unit focuses on programming as a strategy for solving problems. Students develop knowledge and skills in the use of a programming language. The programming language selected will be studied for both Units 3 and 4. When programming in Unit 3, students are expected to have an overview of the problem-solving methodology and a detailed understanding of the stages of analysis, design and development.

Unit 4: This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the programming language selected in Unit 3. In this unit students are required to engage in the design, development and evaluation stages of problem-solving methodology.

Unit 3:
Software Development

Assessment Tasks
1. Analysis documentation
2. Prototype solution
3. Examination

Outcomes
1. Analyse an information problem in order to produce software requirements specifications for a solution that operates within a networked environment.
2. Represent a software design and apply a range of functions and techniques using a programming language to develop a prototype solution to meet a specific need.

Unit 4:
Software Development

Assessment Tasks
1. Written report solution to a design brief
2. Written report and separate test
3. Examination

Outcomes
1. Apply the stages of the problem-solving methodology to produce a solution for use on a mobile device.
2. Recommend and justify strategies for evaluating the effectiveness and efficiency of solutions that operate in a networked environment.
Units 1 & 2

COURSE OUTLINE:
The areas of study for Units 1 and 2 comprise themes and topics, grammar, text types, vocabulary and kinds of writing designed to be covered in an integrated way. The prescribed themes (The Individual, The LOTE-speaking Communities and The Changing World) and topics (different for each language) are the subject of the activities and tasks the student undertakes. The course is designed to provide the student with the opportunity to build on what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 1:

Assessment Tasks
1. Reply to personal letter/email/fax or informal conversation
2. Listen to spoken texts to obtain information to complete notes, charts or tables
3. Read written texts to obtain information to complete notes, charts or tables
4. Oral presentation or article or review
5. Examination

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

Unit 2:

Assessment Tasks
1. Formal letter, fax or email or role play or interview
2. Listen to spoken texts and reorganise information and ideas in a different text type
3. Read written texts and reorganise information and ideas in a different text type
4. Journal entry or personal account or short story
5. Examination

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

Units 3 & 4

COURSE OUTLINE:
The areas of study for Units 3 and 4 comprise themes and topics, grammar, text types, vocabulary and kinds of writing designed to be covered in an integrated way. The prescribed themes (The Individual, The LOTE-speaking Communities and The Changing World) and topics (different for each language) are the subject of the activities and tasks the student undertakes. The course is designed to provide the student with the opportunity to build on what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 3:

Assessment Tasks
1. Writing task of imaginative or personal creative writing
2. A response to specific questions, messages or instructions, extracting and using the information requested
3. A 3-4 minute role play, focusing on the resolution of an issue

Outcomes
1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

Unit 4:

Assessment Tasks
1. A response to specific questions, messages or instructions, extracting and using the information requested
2. Informative, persuasive or evaluative written response to written texts
3. A 3-4 minute interview on an issue related to the texts studied

Outcomes
1. Analyse and use information from written texts.
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of the LOTE-speaking communities.
Units 3 & 4

COURSE OUTLINE:
The areas of study for Units 3 and 4 comprise themes and topics, grammar, text types, vocabulary and kinds of writing designed to be covered in an integrated way. The prescribed themes (Self and others; Tradition and change in the Chinese speaking community; Global issues) are the subject of the activities and tasks the student undertakes. The course is designed to provide the student with the opportunity to build on what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Unit 3:

Assessment Tasks
1. A 500–600 character imaginative written piece
2. A response to specific questions, messages or instructions, extracting and using the information requested
3. A 4–5 minutes evaluative oral presentation focusing on points for and against an aspect related to texts studied

Outcomes
1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

Unit 4:

Assessment Tasks
1. A response to specific questions, messages or instructions, extracting and using the information requested
2. A 500-600 character persuasive or evaluative written response
3. A 4-5 minute interview

Outcomes
1. Analyse and use information from written texts.
   Respond critically to spoken and written texts which reflect aspects of the language and culture.
Units 1 & 2

**COURSE OUTLINE:**
Units 1 & 2 is a study of both criminal and civil law.

**Unit 1:** Focuses on criminal law. Area of study 1 focuses on the need for effective laws, the main sources and type of law. Secondly, students will focus on criminal law. Students will investigate and discuss crimes and sanctions and evaluate their effectiveness. Finally, students will study processes for the resolution of criminal cases.

**Unit 2:** Focuses on issues in civil law. Firstly students look at rights that are protected by civil law and obligations it imposes, and look at how courts make laws. Secondly, students focus on the resolution of civil disputes and examine different methods of resolution, evaluating their effectiveness. Thirdly, students will focus on a specific area of civil law and evaluate its ability to respond to issues. Finally, students investigate an Australian case dealing with right.

**Unit 1: Criminal Law in Action**

**Assessment Tasks**
1. Test
2. Folio and Test
3. Examination

**Outcomes**
1. Explain the need for effective laws and describe the main sources and types of laws in society.
2. Explain the key principles and types of criminal law, apply the key principles to relevant cases and discuss the impact of criminal activity on the individual and society.
3. Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

**Unit 2: Issues in Civil Law**

**Assessment Tasks**
1. Test
2. Test
3. Report
4. Examination

**Outcomes**
1. Explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.
2. Explain and evaluate the processes for the resolution of civil disputes.
3. Explain one or more area/s of civil law and discuss the legal system’s capacity to respond to issues and disputes to the selected area/s of law.
4. Describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.

Units 3 & 4

**COURSE OUTLINE:**
Units 3 & 4 is a study of both how laws are made and how disputes are resolved and justice is achieved.

**Unit 3:** This unit investigates the institutions that determine our laws, their law-making powers and processes. Students will evaluate these bodies and examine the need for change in the law. They will investigate the role of the Commonwealth Constitution, undertaking a comparative analysis with another country. Finally, students will investigate the nature and importance of courts as law-makers and evaluate their effectiveness.

**Unit 4:** Students will examine the institutions that adjudicate criminal and civil disputes. They investigate methods of dispute resolution; procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system. Using elements of an effective legal system, students will evaluate the effectiveness of the procedures used in resolving disputes. Finally, students consider reforms or changes that could further improve the operation of our legal system.

**Unit 3: Law-Making**

**Assessment Tasks**
5. Topic Tests
6. Structured Questions
7. Examination

**Outcomes**
1. Explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed and how such change can be influenced.
2. Explain the role of the Commonwealth Constitution in defining law making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
3. Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

**Unit 4: Resolution and justice**

**Assessment Tasks**
1. Topic tests
2. Structured Questions
3. Examination

**Outcomes**
1. Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
2. Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.
Units 1 & 2

COURSE OUTLINE:
Unit 1: focuses on the ways in which the interaction between text and reader creates meaning. Students respond in a variety of ways to question and consider the ideas and concerns in texts, through investigation of literary features and conventions. Understanding of texts is further developed through the analysis of and response to literary criticism.

Unit 2: focuses on the ways literary texts connect with each other and with the world. Students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted through close analysis.

Unit 1: Approaches to literature
Assessment:
1. Oral presentation
2. Folio of responses
3. Analysis of literary criticism
4. Examination

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

Unit 2: Context and connections
Assessment:
1. Creative and critical response
2. Comparative response
3. Close Analysis
4. Examination

Outcomes:
1. Analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.
2. Compare texts considering the dialogic nature of texts and how they influence each other.

Units 3 & 4

COURSE OUTLINE:
Unit 3: 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 affects meaning and generates different expectations in the reader. They also examine the ways texts represent views and values and make comment on the social context. Students investigate various interpretations and the assumptions of these interpretations.

Unit 4: 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. Students also develop an interpretation of a text and synthesise/incorporate/compose their insights gained into a coherent and substantial response.

Unit 3:
Assessment Tasks
1. Essay
2. Essay
3. Review of a review
4. Examination

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 views of a text and make comparisons with their own interpretations.

Unit 4:
Assessment Tasks
1. Creative response
2. Reflective commentary
3. Passage analysis
4. Examination

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

SUBJECT SELECTIONS

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VCE FOUNDATION MATHEMATICS UNITS 1 and 2
- Is offered to Year 10 Progressive, General, Standard or Life students who need a Year 11 Mathematics only
- Does not lead to Year 12 Mathematics

VCE GENERAL MATHEMATICS UNITS 1 and 2
- Is offered to Progressive, General and Standard students who have received CR2 average or greater.
- May be selected with VCE Mathematical Methods Units 1 and 2 or by itself
- Is not available to students who have completed Year 10 Life Maths. Prepares students for Further Maths at Year 12

VCE SPECIALIST MATHEMATICS UNITS 1 & 2

General Mathematics Advanced
- Is a prerequisite for Specialist Mathematics in Year 12
- Is offered to only the most able students - those Year 10 students who have completed VCE Mathematical Methods Units 1 and 2, Progressive Maths students who achieve DS2 or greater or who achieved HD2 average or above in General Maths.
- Must also select Mathematical Methods (unless previously completed)
- Is not available to students who selected Standard Maths at Year 10.

VCE MATHEMATICAL METHODS UNITS 1 and 2
- May be studied by itself, but does not give background for Further Maths
- It is strongly recommended that it be studied in conjunction with General Maths or Specialist Maths.
- Is offered to Year 10 Progressive Maths or General Maths and receive a minimum Distinction on the final Year 10 Examination and all algebra topics.
- Is not available to students who selected Standard Maths at Year 10.

VCE FURTHER MATHEMATICS UNITS 3 and 4
- Is offered to students who have completed VCE General Mathematics Units 1 and 2 stream.

VCE MATHEMATICAL METHODS UNITS 3 and 4
- Is offered to students who have completed VCE Mathematical Methods Units 1 and 2 with a C average and are recommended by their teacher

VCE SPECIALIST MATHEMATICS UNITS 3 and 4
- Must also select VCE Mathematics Methods 3 and 4
- Is offered to students who have completed VCE Specialist Mathematics, Units 1 and 2 with a C average, and who are recommended by their teacher.

Enrolment in a subject for which selection criteria have not been met may be considered only by written application to the Mathematics Teaching and Learning Leader stating reasons for consideration. This may also require an interview.

When selecting Units 1 and 2 Mathematics, please consider carefully the packages and any advice given.

Courses studied in 2015 will have a great impact on students’ selections for 2016 – 2017 and future tertiary choices.

Further advice must be sought for complete course information regarding tertiary prerequisites. Following is a guide.
Maths Pathways 7 to 12 – Common Pathways

- To select Progressive at Year 10, students must have averaged 80% or above in all assessment areas. Results come from Semester 2 Year 8 and Semester 1 Year 9. Students will be told if they can select this stream. All VCE streams have recommended levels of achievement for progression.
**FOUNDATION MATHEMATICS**

**Units 1 & 2**

**COURSE OUTLINE:**
Over the course of Units 1 and 2, students study:

**Space, Shape and Design:** properties of shapes, two dimensional plans, diagrams to scale showing dimension, plans, models and diagrams

**Patterns and Number:** basic operations, place value, decimals, fractions and percentage, practical problems, formulas and their uses

**Data:** bar graphs, line graphs, pie graphs, interpretation of data, using technology to represent information

**Measurement:** metric measurement, measurement problems and solutions, workplace problems involving metric measurement with consideration of required accuracy and rounding strategies, materials estimation

**Unit 1:**

**Assessment Tasks**
1. Topic Tests
2. Investigation, projects and assignments
3. Examination

**Outcomes**
1. Confidently and competently use mathematical concepts and skills from the areas of study.
2. Apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.
3. Select and use technology to apply mathematics in a range of practical contexts.

**Unit 2:**

**Assessment Tasks**
1. Topic Tests
2. Investigation, projects and assignments
3. Examination

**Outcomes**
1. Confidently and competently use mathematical concepts and skills from the areas of study.
2. Apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.
3. Select and use technology to apply mathematics in a range of practical contexts.

**GENERAL MATHEMATICS**

**Units 1 & 2**

**COURSE OUTLINE:**
Over the course of Units 1 and 2, students study:

**Algebra and structure:** linear relations and equations.

**Arithmetic and Number:** computation and practical arithmetic, financial arithmetic

**Discrete mathematics:** Matrix arithmetic and applications, number patterns and recursion.

**Geometry, measurement and Trigonometry:** shape and measurement, geometry in two and three dimensions, trigonometric ratios and their applications

**Graphs of linear & non-linear relations:** linear graphs and modelling, sketching and interpreting graphs, inequalities and linear programming

**Statistics:** univariate and bivariate data, sampling

**Unit 1:**

**Assessment Tasks**
1. Basic Skills
2. Application and problem solving
3. Examination

**Outcomes**
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

**Unit 2:**

**Assessment Tasks**
1. Basic Skills
2. Application and problem solving
3. Examination

**Outcomes**
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.
## SPECIALIST MATHEMATICS

**Units 1 & 2**

**COURSE OUTLINE:**
Over the course of Units 1 and 2, students study:

**Arithmetic and Number:** applications of arithmetic sequences and series, sets, complex numbers, matrices

**Graphs of linear & non-linear relations:** loci, polynomials, circular functions, ellipses, hyperbolas, polar graphs, parametric equations and kinematics.

**Geometry, measurement and trigonometry:** circle geometry and proofs, trigonometric ratios, identities and double angle formulas, sine and cosine rules, applications in trigonometry, vector algebra, vector applications and proofs.

**Statistics:** simulation, sampling and sampling distributions.

**Transformations, trigonometry and matrices:** Linear transformations of the plane and identities.

**Unit 1:**

**Assessment Tasks**
1. Basic skills
2. Analysis
3. Examination

**Outcomes**
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

**Unit 2:**

**Assessment Tasks**
1. Basic skills
2. Analysis
3. Examination

**Outcomes**
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

## MATHEMATICAL METHODS

**Units 1 & 2**

**COURSE OUTLINE:**
Over the course of Units 1 and 2, students study:

**Functions and Graphs:** function notation, interpretation of key features of graphs of functions, transformations and inverse functions. Polynomial, circular, exponential and logarithmic functions.

**Algebra:** roots, factorisation, solving quadratic, cubic and trigonometric equations, index and logarithm laws.

**Calculus:** derivative as gradient, differentiating by rule and from first principles, rates of change, maximum and minimum, anti-differentiation, motion graphs.

**Probability and Statistics:** Independence, mutually exclusive events, addition rule, multiplication rule, conditional probability.

**Unit 1:**

**Assessment Tasks**
1. Basic skills
2. Analysis
3. Examination

**Outcomes**
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

**Unit 2:**

**Assessment Tasks**
1. Basic skills
2. Analysis
3. Examination

**Outcomes**
1. Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.
FURTHER MATHEMATICS

Units 3 & 4

COURSE OUTLINE:
Over the course of Units 3 and 4, students study:

Data Analysis: Displaying, summarising and describing univariate data and bivariate data, introduction to regression and displaying, summarising and describing time series data. Recursion and financial modelling including interest and depreciation.

Graphs and Relations: Simple linear models, transformation of data and linear programming

Matrices: representation of data from a range of sources, matrix arithmetic to solve problems; transition matrices

Unit 3:

Assessment Tasks
1. Application project
2. Tests
3. Examination - facts, skills and analysis task

Outcomes
1. Define and explain key concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Use mathematical ‘Data Analysis’ concepts and skills to analyse a practical and extended situation, and interpret and discuss the outcomes of this analysis.
3. Use technology to develop mathematical ideas, produce results and carry out analysis.

Unit 4:

Assessment Tasks
1. Tests
2. Examination – facts, skills
3. Examination – analysis task

Outcomes
1. Define and explain key ‘Applications’ terms and concepts, and use this knowledge to apply related mathematical procedures to solve routine application problems.
2. Apply mathematical processes in contexts related to the ‘Applications’ area of study, and analyse and discuss these applications.
3. Use technology to develop mathematical ideas, produce results and carry out analysis.

MATHEMATICAL METHODS

Units 3 & 4

COURSE OUTLINE:
Over the course of Units 3 and 4, students study:

Functions and Graphs: polynomials, logarithmic and exponential functions, reflections, translations and dilations, inverse functions, circular functions, modelling using these functions, sum, difference, product of composite functions

Algebra: factorisation, logarithm laws, solution of logarithmic and exponential equations, one-to-one and inverse functions, solutions to trigonometric equations

Calculus: differentiation and anti-differentiation, product, quotient and chain rule, application of differentiation, areas under curves, estimation of stationary points and gradients


Unit 3:

Assessment Tasks
1. Tests
2. Application Task
3. Examination - facts, skills, analysis task

Outcomes
1. Define and explain key concepts in relation to the topics, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.

Unit 4:

Assessment Tasks
1. Tests
2. Examination – facts, skills
3. Examination – analysis task

Outcomes
1. Define and explain key concepts in relation to the topics, and apply a range of related mathematical routines and procedures.
2. Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
3. Use technology to produce results and carry out analysis.
SPECIALIST
MATHEMATICS

Units 3 & 4

COURSE OUTLINE:
Functions and graphs: Graphs of reciprocal, polynomial functions and asymptotic behaviour, circular functions and their identities, inverse functions. Reciprocal of circular functions, compound and double angle formula, restricted circular functions
Algebra: Partial fractions, complex numbers, representation of relations and regions in the complex plane
Calculus: Differential and integral calculus, differential equations, kinematics: rectilinear motion
Vectors: Arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results, vector representation of curves in the plane and vector kinematics in one, two and three dimensions
Mechanics: Statics and an introduction to Newtonian mechanics, for both constant and variable acceleration
Probability and Statistics: Statistical inference related to distribution of sample means, simulations and confidence intervals.

Unit 3:
Assessment Tasks
1. Tests
2. Examination
Outcomes
1. Define and explain key terms and concepts, and apply a range of related mathematical routines and procedures both using technology and by hand.
2. Apply mathematical processes in non-routine, contexts and analyse these applications.
3. Use technology to develop mathematical ideas, produce results and carry out analysis.

Unit 4:
Assessment Tasks
1. Tests
2. Examination – facts and skills
3. Examination – analysis task
Outcomes
1. Define and explain key terms and concepts, and apply a range of related mathematical routines and procedures both using technology and by hand.
2. Apply mathematical processes in non-routine, contexts and analyse these applications.
Use technology to develop mathematical ideas, produce results and carry out analysis.
Units 1 & 2

COURSE OUTLINE:
Unit 1: Enables students to develop an understanding of the relationship between the media, technology and the representations present in the Media. Students develop practical and analytical skills, including an understanding of how media products are constructed, and the implications of new media technologies.

Unit 2: Allows students to develop their understanding of production stages and the roles involved in producing media product. Students develop practical skills, including an understanding of how media products are constructed, and the implications of new media technologies.

Unit 1:
Representation and Technologies of Representation

Assessment Tasks
1. Analysis of representations
2. Production Design plan
3. Film Production
4. New Media Research task
5. Examination

Outcomes
1. Describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience.
2. Construct and compare media representations using two different media technologies.
3. Discuss the creative and cultural implications of new media technologies.

Unit 2:
Media Production and the Media Industry

Assessment Tasks
1. Oral Presentation
2. Production Design plan
3. Film production
4. Australian Media organisation analysis
5. Examination

Outcomes
1. Explain the media production process and demonstrate specialist production skills within collaborative media productions.
2. Discuss media industry issues and/or developments relating to the production stages of a media production, and describe specialist roles within the media industry.
3. Describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.

Units 3 & 4

COURSE OUTLINE:
Unit 3: Enables students to develop an understanding of how films tell stories using production and story elements. Students also develop practical skills through undertaking exercises related to aspects of the film production process. During this unit they develop a production design plan for their major film production to be completed in Unit 4.

Unit 4: Allows students to further develop practical skills in the production of their major film production. Organisational and creative skills are refined and applied throughout this process. Students also analyse the way in which media products are shaped by social values of the time in which they are produced. The role and influence of the media is also critically analysed in this unit.

Unit 3:
Narrative and Media Production Design

Assessment Tasks
1. Narrative essay
2. Media production exercises
3. Production design plan
4. Examination

Outcomes
1. Analyse the nature and function of production and story elements in media texts, and discuss the impact of these elements on audience engagement.
2. Use a range of technical equipments, applications and media processes and evaluate the capacity, present ideas, achieve effects and explore aesthetic qualities.
3. Prepare a media production design plan.

Unit 4:
Media: Process, Influence and Societies’ values

Assessment Tasks
1. Analysis of social values in media texts
2. Analysis of media influence
3. Video production
4. Examination

Outcomes
1. Produce a media product for an identified audience from a media production design plan.
2. Discuss the relationship between social values, media texts and audiences through the analysis of the construction and interpretation of values represented in these texts.
3. Discuss the relationship between the media and its audiences and analyse arguments about the nature and extent of media influence.
MUSIC PERFORMANCE

Units 1 & 2

COURSE OUTLINE:
Unit 1: Focuses on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural, analysis and theory comprehension. Students present a solo and group performance, demonstrate prepared technical work and perform previously unseen music. A minimum level of grade 5 AMEB or its equivalent is expected.

Unit 2: Further develops skills in practical music and performance. Students present a prepared program of solo and group works, demonstrate prepared technical work on previously unseen music and develop skills in aural, analysis and theory comprehension. Selected works are analysed to enhance performance skills. This unit also focuses on music language that is relevant to performance and used to analyse, compose and improvise music.
(Note: Students choosing this subject must have an instrumental teacher for their chosen instrument and be attending weekly lessons)

Unit 1:
Music Performance
Assessment Tasks
1. Performance Examination – Solo and Group
2. Solo technique Examination
3. Musicianship – aural, theory and analysis

Outcomes
1. Prepare and perform a practiced program of solo and group works.
2. Prepare and perform a program of technical work – scales, exercises and unprepared performance.
3. Identify, re-create, notate and transcribe elements of music and describe ways in which expressive elements of music may be interpreted.

Unit 2:
Music Performance
Assessment Tasks
1. Performance Examination – Solo and Group
2. Solo technique Examination
3. Musicianship – aural, theory and analysis
4. Organization of Sound – Composition or improvisation folio
5. End of year Examination

Outcomes
1. Prepare and perform a musically engaging program of solo and group works.
2. Prepare and perform a program of technical work – scales, exercises and unprepared performance.
3. Identify, re-create, notate and transcribe elements of music and describe ways in which expressive elements of music may be interpreted.
4. Devise a composition or improvisation that uses music language drawn from analysis of selected works being prepared for performance.

Units 3 & 4

COURSE OUTLINE:
Unit 3: Focuses on the preparation and presentation of solo works using performance techniques to develop understanding of interpretation in a range of styles. Skills are broadened by ensemble performance, solo technical work and unprepared performance. A minimum level of grade 6 AMEB or its equivalent is expected.

Unit 4: Focuses on the preparation and presentation of solo and group works, demonstrating through performance an understanding of interpretation and styles of music. Music performance skills are extended by development of technical work, ensemble performance, unprepared performance skills, and studies in the aural, theory and analysis aspects of music performance. The focuses for analysis are works and performances by Australian musicians/composers.
(Note: Students choosing this subject must have an instrumental teacher for their chosen instrument and be attending weekly lessons).

Unit 3:
Solo Performance
Assessment Tasks
1. Performance of selected solo and group works
2. Performance of solo technical work and previously unseen material
3. Musicianship – aural, theory and analysis

Outcomes
1. Interpret and perform selected solo works in a range of styles and/or characters.
2. Perform group technical work and exercises on main instrument and show unprepared performance skills.
3. Write and describe selected features of music and analyse similarities and differences between interpretations including aural comprehension skills and the understanding of musical structure and the theoretical aspects involved.

Unit 4:
Solo Performance
Assessment Tasks
1. Solo performance
2. Performance of solo technical and previously unseen material
3. Musicianship – aural, theory and analysis
4. External written Examination

Outcomes
1. Prepare and present an accurate and expressive performance of solo and group works.
2. Demonstrate performance technique, technical work and exercises on main instrument and show unprepared performance skills.
3. Identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works.
Units 1 & 2

COURSE OUTLINE:
This study develops skills in reasoning, argument and analysis. Students respond to questions that are relevant to their own beliefs, knowledge, life and their participation in contemporary society.

Unit 1: Enables students to explore three main areas of study: Epistemology (the nature of knowledge), Metaphysics (the nature of reality) and Logic (the structure of arguments).

Unit 2: Includes a major exploration of Ethics (what is morally right and wrong) and an overview of major philosophical questions including the foundation of morality, moral psychology and ideas of right and wrong, rights and justice, liberty and anarchy and aesthetics. Formal elements of Logic will be explored in greater depth.

Unit 1:
Existence, Knowledge and Reasoning

Assessment Tasks
1. Short and extended answer test
2. Short and extended answer test
3. Essay
4. Examination

Outcomes
1. Analyse metaphysical problems, evaluate viewpoints and examine philosophical issues in relevant contemporary debates.
2. Analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.
3. Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

Unit 2:
Questions of Value

Assessment Tasks
1. Test
2. Essay
3. Examination

Outcomes
1. Analyse problems in ethics and moral theory and related contemporary debates, evaluate viewpoints and arguments, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates.
2. Analyse selected problems in value theory, evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates.
3. Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in value theory.

Units 3 & 4

COURSE OUTLINE:
Unit 3: This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from the history of philosophy to their own views on these questions and to contemporary debates.

Unit 4: This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? In this unit, students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.

Unit 3: Minds, Bodies and Persons Assessment Tasks
1. Short answer test
2. Short and extended answer test
3. Essay
4. Examination

Outcomes
1. Discuss concepts relating to the mind, psyche and body, and analyse and evaluate viewpoints and arguments concerning the relationship between the mind and body, and psyche and body, found within and across the set texts and in contemporary debates.
2. Analyse, compare and evaluate theories of personal identity in the set texts and discuss related contemporary debates.

Unit 4: The Good Life

Assessment Tasks
1. Essay
2. Test
3. Examination

Outcomes
1. Analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.
2. Discuss contemporary debates related to the good life and the interplay between social and technological developments and conceptions of the good life.
Units 1 & 2

COURSE OUTLINE:

Unit 1: Focuses on how the body systems work together to produce movement. Through practical activities students explore the relationship between the body systems and physical activity. Students are introduced to aerobic and anaerobic energy pathways and apply biomechanical principles to improve and refine movement. Students increase their understanding of technological developments in performance enhancement, injury prevention and rehabilitation.

Unit 2: Explores a range of coaching practices and provides a practical insight into coaching. Students gain an appreciation for the level of physical activity required to maintain good health. They explore a range of factors that influence participation in physical activity.

Unit 1:

Bodies in Motion

Assessment Tasks
1. Written report
2. Test
3. Laboratory report
4. Examination

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

Unit 2:

Sports Coaching and Physically Active Lifestyle

Assessment Tasks
1. Written report
2. Test
3. Laboratory report
4. Examination

Outcomes
1. Demonstrate their knowledge of, and evaluate the skills and behaviours of an exemplary coach.
2. Collect and analyse data related to individual population’s levels of participation in physical activity.
3. Implement and promote programs designed to increase physical activity within a selected group.

Units 3 & 4

COURSE OUTLINE:

Unit 3: Students apply various methods of assessing physical activity, they also identify a range of Australian strategies that are effective in promoting physical activity. The interplay of energy systems during physical activity is investigated. The causes of fatigue and strategies to delay and manage fatigue are explored.

Unit 4: Students investigate the required fitness components and participate in a training program designed to improve the selected components. Nutritional, physiological and psychological strategies to improve performance are investigated. Students also look at the rationale for the banning or inclusion of various practices within sporting competitions.

Unit 3:

Physical Activity Participation and Physiological Performance

Assessment Tasks
1. Written report
2. Test
3. Examination

Outcomes
1. Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.
2. Use data collected in practical activities to analyse how the body and energy systems work together. Explain the mechanisms of fatigue and recovery.

Unit 4:

Enhancing Performance

Assessment Tasks
1. Written report
2. Test
3. Examination

Outcomes
1. Plan, implement and evaluate training programs to enhance specific fitness components.
2. Analyse and evaluate strategies designed to enhance performance or promote recovery.
Units 1 & 2

COURSE OUTLINE:
Unit 1: This unit has two prescribed areas of study: Nuclear physics and radioactivity; and Electricity; and a third area of study to be chosen from one of six detailed studies: Astronomy, Astrophysics, Energy from the nucleus, Investigations: Flight, Investigations: Sustainable energy sources, and Medical Physics.

Unit 2: This unit has two prescribed areas of study: Motion; and Wave-like properties of light; and a third area of study to be chosen from one of six detailed studies: Astronomy, Astrophysics, Energy from the nucleus, Investigations: Flight, Investigations: Sustainable energy sources, and Medical Physics.

Unit 1: Nuclear Physics & Radioactivity/Electricity

Assessment Tasks
1. Outcome tests
2. Practical reports
3. Investigation and briefing
4. Examination

Outcomes
1. Explain and model relevant physics ideas to describe the sources and uses of nuclear reactions and radioactivity and their impact.
2. Investigate and 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.
3. Describe and explain typical fission and fusion reactions, energy transfer and transformation phenomena of importance in stars and in the production of nuclear energy, and the impact of the use of nuclear energy as a power source.

Units 3 & 4

COURSE OUTLINE:
Unit 3: This unit has two prescribed areas of study: Motion in one and two dimensions; Electronics and photonics

Unit 4: This unit has two prescribed areas of study: Electric power and Interactions of light and matter; and a third area of study to be chosen from one of three detailed studies: Synchrotron and its applications, Photonics, and Sound.

Unit 3: Motion/Electronics

Assessment Tasks
1. Outcome tests
2. A student designed extended practical activity
3. Data analysis

Outcomes
1. Investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.
2. Investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.

Unit 4: Electric Power/Light & Matter

Assessment Tasks
1. Outcome tests
2. Summary of practical activities
3. Data analysis

Outcomes
1. Investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.
2. Use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.
3. Apply a wave model of sound and a field model of electromagnetism to describe, analyse and evaluate the recording and reproduction of sound.
4. Examination
PRODUCT DESIGN AND TECHNOLOGY

A materials charge of $80 applies to Unit 1 & 2; $40+ applies to Unit 3 & 4

Units 1 & 2

COURSE OUTLINE:
Unit 1: Focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process and looks at examples of design practice used by a designer.

Unit 2: Students learn to work together in a team environment to design and develop a product range. Team members learn to contribute, share and finally develop viable solutions as outlined in the design brief scenario.

Unit 1: Product Re-Design & Sustainability
Assessment Tasks
1. Preparation of a design folio
2. Record of production work
3. Examination

Outcomes
1. To describe the methods used by a designer to design a product, and apply similar processes to document the redesigning of an existing product.
2. To use and evaluate materials, tools, equipment and processes to make the product redesigned in Outcome 1, and compare the finished product with the original design.

Unit 2: Collaborative Design
Assessment Tasks
1. The completion of suitably advanced design folios
2. Written and physical evidence of production work
3. Short written reports on selected topics
4. Examination

Outcomes
1. To individually and as a member of a team, identify a need and collaboratively develop design options and production planning in response to a design brief for a product range based on a common theme or a group product with component parts.
2. To justify, manage and use appropriate production processes to make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group project against the design brief.

Units 3 & 4

COURSE OUTLINE:
Unit 3: Students investigate a client’s or end-user’s needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options.

Unit 4: Students continue to develop and manufacture the product designed in Unit 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 judgement about possible improvements.

Unit 3: Applying the Product Design Process
Assessment Tasks
1. The completion of suitably advanced design folios
2. Written and physical evidence of production work
3. Short written reports on selected topics
4. Examination

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

Unit 4: Product Development & Evaluation
Assessment Tasks
1. Product analysis and comparison
2. Product manufacture
3. Production evaluation and marketing
4. Examination

Outcomes
1. To analyse similar product types through a comparison of innovative features, function aesthetic and visual appeal, and any economic, social and environmental benefits and costs.
2. To competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Unit 3, and manage time and resources efficiently.
3. To evaluate the outcomes of the design and production activities, and promote the product’s design features to the client and/or end-user.
Units 1 & 2

COURSE OUTLINE:
Unit 1: This unit focusses on the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories.

Unit 2: In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Unit 1: How are behaviour and mental processes shaped?

Assessment Tasks
Two assessment tasks are chosen to assess each Unit:
1. Report of a practical activity
2. Research investigation
3. A brain structure modelling activity
4. A logbook of practical activities
5. Analysis of data/results
6. Media analysis/response
7. Problem solving involving concepts
8. Test
9. Reflective learning journal/blog
10. Research report
11. Examination

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

Unit 2: Self and Others

Assessment Tasks
Assessment tasks are selected from the list above.

Outcomes
1. Compare the sensations and perceptions of vision and taste, and analyse factors that may lead to the occurrence of perceptual distortions.
2. Identify factors that influence individuals to behave in specific ways, and analyse ways in which others can influence individuals to behave differently.

Units 3 & 4

COURSE OUTLINE:
Unit 3: This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.

Unit 4: This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour.

Unit 3: The Conscious Self

Assessment Tasks
1. Report of a research investigation conducted by the student
2. Two other tasks selected from:
   - evaluation of research, data analysis, essay, media response, annotated folio of practical activities, oral presentation using two or more data types, test, visual presentation

Outcomes
1. Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.
2. Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Unit 4: Brain, Behaviour and Experience

Assessment Tasks
1. Annotated folio of practical activities and
2. Two other tasks selected from above list
3. Examination

Outcomes
1. Explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
   - Differentiate between mental health and mental illness, and use a bio-psychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.
Units 1 & 2

**COURSE OUTLINE:**

**Unit 1:** Focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual forms. Students also explore the ways in which artists from different times and locations have interpreted ideas and sourced inspiration and used materials and techniques in the production of artworks.

**Unit 2:** Focuses on establishing and using a design process to produce artworks. The design process includes the use of an individual approach to locate sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities and potential solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artwork/s are analysed to understand the artist’s ideas and the creation of aesthetic qualities and identifiable styles.

Unit 1:
**Artistic Inspiration and Techniques**

**Assessment Tasks**
1. Folio exploring ideas and 2D and 3D materials, techniques and processes.
2. Folio of artworks on a chosen theme.
3. Examination

**Outcomes**
1. Source 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 in the development of individual ideas and artworks.
3. Discuss how artists interpret sources of inspiration and use materials and techniques.

Unit 2:
**Design Exploration and Concepts**

**Assessment Tasks**
1. The production of a developmental folio and finished artworks
2. Written analysis of artworks from different times and cultures.
3. Examination

**Outcomes**
1. Develop a design process including visual research and inquiry, in order to explore and produce a variety of design explorations and artworks.
2. Analyse and discuss the aesthetic and conceptual qualities of artworks from different times and cultures.

Units 3 & 4

**COURSE OUTLINE:**

**Unit 3:** Focuses on the implementation of the design process leading to the production of a range of potential solutions. Students use an exploration proposal to define an area of exploration and apply a design process to explore and develop their ideas and produce a range of potential directions for development in unit 4. Students also investigate the historical and cultural context of artists’ work and analyse ways in which artists develop their styles.

**Unit 4:** Focuses on the production of a cohesive folio of finished artworks. In developing this folio, students present visual and written documentation explaining how potential directions generated in Unit 3 will be used to produce a cohesive folio of finished artworks. This unit also explores aspects of artists’ involvement in the current art industry including copyright and artists’ rights, focusing on the role of galleries and the methods and considerations involved in the preparation, presentation and conservation of artworks.

**Unit 3:**
**Studio Production and Professional Art Practices**

**Assessment Tasks**
1. Design process with an exploration proposal
2. Written tasks on professional styles and practices
3. Internal examination

**Outcomes**
1. Prepare an exploration proposal that formulates the content and parameters of the design process and plan how this will be undertaken.
2. Present an individual design process that produces a range of potential directions to the aims and ideas documented relating directly to the exploration proposal.
3. Discuss art practices and analyse the development of distinctive styles and the issues that arise from the use of other artists’ work.

**Unit 4:**
**Studio Production and Art Industry Contexts**

**Assessment Tasks**
1. Folio of finished 2D and/or 3D artworks and evaluation demonstrating evolutions of ideas and processes.
2. Examination

**Outcomes**
1. Present a cohesive folio of finished 2D and/or 3D artworks.
2. Reflection and evaluation of the folio.
3. Analyse and discuss the presentation and conservation of artworks and art industry contexts.
STUDIO ARTS – PHOTOGRAPHY

A materials charge of $80 applies to these units

Units 1 & 2

COURSE OUTLINE:
Unit 1: Focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual forms. Students also explore the ways in which artists from different times and locations have interpreted ideas and sourced inspiration and used materials and techniques in the production of artworks.

Unit 2: Focuses on establishing and using a design process to produce artworks. The design process includes the use of an individual approach to locate sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities and potential solutions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. Artwork/s are analysed to understand the artist’s ideas and the creation of aesthetic qualities and identifiable styles.

(Note: It is highly recommended that students obtain their own camera)

Unit 1: Artistic Inspiration and Techniques
Assessment Tasks
1. Folio exploring ideas and camera techniques
2. Folio exploring ideas, sources of inspiration, materials and digital editing techniques Record and develop ideas to produce artworks.
3. Examination

Outcomes
1. Source 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 in the development of individual ideas and artworks.
3. Discuss how artists interpret sources of inspiration and use materials and techniques.

Unit 2: Design Exploration and Concepts
Assessment Tasks
1. The production of a developmental folio and finished artworks
2. Written analysis of artworks from different times and cultures.
3. Examination

Outcomes
1. Develop a design process including visual research and inquiry, in order to explore and produce a variety of design explorations and art works.
2. Analyse and discuss the aesthetic and conceptual qualities of artworks from different times and cultures.

Units 3 & 4

COURSE OUTLINE:
Unit 3: Focuses on the implementation of the design process leading to the production of a range of potential solutions. Students use an exploration proposal to define an area of exploration and apply a design process to explore and develop their ideas and produce a range of potential directions for development in unit 4. Students also investigate the historical and cultural context of artists’ work and analyse ways in which artists develop their styles.

Unit 4: Focuses on the production of a cohesive folio of finished artworks. In developing this folio, students present visual and written documentation explaining how potential directions generated in Unit 3 will be used to produce a cohesive folio of finished artworks. This unit also explores aspects of artists’ involvement in the current art industry including copyright and artists’ rights, focusing on the role of galleries and the methods and considerations involved in the preparation, presentation and conservation of artworks.

(Note: It is highly recommended that students obtain their own camera)

Unit 3: Studio Production and Professional Art Practices
Assessment Tasks
3. Design process with an exploration proposal
4. Written tasks on professional styles and practices
5. Internal examination

Outcomes Practices
1. Prepare an exploration proposal that formulates the content and parameters of the design process and plan how this will be undertaken.
2. Present an individual design process that produces a range of potential directions to the aims and ideas documented relating directly to the exploration proposal.
3. Discuss art practices and analyse the development of distinctive styles and the issues that arise from the use of other artists’ work.

Unit 4: Studio Production and Art Industry Contexts
Assessment Tasks
1. Folio of finished artworks and evaluation demonstrating evolutions of ideas and processes.
2. Examination

Outcomes
1. Present a cohesive folio of finished artworks.
2. Reflection and evaluation of the folio.
3. Analyse and discuss the presentation and conservation of artworks and art industry contexts.
Units 1 & 2

COURSE OUTLINE:
Unit 1: 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.

Unit 2: Students study fundamental electrotechnology engineering principles. Through the application of their knowledge, students produce basic operational systems. The systems produced by the students should employ a level of integration between mechanical and electronic components. Students also apply their knowledge and skills to research and produce technical reports.

Unit 1: Mechanical Engineering Fundamentals
Assessment Tasks
4. Production work/design
5. Practical demonstrations and applied design
6. Written report on diagnostic practice
7. Examination

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

Unit 2: Electrotechnology Engineering Fundamentals
Assessment Tasks
1. Production work and applied design on integrated system
2. Practical demonstration and symbolic representation.
3. Written report on diagnostic practice
4. Examination

Outcomes
1. Recognise, identify, illustrate and use theoretical principles of electrotechnology systems.
2. Design, plan, produce and evaluate a functional integrated system with reference to relevant Standards. Explain how new and emerging technologies influence the selection and development of a process, material and impact on design production.

Units 3 & 4

COURSE OUTLINE:
Unit 3: Focuses on how mechanical and electrotechnology systems are combined to form a controlled integrated technological system. This includes knowledge of sources and types of energy that enable engineered technological systems to function. Students also develop their engineering knowledge and undertake the construction of a substantial system. They explore contemporary energy issues in relation to powering systems.

Unit 4: 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.

Unit 3: Systems Engineering and Energy
Assessment Tasks
1. Written report of diagnostic practice
2. Production work and design
3. Short written report on energy conversion
4. Examination

Outcomes
1. Recognise, identify, represent, describe and explain the principles of controlled integrated technological systems. Design, plan, construct and document an integrated system to be completed in Unit 4, and effectively use diagnostic procedures for the system. Analyse and compare the use of different energy sources and how they affect the design, performance and use of technological systems.
3. Student to be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, in order to analyse and evaluate the technology used to generate and store renewable/non-renewable energy

Unit 4: Integrated & Controlled Systems Engineering
Assessment Tasks
1. Written report on diagnostic practice
2. Production work and report
3. Short written report on alternative energy
4. Examination

Outcomes
1. Recognise, identify, represent, describe and explain the principles and functioning of controlled integrated technological systems.
2. Select components for, construct, diagnose, adjust, modify and repair an integrated technological system and its control devices, and provide an evaluation report of the system, its performance and the management of the project.
3. Students be able to describe and evaluate a range of new or emerging technologies, analyse the likely impacts of a selected or new innovation.
VISUAL COMMUNICATION / DESIGN

Units 1 & 2 COURSE OUTLINE:
Unit 1: This unit focuses on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of the way information and ideas are read and perceived. Students review the contextual background of visual communication.

Unit 2: This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications. Students incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Unit 1: Visual Communication
Assessment Tasks
1. Instrumental and observational folio
2. Exploration of design elements and principles
3. Research report
4. Examination

Outcomes
1. Create drawings for different purposes using a range of drawing methods, media and materials
2. Select and apply design elements and principles to create visual communications that satisfy a stated purpose.
3. Describe visual communications referring to influences from the past and contemporary practices and by social and cultural factors.

Unit 2: Communication in Context
Assessment Tasks
1. Technical drawing folio
2. Folio of typography
3. Application of design process
4. Examination

Outcomes
1. Create drawings that incorporate relevant technical drawing conventions.
2. Manipulate type and images to create visual communications.
3. Respond to a given brief to create a visual communication using the design process

Units 3 & 4 COURSE OUTLINE:
Unit 3: In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. These are communication, product and environmental designs. Students investigate and experiment, research and analyse. They establish a brief and apply design thinking skills through the design process.

Unit 4: The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. Students investigate how the application of design elements and design principles creates different communication messages with their target audience. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision-making to the client.

Unit 3: Visual Communication Practices
Assessment Tasks
1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas
4. Examination

Outcomes
1. Create visual communications for specific contexts, purposes and audiences.
2. Describe how visual communications are designed and produced in the design industry.
3. Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas.

Unit 4: Designing to a Brief
Assessment Tasks
1. Develop and refine two design concepts
2. Resolution of two final presentations
3. Evaluation and explanation
4. Examination

Outcomes
1. Develop distinctly different design concepts for each need, and select and refine
2. Produce final visual communications that satisfy the requirements of the brief
3. Devise a pitch to present and explain their visual communication presentations that satisfy the requirements of the brief.
VCE VET COMPLETION OF ICA20105 CERTIFICATE II IN INFORMATION TECHNOLOGY - SUPPORT AND PARTIAL COMPLETION OF ICA30111 CERTIFICATE III IN INFORMATION TECHNOLOGY - SUPPORT

More information A materials charge of $560 (approx.) applies to these units

COURSE OUTLINE:
Completion of VET ICA30111 to Certificate III level in Network Administration. This is a two year Vocational Education and Training Program that is able to contribute to the ATAR study score as one of the four best VCE studies. The program also provides students the opportunity to gain a nationally accredited certificate while they are still at school and provides pathways for employment or direct entry to other tertiary courses. The VET Certificate III Course at Mount Waverley Secondary College is conducted as a two year program.

ICA30111
Certificate III in Information, Digital Media and Technology (Partial Completion)
Students will study the following VET units (please note competencies are subject to change and will not be confirmed until the commencement of each calendar year):

Units 1 & 2 (2015)

<table>
<thead>
<tr>
<th>Compulsory</th>
<th>Competencies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWHD304A</td>
<td>Participate effectively in WHS communication and consultative processes</td>
<td>30</td>
</tr>
<tr>
<td>ICAICT202A</td>
<td>Work and communicate effectively in an IT environment</td>
<td>40</td>
</tr>
<tr>
<td>ICASAS301A</td>
<td>Run standard diagnostic tests</td>
<td>20</td>
</tr>
</tbody>
</table>

Choose a minimum of 90 nominal hours from the following Groups:

Group A Applications

<table>
<thead>
<tr>
<th>Code</th>
<th>Competencies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAICT203A</td>
<td>Operate application software packages</td>
<td>60</td>
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</table>

Group B Network administration

<table>
<thead>
<tr>
<th>Code</th>
<th>Competencies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ICANWK304A</td>
<td>Administer network peripherals</td>
<td>20</td>
</tr>
</tbody>
</table>

Group C Support

<table>
<thead>
<tr>
<th>Code</th>
<th>Competencies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ICASAS304A</td>
<td>Provide basic system administration</td>
<td>20</td>
</tr>
</tbody>
</table>

Subtotal 90

Minimum total for Units 1 and 2 180

Units 3 & 4 (2015)

<table>
<thead>
<tr>
<th>Elective Bank</th>
<th>Competencies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICAICT301A</td>
<td>Create user documentation</td>
<td>20</td>
</tr>
<tr>
<td>ICAICT302A*</td>
<td>Install and optimise operating system software</td>
<td>20</td>
</tr>
<tr>
<td>BSBSU301A</td>
<td>Implement and monitor environmentally sustainable work practices</td>
<td>40</td>
</tr>
<tr>
<td>ICASAS305A*</td>
<td>Provide IT advice to clients</td>
<td>40</td>
</tr>
<tr>
<td>ICASAS306A*</td>
<td>Maintain equipment and software</td>
<td>20</td>
</tr>
</tbody>
</table>

Choose a minimum of 60 hours from the Elective Bank

Minimum total for Units 3 and 4 200

Elective Bank

<table>
<thead>
<tr>
<th>Core</th>
<th>Competencies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ICANWK301A</td>
<td>Provide network systems administration</td>
<td>60</td>
</tr>
<tr>
<td>ICAICT304A</td>
<td>Implement system software changes</td>
<td>40</td>
</tr>
<tr>
<td>ICANWK302A</td>
<td>Identify and resolve network problems</td>
<td>50</td>
</tr>
<tr>
<td>ICANWK305A</td>
<td>Install and manage network protocols</td>
<td>40</td>
</tr>
<tr>
<td>ICASAS307A*</td>
<td>Install, configure and secure a small office home office network</td>
<td>50</td>
</tr>
<tr>
<td>ICAICT303A*</td>
<td>Connect internal hardware components</td>
<td>20</td>
</tr>
</tbody>
</table>
Units 3 and 4 contribute to the ATAR score.

**Structured Workplace Learning (SWL)**
Students are required to complete five days of structured workplace learning in an IT environment. This is conducted out of school time. Placement is generally completed following the end of the Year 11 school year.

**Costs**
There are some TAFE enrolment and possible material charges associated with this certificate which will be payable at the commencement of each year of the program.

**Subject Selection**
Students wishing to enrol in this program must be aware that it is a **two year** program. Students are advised to consult with the VET IT Instructor prior to selecting this program.
VCE /VET HOSPITALITY ( CATERING OPERATIONS AND KITCHEN OPERATIONS)
SIT31013 CERTIFICATE III IN CATERING OPERATIONS

Want skills to increase your chances of getting a part time job? Want to work in the hospitality/ tourism field? Want to be a chef or hotel/resort manager? Or just need to develop employability skills, so that when you are applying for that university course/ interview where teamwork, communication and people skills are important to show you have them? Then VETIs Catering Operations is for you.

For the more hands on learner, this course is interesting and engages you in many activity based assessments. Intellectual students in this program will have the chance to study a subject that is academically less intensive, allowing the opportunity to challenge themselves in more practical activities. Students learn about all aspects of the Hospitality industry and are assessed as they learn to cook like a chef with trainers from TAFE, develop service skills in the restaurant and learn how to make coffees with our industrial coffee machine.

These courses can be completed over two or three years. At Year 10/ 11 VCE subject you will study the Dual VET course developing skills in both the back of house (Kitchen Operations stream) and front of house (Hospitality stream). You will have the chance to further develop your skills in Years 11/12 in Units 3 and 4 in either or both front of house aspects or kitchen operations streams with Catering Operations Units 3 and 4 or Kitchen Operations 3 and 4 in the following years. Both these courses are designed to offer students a range of general hospitality skills as well as specific skills in a range of electives.

Hospitality stream – the units of competency in this stream provide skills and knowledge to a “front of house” role and include training in the preparation of non-alcoholic beverages and espresso coffee, table service of food and beverages, Responsible Service of Alcohol Certificate providing advice on food and processing financial transactions.

Kitchen operations stream - these units of competency provide additional cookery skills and knowledge in the production of appetisers, salads, stocks and sauces, soups, farinaceous foods such as pastas rice and grains , vegetables, fruits and eggs.

This program allows students to begin Units 1 and 2 at Year 10 or Year 11 and the following year continue with the Unit 3 and 4 in either or both streams. You could pick up units 1/2 in Year 10, complete one 3/4 unit hospitality stream in Year 11 and the other unit 3/4 in kitchen operations Year 12. All units 3/4 have scored assessment therefore can contribute as one of best four subjects in your ATAR calculation whilst gaining 2 nationally accredited certificates while you are at school.

Program Units 1 and 2 (2016)

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes*</td>
<td>25</td>
</tr>
<tr>
<td>SITHIND201</td>
<td>Source and use information on the hospitality industry</td>
<td>25</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
<td>15</td>
</tr>
<tr>
<td>SITXINV202</td>
<td>Maintain quality of perishable supplies*</td>
<td>10</td>
</tr>
<tr>
<td>SITXWSH101</td>
<td>Participate in safe work practices</td>
<td>12</td>
</tr>
<tr>
<td>SITXFAB201</td>
<td>Provide responsible service of alcohol</td>
<td>10</td>
</tr>
<tr>
<td>SITXCCC103</td>
<td>Prepare sandwiches*</td>
<td>10</td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively</td>
<td>Nil</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
<td>20</td>
</tr>
<tr>
<td>SITXCCS303</td>
<td>Provide Service to Customers</td>
<td>25</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td>Show social and cultural sensitivity</td>
<td>20</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment*</td>
<td>25</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery*</td>
<td>45</td>
</tr>
<tr>
<td>SITHKOPT101</td>
<td>Clean kitchen premises and equipment*</td>
<td>13</td>
</tr>
</tbody>
</table>

Total nominal hours for units 1 and 2 270

Structured workplace Learning (SWL)

Students are required to complete a minimum of five days’ work placement over each year which is conducted out of school time. The five days must include food and beverage service or kitchen service whichever is relevant to the units being studied during the September school holidays. Industry level skills will also be developed through the college restaurant throughout the course.
NB: All students must undertake Unit 1 and 2 to be able to enrol in the 3 and 4 Units. VET Hospitality is conducted in Partnership with Box Hill Institute. All students applying for this course will be interviewed prior.

*Catering Operations Program Units 3 and 4 (2017) COSTS TBA*

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages</td>
<td>20</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
<td>30</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage</td>
<td>80</td>
</tr>
<tr>
<td>SITHFAB309</td>
<td>Provide advice on food</td>
<td>40</td>
</tr>
<tr>
<td>SITXFIN201</td>
<td>Process financial transactions</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>SUB TOTAL</strong></td>
<td><strong>195</strong></td>
</tr>
</tbody>
</table>

**Assessment for Units 3 and 4**
2 x Work performance, 1 x Folio, 1 x VCE Exam

*Unit 3 and 4 Kitchen Operations* (2015 VET Hospitality students can do this course at Box Hill Institute 2016, future students in 2017 onwards) COSTS TBA

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNITS OF COMPETENCE</th>
<th>NOMINAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCC204</td>
<td>Produce vegetables, fruit, eggs and farinaceous dishes</td>
<td>45</td>
</tr>
<tr>
<td>SITXINV301</td>
<td>Purchase goods</td>
<td>30</td>
</tr>
<tr>
<td>SITHCC203</td>
<td>Produce stocks, sauces and soups</td>
<td>35</td>
</tr>
<tr>
<td>SITHCC202</td>
<td>Produce appetisers and salads</td>
<td>25</td>
</tr>
<tr>
<td>SITHCC207</td>
<td>Use cookery skills effectively</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><strong>SUB TOTAL</strong></td>
<td><strong>185</strong></td>
</tr>
</tbody>
</table>

**Assessment for Units 3 and 4**
1 x Work performance, 2 x Folio, 1 x VCE Exam
# Materials Charges 2016

## VCE Studies (Units 1 and 2) Year 11

<table>
<thead>
<tr>
<th>Subject</th>
<th>Materials Charge</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
<td></td>
</tr>
<tr>
<td>Australian and Global Politics</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>$20</td>
</tr>
<tr>
<td>Business Management</td>
<td>$20</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Drama</td>
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<tr>
<td>Economics</td>
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<tr>
<td>English / EAL</td>
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<tr>
<td>English Language</td>
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<tr>
<td>Food and Technology</td>
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<tr>
<td>Geography</td>
<td></td>
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<tr>
<td>Health and Human Development</td>
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<tr>
<td>History - Twentieth Century</td>
<td>$20</td>
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<tr>
<td>IT Computing</td>
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<tr>
<td>Languages -</td>
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<tr>
<td>Chinese First Language (3 &amp; 4)</td>
<td>$30</td>
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<tr>
<td>German</td>
<td>$30</td>
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<tr>
<td>Japanese</td>
<td>$30</td>
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<tr>
<td>Legal Studies</td>
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<tr>
<td>Literature</td>
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<td>Foundation Mathematics 1 and 2</td>
<td></td>
</tr>
<tr>
<td>General Mathematics</td>
<td></td>
</tr>
<tr>
<td>Mathematic Methods</td>
<td></td>
</tr>
<tr>
<td>Specialist Mathematics</td>
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</tr>
<tr>
<td>Media</td>
<td>$70</td>
</tr>
<tr>
<td>Music Performance</td>
<td></td>
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<tr>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Product Design and Technology - Wood</td>
<td>$80</td>
</tr>
<tr>
<td>Psychology</td>
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</tr>
<tr>
<td>Studio Art -2D &amp; 3D</td>
<td>$60</td>
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<tr>
<td>Studio Arts - Photography</td>
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<tr>
<td>Systems Engineering</td>
<td>$80</td>
</tr>
<tr>
<td>Visual Communication and Design</td>
<td>$60</td>
</tr>
<tr>
<td>VET - Hospitality / Kitchen Operations</td>
<td>$560 APPROX</td>
</tr>
<tr>
<td>VET - Information Technology</td>
<td>$560 APPROX</td>
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</table>

## VCE Studies (Units 3 and 4) Year 12

<table>
<thead>
<tr>
<th>Subject</th>
<th>Materials Charge</th>
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<tbody>
<tr>
<td>Accounting</td>
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</tr>
<tr>
<td>Australian and Global Politics</td>
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<tr>
<td>Biology</td>
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<td>Business Management</td>
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</tr>
<tr>
<td>Chemistry</td>
<td>$20</td>
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<tr>
<td>Drama</td>
<td>$20</td>
</tr>
<tr>
<td>Economics</td>
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</tr>
<tr>
<td>English / EAL</td>
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</tr>
<tr>
<td>English Language</td>
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<td>Food and Technology</td>
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<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Health and Human Development</td>
<td></td>
</tr>
<tr>
<td>History - Revolutions</td>
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</tr>
<tr>
<td>IT Software Development</td>
<td>$20</td>
</tr>
<tr>
<td>Languages -</td>
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</tr>
<tr>
<td>Chinese as First Language (3 and 4)</td>
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</tr>
<tr>
<td>German</td>
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<td>Japanese</td>
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<td>Further Mathematics</td>
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<td>Mathematic Methods</td>
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<td></td>
</tr>
<tr>
<td>Media</td>
<td>$70</td>
</tr>
<tr>
<td>Music Performance</td>
<td></td>
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<tr>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Product Design and Technology - Wood</td>
<td>$40 plus varies</td>
</tr>
<tr>
<td></td>
<td>with materials</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Studio Art -2D &amp; 3D</td>
<td>$60</td>
</tr>
<tr>
<td>Studio Arts - Photography</td>
<td>$80</td>
</tr>
<tr>
<td>Systems Engineering</td>
<td>$40 plus varies</td>
</tr>
<tr>
<td></td>
<td>with materials</td>
</tr>
<tr>
<td>Visual Communication and Design</td>
<td>$60</td>
</tr>
<tr>
<td>VET - Information Technology</td>
<td>$560 APPROX</td>
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</table>
## Arts

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 10 Block B</th>
<th>Year 10 Block C</th>
<th>Year 11 Units 1&amp;2</th>
<th>Year 12 Units 3&amp;4</th>
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</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td>2D Art</td>
<td>3D Art</td>
<td>Studio Arts Units1&amp;2</td>
<td>Studio Arts Unit3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Vis Com</td>
<td></td>
<td>Vis Com Units1&amp;2</td>
<td>Vis Com Units3&amp;4</td>
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<tr>
<td>Performing Arts</td>
<td>Music</td>
<td>Drama</td>
<td>Music Units1&amp;2</td>
<td>Music Units3&amp;4</td>
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<tr>
<td>Media</td>
<td>Media &amp; Journalism</td>
<td>Media &amp; Animation</td>
<td>Media Units1&amp;2</td>
<td>Media Units3&amp;4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Drama Units1&amp;2</td>
<td></td>
</tr>
</tbody>
</table>
# Students with grades of D2 or higher may be placed in Enhanced English as their Year 10 English units.

^It is strongly advised that students need to have grades of D1 or better in Year 10 before they consider selecting English Language or English Literature in Year 11. This may be instead of or in addition to Mainstream English.

+To complete Year 12 English/EAL students must have satisfactorily completed one unit of Year 11 English or EAL.

– At Years 9 & 10 EAL is done in addition to either Essential, Mainstream or Advanced English. At Year 11 & 12 students must meet requirements. Please see the EAL Coordinator to check eligibility. EAL is done instead of Essential, Mainstream or Advanced English.

*Students who are in a Literacy class in Year 8 are strongly advised to select PALs as an elective in Year 9
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 10 Block B</th>
<th>Year 10 Block C</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>History &amp; Politics</td>
<td>Tyrants, Terror and Total War</td>
<td>Crisis and Conflict and Kim Jong Il</td>
<td>20th Century History Units 1&amp;2**</td>
<td>History - Revolutions Units 3&amp;4</td>
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<tr>
<td></td>
<td>American History - Dream or Nightmare?</td>
<td></td>
<td>Politics Units 1&amp;2</td>
<td>Politics Units 3&amp;4</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td>Law &amp; Order</td>
<td>Legal Studies Units 1&amp;2</td>
<td>Economics Units 1&amp;2</td>
<td>Legal Studies Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Current issues in Eco and Finance</td>
<td></td>
<td>Accounting Units 1&amp;2</td>
<td>Economics Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>Money Makes the World go Round*</td>
<td></td>
<td>Business Management Units 1&amp;2</td>
<td>Accounting Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Business Management Units 3&amp;4</td>
</tr>
<tr>
<td>Geography</td>
<td>Year 10 Geography</td>
<td>Geography Units 1&amp;2</td>
<td>Geography Units 3&amp;4</td>
<td>Geography Units 3&amp;4</td>
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<tr>
<td></td>
<td>Geography Units 1&amp;2</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>Knowledge &amp; Reality</td>
<td>Philosophy Units 1&amp;2</td>
<td></td>
<td>Philosophy Units 3&amp;4</td>
</tr>
</tbody>
</table>

*Money Makes the World go Round recommended prerequisite for Bus Man and Accounting

**20th Century History - completion of Year 10 History is recommended

***Politics Units 1&2 Completion of Year 10 History/Politics is recommended

****Legal Studies Units 1&2 completion of Law and Order is recommended

******Economics Units 1&2 completion of Year 10 Eco and Finance is recommended

Units 3&4 History, Economics, Accounting - completion of Units 1&2 is strongly recommended.
Science

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 10 Block B</th>
<th>Year 10 Block C</th>
<th>Year 11 Units 1&amp;2</th>
<th>Year 12 Units 3&amp;4</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Science</td>
<td>General Science*</td>
<td>Psychology Units 1&amp;2</td>
<td>Psychology Units 3&amp;4</td>
<td>Psychology Units 3&amp;4</td>
</tr>
<tr>
<td>Psychology Focus</td>
<td>Science - Genetics &amp; Intro to Psychology</td>
<td>Biology Units 1&amp;2</td>
<td>Psychology Units 1&amp;2</td>
<td>Biology Units 3&amp;4</td>
</tr>
<tr>
<td>Biology Focus</td>
<td>Science - Genetics &amp; Atomic Chemistry</td>
<td>Science - Motion &amp; Atomic Chemistry</td>
<td>Science - Electromagnetism &amp; Reactive Chemistry</td>
<td>Science - Electromagnetism &amp; Reactive Chemistry</td>
</tr>
<tr>
<td>Chemistry Focus</td>
<td>Science - Genetics &amp; Atomic Chemistry</td>
<td>Physics Units 1&amp;2</td>
<td>Chemistry Units 1&amp;2</td>
<td>Chemistry Units 3&amp;4</td>
</tr>
<tr>
<td>Physics Focus</td>
<td>Science - Electromagnetism &amp; Reactive Chemistry</td>
<td>Physics Units 1&amp;2</td>
<td>Physics Units 3&amp;4</td>
<td>Physics Units 3&amp;4</td>
</tr>
</tbody>
</table>

You are unable to choose the following pairs of subjects:
Science - Genetics and Intro to Psychology and Science - Genetics and Atomic Chemistry
Science - Genetics and Atomic Chemistry and Science - Motion and Atomic Chemistry

* Doing a VCE subject after completing only General Science is not a recommended pathway
### Technology – Food & Textiles

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 10 Block B</th>
<th>Year 10 Block C</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong></td>
<td></td>
<td>Foods Units 1&amp;2</td>
<td>Foods Units 3&amp;4</td>
<td>Foods Units 3&amp;4</td>
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<tr>
<td></td>
<td></td>
<td>Year 10 Love to Eat</td>
<td>Foods Units 1&amp;2</td>
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<tr>
<td></td>
<td></td>
<td>Cafe Culture</td>
<td>VET Hospitality Units 1&amp;2</td>
<td>VET Hospitality Units 3&amp;4</td>
</tr>
<tr>
<td><strong>Materials Textiles Technology</strong></td>
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<tr>
<td>Tantalising Textiles</td>
<td></td>
<td>Product Design and Technology Textiles Units 1&amp;2 External</td>
<td></td>
<td>Product Design and Technology Textiles Units 3&amp;4 External</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Year 10 Block B</td>
<td>Year 10 Block C</td>
<td>Year 11</td>
<td>Year 12</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Information Technology</td>
<td></td>
<td>IT Multimedia</td>
<td>IT Units 1&amp;2</td>
<td>IT Units 3&amp;4</td>
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<td>IT Programming</td>
<td>VET IT</td>
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<tr>
<td>Materials &amp; Systems Engineering</td>
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<td>Systems Electronics</td>
<td>Systems engineering Units 1&amp;2</td>
<td>Systems Engineering Units 3&amp;4</td>
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<td>3D Design &amp; Prototyping</td>
<td>Design &amp; Production Technology Wood Units 1&amp;2</td>
<td>Design &amp; Production Technology Wood Units 3&amp;4</td>
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<td>Design &amp; Production Wood</td>
<td>External VET Building Studies</td>
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<td></td>
<td>Systems Engineering Units 1&amp;2</td>
<td>Systems Engineering Units 3&amp;4</td>
<td></td>
</tr>
</tbody>
</table>