TABLE OF CONTENTS

Introduction – Senior School ........................................... 1
Introduction to the Senior School continued .................... 2
VCE Curriculum – Details and Explanation ...................... 3
School Assessed Coursework ........................................ 3
General Achievement Test ........................................... 3
Graduating with a VCE Certificate .................................. 4
Australian Tertiary Rank (ATAR) ...................................... 4
Assessment and Reporting ............................................ 5
Study in the Senior School ............................................ 6
Promotion in the Senior School ...................................... 7
Acceleration ................................................................... 7
Selecting a VCE Program .............................................. 8
Inter Campus Studies .................................................... 9
Distance Education ....................................................... 9
English Faculty ............................................................ 10
  English – Units 1 and 2 .............................................. 11
  English – Units 3 and 4 .............................................. 13
  Literature – Units 1 and 2 ......................................... 15
  Literature – Units 3 and 4 ......................................... 17
Art, Design and Technology Faculty ............................... 19
  Art – Units 1 and 2 .................................................. 20
  Art – Units 3 and 4 .................................................. 22
  Food and Technology – Units 1 and 2 ......................... 24
  Food and Technology – Units 3 and 4 ......................... 26
  Production Design and Technology – Units 1 and 2 ....... 28
  Production Design and Technology – Units 3 and 4 ....... 30
  Media – Units 1 and 2 ............................................ 32
  Media – Units 3 and 4 ............................................ 34
  Visual Communication and Design – Units 1 and 2 ....... 37
  Visual Communication and Design – Units 3 and 4 ....... 39
Business Faculty ......................................................... 41
  Business Management – Units 1 and 2 ......................... 42
Business Management – Units 3 and 4

**Health and Physical Education Faculty**

Health and Human Development – Units 1 and 2
Health and Human Development – Units 3 and 4
Outdoor and Environmental Studies – Units 1 and 2
Outdoor and Environmental Studies – Units 3 and 4
Physical Education – Units 1 and 2
Physical Education – Units 3 and 4

**Humanities Faculty**

History (Twentieth Century) – Units 1 and 2
History (Australian) – Units 3 and 4
History (Revolutions) – Units 3 and 4
Texts and Traditions

**LOTE Faculty**

Indonesian (Second Language) – Units 1 and 2
Indonesian (Second Language) – Units 3 and 4

**Maths Faculty**

Maths Possible Courses
General Maths (Further) – Units 1 and 2
Further Maths – Units 3 and 4
General Maths (Specialist) – Units 1 and 2
Specialist Maths – Units 3 and 4
Mathematical Methods (CAS) – Units 1 and 2
Mathematical Methods (CAS) – Units 3 and 4

**Performing Arts Faculty**

Drama – Units 1 and 2
Drama – Units 3 and 4
Music Performance – Units 1 and 2
Music Performance – Units 3 and 4
Theatre Studies – Units 1 and 2
Theatre Studies – Units 3 and 4

**Science and Information Technology Faculty**

Biology – Units 1 and 2
Biology – Units 3 and 4
Chemistry – Units 1 and 2
Chemistry – Units 3 and 4
Information Technology – Units 1 and 2
Information Technology (Applications) – Units 3 and 4
Physics – Units 1 and 2
Physics – Units 3 and 4
Psychology – Units 1 and 2
Psychology – Units 3 and 4
Welcome to Years 10, 11 and 12!

Our Senior School program is focused on building academically proficient students that demonstrate Christian character and who are purpose orientated and technologically proficient. Our desire is that over the ensuing years our students will strive to achieve and be inspired to take their learning into a career path that will enable them to use their God given potential to make valuable contributions to our nation.

Years 10 to 12 will provide many opportunities for each student to be challenged and developed. All of our camps, excursions, and extra-curricular activities are designed to contribute to a student’s personal and academic development. Students are encouraged to actively participate and contribute to the life of our school community.

Remain Focussed

We encourage students to keep their end goal in mind. In order to achieve their very best, sacrifices need to be made. As students near the end of their VCE, they are asked to focus on their studies and reduce the number of extra-curricular activities in which they participate. Students are discouraged from participating in too much part time work and too many sporting activities or other ventures. In order to achieve high academic scores, students must be committed to achieving their best. Extra reading, small group tutorials, study groups, lectures and regular exam practice are examples of the sorts of things that are encouraged.

Be Organised

Organisation is a significant key to academic success in Years 11 and 12. We encourage each student to use a diary and a weekly study planner. Students should learn to make this work for them as it will enable a more productive use of their time. Being organised is vital to the success of each student.

Our Senior School will encourage students to:

- Develop their Christian faith
- Achieve their potential (academic and personal)
- Take advantage of the broad range of opportunities provided
- Develop a sense of personal pride and self confidence
- Obtain a global perspective
- Value and respect the needs of others
- Contribute to a community
- Experience and celebrate success
- Develop leadership skills

Our Senior School aims to provide:

A relevant and excellent curriculum that

- endeavours to cater for individual learning styles and needs
- considers and provides broad and challenging pathways
- encourages creative arts and wider thinking
- is committed to developing students’ confidence in our changing world
- encourages a Christian world view

Modern resources that

- are taught by passionate and dedicated staff
- enable a thorough competency in our curriculum
- are technologically advanced
- provide a comfortable learning environment that is visually stimulating

Caring and collegiate relationships

- amongst students in Years 10 to 12
- between academic and non-teaching staff and students
- across our broader school family
- between campuses

So teach us to number our days that we may apply our hearts to wisdom.
Psalm 90:12
Our goal is that you as parents/guardians will feel:

- Supported and listened to
- That your child is being well prepared for his or her future

We hope that as students journey through life they will in their own time, whether here at Flinders Christian Community College Latrobe City Campus or elsewhere, come to appreciate and understand that there is a God who loves and cares for them.

“prepare your minds for action…” 1 Peter 1: 13

“...be transformed by the renewing of your mind...” Romans 12: 1 – 2

“As a man thinks in his heart, so He is.” Proverbs 23:7

Miss Jenny Cox
Head of Secondary School
Flinders Christian Community College
Latrobe City Campus
Each subject is developed from a Christian framework so that the teaching reinforces the basic Christian values and principles that are necessary for the development of Christian integrity and character.

**Learning Outcomes**

The Learning Outcomes expressed in each subject outline specify the aims for the unit. These should be recognised as realistic and attainable aims for students at the particular level. Parents, students and teachers should take active roles in monitoring student performance and if a problem arises the Year Level Coordinator should be alerted. It is our intention that parents, students and teachers work together to ensure all students develop to their full potential.

**Assessment Tasks**

Assessment Tasks are the means by which a student's level of performance is determined. These tasks may include Tests, Assignments, Essays, Presentations, Reports, Examinations or other specified tasks. The specific information regarding Assessment Tasks will be documented in the Student Course Planning Document which is distributed to students, and also accessible on the School Learning Management System – “Moodle”, at the beginning of each semester.

**SCHOOL ASSESSED COURSEWORK**

As part of the assessment of Unit 3 and 4 studies, students are required to complete either School Assessed Coursework (SAC) or School Assessed Tasks (SAT). After the completion of these tasks, teachers will provide feedback to students indicating the score they have obtained. However, it is important to note that the total scores for School Assessed Coursework or School Assessed Tasks may change as a result of Statistical Moderation carried out by the Victorian Curriculum and Assessment Authority.

School Assessed Coursework and School Assessed Tasks will be conducted during timetabled classes. If students are absent for any reason (illness, sport, excursion, holidays, or other personal reasons) they will be required to reschedule the task. Please refer to the Senior School Policies and Student Information Handbook for more details.

**GENERAL ACHIEVEMENT TEST (GAT)**

Students undertaking any Units 3 and 4 studies will complete a General Achievement Test (GAT). As the name suggests, this is a general test – it is not a test of knowledge about a particular subject area or topic. The GAT is designed to measure the level of general achievement a student has accomplished across three broad areas:

- Written Communication
- Mathematics, Science, Technology
- Humanities, Arts, Social Sciences

The results from the GAT will be used to monitor school assessment and to gauge whether schools are marking student work on a fair and uniform basis. It is important to realise that the GAT results will not be used to determine students’ grades and will not be reported to tertiary selection authorities or employer groups. However, they will be used in the calculation of Derived Examination Scores in the event that a student requires a Derived Examination Score.
GRADUATING WITH A VCE CERTIFICATE

To graduate with a Victorian Certificate of Education (VCE) students must satisfactorily complete at least sixteen (16) of the units for which they have studied. These must include all of the following:

- **Three units** from the English group, with at least one unit at Unit 3 or 4 level.
- **Three sequences of Units 3 and 4 studies** other than English, including VCE VET Unit 3 and 4 sequences.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

In 2012 the Australian Tertiary Admission Rank (ATAR) replaced the Equivalent National Tertiary Entrance Rank (ENTER). All Australian states and territories (except Queensland) will be adopting this nationally agreed name for their tertiary ranks. This is change in name only, there will be no change to the method of calculation. For full information on this change, please refer to the VTAC Website: www.vtac.edu.au.

Students completing Units 3 and 4 studies will receive a criteria-based letter grade from the VCAA and a study score (maximum 50) for each study attempted. An applicant’s ATAR is the percentile ranking of that applicant in the population of VCE candidates applying for tertiary study in that year. The ATAR will take into account an applicant’s scaled study score in English (or a study from the English studies group) and the applicant’s best three other scaled study scores, and 10% of the applicant’s next two best scaled study scores.

The Victorian Tertiary Admissions Centre (VTAC) administers a joint selection system on behalf of Universities and TAFE colleges. VTAC use the ATAR in conjunction with the tertiary institutions to determine student placement into tertiary courses.

The table below indicates the percentage ranking of students at each of the study score levels:

<table>
<thead>
<tr>
<th>Study Score</th>
<th>Percentage Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>top 76%</td>
</tr>
<tr>
<td>30</td>
<td>top 50%</td>
</tr>
<tr>
<td>35</td>
<td>top 34%</td>
</tr>
<tr>
<td>40</td>
<td>top 8%</td>
</tr>
<tr>
<td>45</td>
<td>top 2%</td>
</tr>
</tbody>
</table>
Flinders by Design (FbD) Reporting is continuous, dynamic, purposeful and accessible. Parents and students will have continuous access to reports via the Moodle portal. They will be able to log in at any time to see the most up to date results for the following: Subject Attainment (Grades), Course Work Progress, Learning Disposition, Leadership and Participation, Attendance and Lateness, and Organisation and Uniform.

Teachers will update reports frequently. As the marks are entered, the results will be automatically adjusted and be available to students and parents when they log in. Parents can print copies of these reports whenever they choose during the year or access them electronically at the school office.

At the end of each semester, an electronic printable snapshot of the report will be stored in our records. The End of Semester Report will be considered the final and official report. All past reports will also be accessible to parents electronically.

Parent-Student-Teacher Interviews will also be held at regular intervals throughout the year so that the student’s progress can be discussed.

The End of Semester Report for each subject will include the following:

**Units 1 and 2 subjects:**
- A statement of satisfactory completion “S” or unsatisfactory completion “N” of each of the Learning Outcomes as specified by the Victorian Curriculum and Assessment Authority (VCAA)
- A statement of satisfactory completion “S” or unsatisfactory completion “N” of the Unit.
- A grade for each of the school-based Assessment Tasks.
- An overall grade.
- A rating for Coursework Progress and for each of the three Learning Dispositions: Persistence and Application, Communication and Social Competence, and Thinking and Reflection.

**Units 3 and 4 subjects:**
- A statement of satisfactory completion “S” or unsatisfactory completion “N” of each of the Learning Outcomes as specified by the Victorian Curriculum and Assessment Authority (VCAA)
- A statement of satisfactory completion “S” or unsatisfactory completion “N” of the Unit.
- A grade for each of the School Assessed Coursework (SAC) tasks or School Assessed Tasks (SAT). Please note that marks for School Assessed Coursework and School Assessed Tasks are initial school results and are subject to change as a result of Statistical Moderation by the Victorian Curriculum and Assessment Authority.
- A rating for Coursework Progress and for each of the three Learning Dispositions: Persistence and Application, Communication and Social Competence, and Thinking and Reflection.

**The Victorian Curriculum and Assessment Authority (VCAA) will provide:**
- A statement of results indicating satisfactory completion “S” or unsatisfactory completion “N” for each unit attempted
- A statement of results for School Assessed Coursework, School Assessed Tasks, and Examinations. Results are reported using a graded 10 point scale A+ - E, UG (ungraded), NA (not assessed) and a numerical study score.
- A statement of results for the General Achievement Test (GAT).
STUDY IN THE SENIOR SCHOOL

Academic ability and aptitude, while significant, are not the only keys to success in your VCE studies. What will matter most will be your commitment and application to home study. Your aim should be to develop efficient and systematic study techniques as soon as possible in the first year of VCE studies. Many students regret later that they did not build a solid study foundation early in their VCE. It is recommended that students aim to study at least twenty hours weekly in the first year and at least twenty-five hours in the second year of VCE studies. Students who do not spend this amount of time studying generally find that they get behind in coursework and as a result they cannot put their best effort into the assessment tasks.

Your first task is to establish a suitable study environment at home. You must find a quiet, well-lit and comfortable room with a suitable desk and chair. Try to avoid all sources of distraction and keep your desk tidy. There is no hope of serious study in front of the television, lying in bed, at the noisy kitchen table or with one ear to the radio. Draw up a home study timetable and be sure to allocate adequate time for each study. The VCE Weekly Planner, which you will be given, is a valuable resource as it gives an indication of the placement of coursework requirements and assessment tasks within the semester.

The emphasis should be on quality rather than quantity of study. Hours at your desk do not necessarily equal productive use of your study time. Before each study session, set yourself simple attainable goals. During that session keep checking that you are really concentrating and that you have grasped the new material studied. Be critical of your study methods until you are really getting value for the hours spent in study. When you are confronted with a problem make a note of it and ask your teacher for help the following day. Keep refining your notes and arrange your summaries into clear and concise learning guides. The process of summarisation enables the material covered to be consolidated. A good rule of thumb is to update summaries every three to four weeks. By progressively completing summaries you will be more able to link the associated concepts and to see the “big picture”.

During the course of your VCE studies you will be given guidance about study techniques. There are some excellent books on “How to Study” in most libraries that are well worth consulting. However, the real challenge is whether you want to dedicate yourself to the life of a full time student. At this level of your education you should never be able to say that you have no study to do. Possibly you may have no set homework to do. Homework is your teacher’s attempt to organise your study program. If no homework is set, you must then determine how best to organise your study time.

Most students discover much to their surprise that systematic and efficient study is enjoyable and challenging. It also happens to be the infallible recipe for success in your VCE studies. With God’s help we trust that students will study diligently and realise their full potential.
PROMOTION IN THE SENIOR SCHOOL

Guidelines for determining the eligibility of a student to be promoted

1. Promotion to the next year level is not automatic. In order to be promoted, a Year 10 student would be expected to obtain a passing grade (D or higher) in each of the Year 10 Core subjects: English, Mathematics, Science and Religion and Society. Similarly a Year 11 student would need to obtain a passing grade (D or higher) in English or English Literature and a majority of their other subjects. Each student in the Senior School will have their academic performance regularly reviewed throughout the year and parents will be contacted when concerns are raised.

2. Students who do not meet this minimum requirement will undergo an individual review. This review may include the following:
   - The grades scored in the subjects that the student wishes to pursue at VCE level.
   - The student’s future pathway in education and training.
   - Any special circumstances related to the student’s performance.
   - The concerns of parents.

3. The review will have one of the following outcomes:
   - The student is not permitted to proceed to the next year level and may be offered the option of repeating.
   - The student is permitted to proceed to the next level on probation. For students on probation, special requirements will be established regarding the student’s conduct and performance. This will be followed by a further review during Term 1 of the following year.
   - The student is permitted to proceed to the next year level.

Parents who are concerned about their child’s performance should contact the relevant teachers and discuss measures to assist the student to maintain an appropriate performance level. Support for students and families is available through the Year Level Coordinator, Careers teacher, School Counsellor and Head of the Secondary School.

ACCELERATION PROGRAM

At Flinders Christian Community College it is possible to “accelerate” in the VCE. Acceleration is where a student chooses to undertake a subject more advanced than their current year level. For example: a Year 11 student may choose to complete a subject at Unit 3 and 4 (Year 12) level. There are restrictions in the subjects that are available for acceleration due to the arrangement of the subjects in the VCE blocks and the other subjects that a student wishes to undertake. Students are expected to have maintained a “B” grade average across all subjects to be considered eligible to accelerate. Students will also be required to complete an application process that details their reasons and desire to accelerate. Each application will then be reviewed by a Senior School Panel.

If you are an exceptionally able student, you may be able to add to your VCE studies with a first year university subject through an extension studies program. Extension studies build on VCE studies to first year university level and are available in a wide range of subjects at several Universities. Selection for any extension program must receive the approval of the Principal, who must adhere to strict guidelines. A key requirement is that you must have achieved a study score of at least 41 in a ‘preparatory study’ of a Unit 3 and 4 sequence study in Year 11.

When choosing an acceleration subject it is important to be clear about the reasons for the acceleration. Students are encouraged to think carefully about the subjects in which they apply to accelerate. It is also important that they discuss the matter fully with the Careers teacher and the VCE Coordinator. While efforts are made to ensure that there is continuity between units, it is not always possible to guarantee that the blocking arrangements will permit acceleration in the same subject in consecutive years.
SELECTING A VCE PROGRAM

Before completing the VCE Course Selection Sheet, the study outlines should be consulted.

Many of the decisions made about subject choices at the end of Year 10 can affect access to study and career options in later years. It is extremely important that wise and informed decisions are made.

General Guidelines

1. Find out if there are any pre-requisites for your chosen career or intended future Course of Study. Universities and TAFE Colleges publish the list of pre-requisites of both Units 1 and 2 and Units 3 and 4 for all tertiary courses. Students should ensure that these pre-requisite studies are included in their program at the appropriate level.

2. The VCE is a minimum two-year program and some studies are best attempted at Units 3 and 4 by completing some preparatory studies at Units 1 and 2. For example, if you wish to pursue Physics Units 3 and 4, it would be sensible to plan on completing Physics Units 1 and 2.

3. A number of Universities and TAFE Colleges have specified that some units must be taken at Unit 1 and 2 level in addition to taking the same study at Unit 3 and 4 level to gain tertiary entrance.

4. Students should aim to have a balanced course. Many students wish to change direction even in the last two years of schooling and this may not be possible if a narrow range of options has been chosen. The best idea is to keep as many options open for as long as possible.

5. Students should be realistic in their choices. There is a major jump in the quality and quantity of work associated with VCE studies.

The best advice is for students to choose studies:

- That they have researched and which meet their future goals.
- Which they enjoy. These are generally the areas where the most success is met.
- In which they achieve to a high standard. Success is generally a positive motivating factor.
- That they may need for future study or work. It is vital that pre-requisite studies are completed.
- Which maintain and develop their special skills and talents.
**INTER CAMPUS STUDIES**

“Inter Campus Studies” is an innovative opportunity that combines face-to-face teaching, video conferencing and online course material with a teacher based at either Carrum Downs, Tyabb or Latrobe City campuses. This style of learning is now becoming commonplace at tertiary institutions. It encourages students to become responsible for their own learning and develops self-reliance and independence. The subjects offered in the Inter Campus Studies program can vary from year to year depending on student numbers and staffing.

Since 2007 Flinders Christian Community College has offered a number of courses through Inter Campus Studies, serving students across our three campuses through the College Learning Management System – Moodle. The College has pursued this leading-edge initiative for a number of reasons including our desire to:

- Incorporate digital learning technologies to enhance our approach to teaching and learning so that it reflects best practise in contemporary school education.
- Enhance the effectiveness of the communication between teachers and students to improve student learning outcomes.
- Harness the increasingly rich Internet based media that students use as a ‘matter of course’ outside the College.
- Extend the number of subjects the Tyabb campus can offer by including students from the Carrum Downs and Latrobe City campuses in the student cohort.

We are very excited about what has already been achieved in Inter Campus Studies and look forward to future developments in 2014.

**DISTANCE EDUCATION**

Where there are insufficient numbers for a subject to be taught at the College, or if there is a clash of subjects in the VCE blocks, it may be possible to undertake a subject through Distance Education, providing Education Department Regional Approval can be obtained. Selection of a subject by Distance Education incurs an additional cost of approximately $800 per year – based upon 2013 figures.

Students who wish to undertake a Distance Education subject must first discuss the matter with the VCE Coordinator and the Head of Secondary School.
The English requirement for the award of the VCE English units may be selected from English Units 1 to 4 and Literature Units 1 to 4.

Units 1 and 2 (Year 11)
No more than two units at Units 1 and 2 level selected from the English group may count towards the English requirement. The English group at this level comprises English Units 1 and 2 and Literature Units 1 and 2.

Units 3 and 4 (Year 12)
English Units 3 and 4 are equivalent sequences and a student may not count both towards the award of the VCE.

Units from the English group may also contribute to the sequences other than the English requirement. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student’s English units. Once students have met the English requirement, or have satisfied an English sequence, any additional sequences from the English group will be credited towards the sequences other than English requirement.

The Victorian Tertiary Admissions Centre (VTAC) has advised that the tertiary entrance requirements and ATAR calculations will be as follows:

For calculations of a student’s ATAR, satisfactory completion of both Units 3 and 4 of an approved sequence in the English group is required.

Any of the approved Unit 3 and 4 sequences within the English Group will be counted in the ATAR but no more than two will be permitted in the primary four.
Unit 1

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

Areas of Study

1. **Reading and Responding**: focuses on the development of responses to texts, which include print, visual and oral materials.

2. **Creating and Presenting**: focuses on creating written and/or multimodal texts in a process which includes planning, reviewing and editing.

3. **Using Language to Persuade**: focuses on identifying and discussing how language, verbal and non-verbal, is used in texts to position readers and viewers in particular ways.

Unit 2

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

Areas of Study

1. **Reading and Responding**: focuses on analysing the structures and features used by authors to construct meaning. Strategies for identifying the point of view and values of the author are also explored.

2. **Creating and Presenting**: focuses on creating written and/or multimodal texts in a process which includes planning, reviewing and editing.

3. **Using Language to Persuade**: focuses on identifying and discussing how language, verbal and non-verbal, is used in texts to position readers and viewers in particular ways. The use of persuasive language in the construction of a reasoned point of view is further explored.
<table>
<thead>
<tr>
<th><strong>Unit 1 Outcomes</strong></th>
<th><strong>Unit 2 Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
<td>On completion of this unit students should be able to:</td>
</tr>
<tr>
<td>• Identify and discuss key aspects of a set text and to construct a personal response</td>
<td>• Discuss and analyse how texts convey ways of thinking about characters, ideas and themes, and construct an oral or written response</td>
</tr>
<tr>
<td>• Create and present texts taking account of audience, purpose and context</td>
<td>• Create and present texts taking account of audience, purpose and context</td>
</tr>
<tr>
<td>• Identify and discuss either in writing and/or orally, how language can be used to persuade readers and/or viewers</td>
<td>• Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in oral or written form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 1 Assessment Tasks</strong></th>
<th><strong>Unit 2 Assessment Tasks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
</tr>
<tr>
<td>4. Examination: at the end of the unit all students will sit for an examination.</td>
<td>4. Examination: at the end of the unit all students will sit for an examination.</td>
</tr>
</tbody>
</table>
ENGLISH

UNITS 3 and 4

Unit 3

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

Areas of Study

1. Reading and Responding: focuses on reading a range of texts with comprehension, enjoyment and discrimination. It encourages the development of critical responses to both literary and non-literary texts, including media texts.

2. Creating and Presenting: focuses on the achievement of competence and confidence in writing for different purposes and audiences and in a variety of forms.

3. Using Language to Persuade: focuses on the use of, and response to, oral language in different contexts to enable students to interact positively, critically and confidently with audiences in formal and informal settings, achieve a variety of purposes in speech, and develop an understanding of the power of oral communication.

Unit 4

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

Areas of Study

1. Reading and Responding: focuses on reading a range of texts with comprehension, enjoyment and discrimination. It encourages the development of critical responses to both literary and non-literary texts. The term ‘text’ encompasses print, visual and oral materials.

2. Creating and Presenting: focuses on the achievement of competence and confidence in writing for different purposes and audiences and in a variety of forms.
On completion of this unit students should be able to:

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

**Unit 3 School Assessed Coursework**

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. A written response to a selected text.
2. A sustained written text created for a specific audience and context.
3. Analysis of persuasive language in 3 or more media texts on an issue, and a sustained point of view presented orally.

**Unit 4 School Assessed Coursework**

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. An extended written interpretation of one selected text.
2. 3-5 written texts on a chosen Context, including one in response to an unseen prompt.

**Assessment**

**School Assessed Coursework: Unit 3 – 25%, Unit 4 – 25%.

Written Examination**

All outcomes in Units 3 and 4 will be examined. All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 are examinable. The examination paper may include questions which refer to stimulus material such as newspaper articles, extracts from reports or case study material. All questions are compulsory. Students will complete the examination using a question and answer booklet.

This task contributes 50% to the final study score.
## LITERATURE

### UNIT 1 and 2

#### Unit 1

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

**Areas of Study**

1. **Readers and their Responses**: focuses on the way texts represent human experiences and how readers respond to those experiences.

2. **Ideas and Concerns in Texts**: focuses on the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

3. **Interpreting Non-print Texts**: focuses on making meaning from non-print texts.

#### Unit 2

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

**Areas of Study**

1. **The Text, the Reader and their Contexts**: focuses on the interrelationships between the text, readers and their social and cultural contexts.

2. **Comparing Texts**: focuses on the way two or more texts relate to each other.
## Unit 1 Outcomes

On completion of this unit students should be able to:

- Discuss how personal responses to literature are developed and justify their own responses to texts
- Analyse critically and creatively the way modern literature reflects the interests and ideas of individuals and various social groups
- Analyse the construction of a non-print text and comment on the interpretation of ideas and experiences

## Unit 2 Outcomes

On completion of this unit students should be able to:

- Analyse critically and creatively the ways a text from a past era reflects the ideas and concerns of individuals and groups at that time
- Produce a comparative piece of interpretive writing with a particular focus

## Unit 1 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Presentation of Historical Context: an oral presentation on the historical context of the set text.
2. Dramatic Presentation of a Text Excerpt: a dramatic presentation of an extract from the set text.
3. Analysis of Text Response: an analytical essay response to the set text.
4. Film Response: an analytical essay response to the film text.
5. Examination

## Unit 2 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Film Response: an analytical comparative essay response to selected interpretations of the film text.
2. Text Response: an analytical essay response to the set film text.
4. Creative Response: a short story written in a similar style to one of the set published short stories.
5. Examination
**Unit 3**

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

**Areas of Study**

1. **Adaptations and Transformations**: focuses on how the form of text is significant in the making of meaning.

2. **Views, Values and Contexts in Literature**: focuses on consideration of the views and values in texts and the ways in which these are expressed to create particular perspectives of the world.

3. **Considering Alternative Viewpoints**: focuses on how various interpretations and judgements about a text can contribute to the students’ interpretations.

**Unit 4**

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

**Areas of Study**

1. **Creative Responses to Texts**: focuses on the imaginative techniques used for creating and recreating a literary work.

2. **Close Analysis**: focuses on detailed scrutiny of the style, concerns and construction of a text.
<table>
<thead>
<tr>
<th>Unit 3 Outcomes</th>
<th>Unit 4 Outcomes</th>
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<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
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</tr>
<tr>
<td>• Analyse how meaning changes when a text is performed</td>
<td>• Respond imaginatively to a text and be able to comment on that response</td>
</tr>
<tr>
<td>• Analyse views and values in a text</td>
<td>• Analyse aspects of a text, relating those aspects to an interpretation of the text as a whole</td>
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<tr>
<td>• Evaluate a review of a text and make comparisons with their own interpretation</td>
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<table>
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<tr>
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<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
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</tr>
<tr>
<td>1. Discuss how meaning changes when a text is performed by means of a written reflection, a written comparison or a written evaluation.</td>
<td>1. Respond imaginatively to a text or rework an aspect of that text.</td>
</tr>
<tr>
<td>2. Analyse and interpret the views and values of a text in an interpretive or comparative essay.</td>
<td>2. Analyse aspects of a text, relating those aspects to an interpretation of the text as a whole.</td>
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<tr>
<td>3. Evaluate views of a text and compare with their own interpretation in a written analysis.</td>
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**Assessment**

**School Assessed Coursework: Unit 3 - 25%, Unit 4 -25%.

**Written Examination:** under examination conditions students will produce two pieces of writing in response to questions that require critical analysis and interpretation of two texts studied.

**This contributes 50% to the final study score.**
ART, DESIGN AND TECHNOLOGY FACULTY

Art    Units 1 and 2
Art    Units 3 and 4

Food and Technology  Units 1 and 2
Food and Technology  Units 3 and 4

Media    Units 1 and 2
Media    Units 3 and 4

Product Design and Technology  Units 1 and 2
Product Design and Technology  Units 3 and 4

Visual Communication and Design  Units 1 and 2
Visual Communication and Design  Units 3 and 4

Yet, O Lord, you are our Father. We are the clay, you are the potter; we are all the work of your hand.
Isaiah 64:2
Unit 1

This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. In this unit, students will study at least three artists and at least one artwork from each of the selected artists. Students apply the Formal Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making.

Areas of Study

1. **Art and Meaning**: this unit introduces the Analytical Frameworks that support the interpretation of the meanings and messages of artworks, both as intended by the artist and as the interpreted by the viewer. They gain an understanding that the art may reflect the interest, experiences and thinking through applying the Personal Framework to read the possible meanings of the artwork.

2. **Art Making and Personal Meaning**: students are encouraged to explore a range of experiences, techniques materials and processes, to create a range of visual responses to selected set tasks. They will be encouraged to develop their own areas of personal interest, utilising both observational and imaginative skills. Students must learn to document their thinking and working practices in a visual language throughout their folio.

Unit 2

In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions and social movements. They can reinforce a social group’s sense of its own power and importance or they can challenge social attitudes and assumptions.

Students identify ways in which art expresses and reflects culture. They explore how art is manifested across cultures and examine how art is influenced by time, place, beliefs and traditions. Students study at least one artwork from at least four artists. In their practical work, students continue to explore techniques and develop personal and creative responses in their art making.

Areas of Study

1. **Art and Culture**: this area of study focuses on art reflecting beliefs and values for the society in which it was created. Students explore the way the world and the artist have changed over time. Students employ the cultural framework in their responses.

2. **Art Making and Cultural Expression**: in this area of study students explore personal areas of interest relating to their cultural identification and experiment with visual language to present their ideas. They will document their experimentation and trialling using Formal Framework in attempt to refine and analyse their work. They will spend time reflecting on their work, analysing the success of their visual language in examining cultural aspects in their work.
<table>
<thead>
<tr>
<th>Unit 1 Outcomes</th>
<th>Unit 2 Outcomes</th>
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<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
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</tr>
<tr>
<td>• Analyse and interpret a variety of artworks using the Formal and Personal Framework</td>
<td>• Analyse, interpret, compare and contrast artworks from different cultures using the Formal and Cultural Framework.</td>
</tr>
<tr>
<td>• Present a folio of visually creative responses</td>
<td>• Demonstrate technical and artistic development in the preparation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques.</td>
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<tr>
<td>• Demonstrate their personal interests and ideas through trialling techniques, materials and processes</td>
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<tr>
<th>Unit 1 Assessment Tasks</th>
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<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
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<tr>
<td>2. Examination: essay/short answer responses under examination conditions, designed to assess students’ skill in art criticism.</td>
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Unit 3

In this unit, students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. Applied together, these Analytical Frameworks help students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. They explore ways in which ideas and issues can influence the making and interpretation of art.

Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through a visual language. Their art making is supported through investigation, exploration and application of a variety of materials and techniques. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the formal, personal, cultural and contemporary aspects of their own developing artworks.

Areas of Study

1. Interpreting Art: focuses on exploring the meanings and messages of art through interpretation of selected artworks with reference to commentaries on art. It focuses on the continued development and resolution of an innovative and sustained body of work.

2. Investigation and Interpretation through Art Making: focuses on the continued development and resolution of an innovative and sustained body of work.

Unit 4

In Unit 4 students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks. They discuss and debate how art may affect and change the way people think. They examine and analyse their own viewpoints and those of others through commentaries and use this information to formulate and support their own developing points of view.

Students select artworks of at least one artist not previously studied in Unit 3, and use these artworks and selected related commentaries to discuss the chosen art issue. In relation to their developing artwork students continue to build upon ideas and concepts begun in Unit 3. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices. Students select appropriate Analytical Frameworks as a structure for the reflection and documentation of their artworks.

Areas of Study

1. Discussing and Debating Art: students discuss and debate art issues such as the varying interpretations of the role of art in society. They research, analyse and interpret artworks related to their discussion. They refer to a range of resources and commentaries to examine and debate opinions and arguments, and refer to artists and artworks to support their points of view.

2. Realisation and Resolution: students continue to develop the body of work begun in Unit 3 and work toward resolved ideas and concepts leading to at least one finished artwork other than the work that was completed for Unit 3. They reflect on personal concepts and ideas as they progressively develop and refine their artworks. They continue to use the Analytical Frameworks to reflect on the formal and personal, cultural and contemporary qualities and aspects as appropriate to their artworks. They document their thinking and working practices, reflecting exploration, experimentation and skill.
<table>
<thead>
<tr>
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</table>
| On completion of this unit students should be able to:  
  • Interpret the meaning and messages and formal qualities employed in a range of pre 1970 and post 1970 artworks. The students will be able to employ a range of interpretive frameworks when analysing the works.  
  • Present evidence of a conceptual and practical investigation, the trialling of materials and techniques and the documentation of thinking and working practices in their body of work. They complete at least one finished artwork. | On completion of this unit students should be able to:  
  • Critically discuss commentaries on artworks and apply interpretive frameworks in the analysis of selected artworks to support personal points of view about their meanings and messages.  
  • Progressively realise and resolve with technical skill and awareness of aesthetic qualities, a sustained and articulate body of work to communicate ideas, directions and or personal concepts that includes at least one finished artwork. |

<table>
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<tr>
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| Assessment is based on the satisfactory completion of the outcomes specified for the unit.  
Analyse artworks from selected artists in one or more of the following ways:  
  • class discussion  
  • short written responses  
  • longer essay responses  
  • research assignments  
  • tests, examinations  
  • class presentation | Assessment is based on the satisfactory completion of the outcomes specified for the unit.  
Present and substantiate personal points of view about the meanings and messages in selected artworks using:  
  • discussion, forum and debate  
  • essays  
  • tests  
  • short written responses |

School Assessed Task (SAT): present a body of work, which demonstrates the development of the student's thinking and working practices. They must complete a minimum of one finished piece. | School Assessed Task (SAT): present a sustained and articulate body of artwork. They must complete a minimum of one finished piece. |

**Assessment**

**School Assessed Coursework:** Unit 3 - 10%, Unit 4 - 10%.

**School Assessed Task:** Students will complete a minimum of one final resolution in Unit Three and a folio of responses to support the work. Students will complete a minimum of one final resolution in Unit Four and a folio of responses to support the work.

This task will be subject to external review and contributes 50% to the final study score.

**Written Examination:** Students will answer a series of questions under examination conditions based on Outcome 1 in Unit 3 and Outcome 1 in Unit 4.

This task contributes 30% to the final study score.
Unit 1: Food Safety and Properties of Food

In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation.

Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

Areas of Study

1. **Keeping Food Safe**: this area of study provides students with an understanding of the work practices involved in preparing food hygienically to prevent food spoilage and food poisoning. Students examine causes of food spoilage and poisoning, and the requirements for the correct storage of food. They use tools and equipment safely to produce quality outcomes in food production.

2. **Food Properties and Preparation**: in this area of study students develop an understanding of the classification of foods and explore the physical, sensory and chemical properties of key foods. Students investigate the importance of the functional properties of foods and their impact on food preparation and processing. They apply this knowledge for optimal results when preparing food and using the design process. They investigate quality and ethical considerations in food selection such as fair trade and intensive farming practices.

Unit 2: Planning and Preparation of Food

In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.

Areas of Study

1. **Tools, Equipment, Preparation and Processing**: students investigate various methods used in the preparation, processing, cooking and presentation of foods for optimum results. Students examine tools and equipment including the latest technological developments. They examine the effects on the physical, sensory and chemical properties of key foods when applying different methods of preparation and techniques of cooking.

2. **Planning and Preparing Meals**: students examine the impact of social and cultural influences when planning and preparing meals, and prepare foods to suit specific nutritional needs. They investigate the impact on planning of resource availability and environmental considerations.
### Unit 1 Outcomes

On completion of this unit students should be able to:
- Explain and apply safe and hygienic work practices when storing, preparing and processing food
- Analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process

### Unit 2 Outcomes

On completion of this unit students should be able to:
- 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
- Individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts

### Unit 1 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Production Activity: work and records of planning and production of key foods.
2. Short written reports.
3. Oral reports supported by visual presentations
4. Online publication/communication.
5. Response to a Design Brief: comparison of physical and sensory properties of key foods before and after preparation and processing.
6. Examination (short and/or extended answer).

### Unit 2 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Production Activity: students will be assessed on a selection of dishes.
2. Production work and short answer test.
3. Short written reports.
4. Oral reports supported by visual presentations.
5. Online publication/communication.
6. Online publication/communication.
7. Response to a Design Brief: students will create solutions to the scenario provided.
8. Examination (short and/or extended answer).
## Unit 3: Food Preparation, Processing and Food Controls

Through the study of Food and Technology, students will develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations. Students will demonstrate an understanding of key foods and apply that to food preparation. They investigate cooking techniques and develop an understanding of primary and secondary processing of food. They will use the design process, critical thinking and problem-solving skills to develop food products to suit specific situations or to meet the needs of individual consumers and their lifestyles. The student may also provide a foundation for pathways to food science and technology, consumer science, home economics, education, the hospitality and food manufacturing industries, and nutrition and health studies.

### Areas of Study

1. ** Maintaining Food Safety in Australia:** students develop an understanding of the roles and responsibilities of the relationship between the national, state and local authorities that govern food laws and standards.

2. ** Food Preparation and Processing:** students will demonstrate understanding of key foods and primary and secondary processes that are applied to them. They examine functional properties of food, a range of cooking and preparation processes that can be conducted in a hygienic way.

3. ** Developing a Design Plan:** students develop a design plan to meet the requirements of a specific design brief.

## Unit 4: Food Product Development and Emerging Trends

In this unit students work independently to complete the challenge of implementation of the design plan established in Unit 3. In completing this task, students apply food safety and hygiene guidelines and evaluate the product planning and processes in the plan. Students examine food product development, and research and analyse factors that have contributed to product development. They investigate the process of product development, including packaging, packaging systems and marketing.

### Areas of Study

1. ** Implementing a Design Plan:** students develop individual production plans for four to six food items. They use appropriate tools and equipment to prepare and preserve those items.

2. ** Food Product Development:** students investigate the impact of primary food production on the environment and changes being made to achieve more sustainable farming practices.
### Unit 3 Outcomes

On completion of this unit students should be able to:

- Explain the roles and responsibilities of national, state and local authorities in ensuring and maintaining a safe food supply within Australia.
- Analyse food preparation and processing techniques for key foods and prepare foods using these techniques.
- Develop a design brief, evaluation criteria and a design plan for the development of a food product.

### Unit 4 Outcomes

On completion of this unit students should be able to:

- Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.
- 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.

### Unit 3 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. A test (short and/or extended answer) examining the roles and relationships between national, state and local authorities in ensuring and maintaining food safety in Australia.
2. Analyse preparation, processing and preservation techniques for key foods, and prepare food safely, hygienically using these techniques.
3. School Assessed Task (SAT): on completion of this unit the student should be able to develop a design plan folio that effectively satisfies the requirements of a design brief. It should include criteria for evaluation, a design plan and a production plan.

### Unit 4 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Analyse driving forces related to food product development, analyse new and emerging food products, and explain the processes involved in the development and marketing of food products.
2. School Assessed Task (SAT):
   - Safely and hygienically implement the production plans for a set of four to six food items.
   - Evaluate sensory properties of the food items; evaluate products using evaluation criteria and efficiency and effectiveness of production activities.

### Assessment

**School Assessed Coursework: Unit 3 – 18%, Unit 4 – 12%**

Assessment tasks may include any one or a combination of:

- Production activities
- A report (oral, short written)
- A multimedia presentation
- An essay
- A test
- An annotated visual display
- A production portfolio
- Online publication/com
- A case study
- A media analysis.

**School Assessed Task:** students are required to develop and implement a design plan that effectively satisfies the requirements of a design brief.

This task contributes 40% to the final study score.

**Written Examination:** students are required to complete a set of short answer questions under examination conditions.

This task contributes 30% to the final study score.
Unit 1: Product Re-design and Sustainability

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Areas of Study

1. **Product Re-design for Improvement**: students examine how an existing product currently fulfils the needs of the user and consider how the product could be improved. They plan, execute and evaluate the product’s modification and improvement by altering at least three points of the original design, one of them being to improve the product’s sustainability.

2. **Producing and Evaluating a Redesigned Product**: referring to their working drawings and production plans, students safely apply a range of techniques and processes to make the re-designed product or a prototype. They use previously developed evaluation criteria to compare the features of their re-designed product with the original design. They judge the success of their design improvements and the changed sustainability status.

Unit 2: Collaborative Design

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

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Areas of Study

1. **Designing within a Team**: each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. Students investigate an historical or a cultural design movement for inspiration from a range of movements including but not restricted to Bauhaus, Art Deco, Memphis, Minimalism, Organic Design Style, oriental, Gothic, music genres and fashion houses.

2. **Producing and Evaluating a Collaboratively Designed Product**: students apply techniques and processes to manufacture and assemble their team project/s designed in Outcome 1.
## Unit 1 Outcomes

On completion of this unit students should be able to:

- Re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability.

- Use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.

## Unit 2 Outcomes

On completion of this unit students should be able to:

- Design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.

- Justify, manage and use appropriate production processes to safely 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 product against the design brief.

## Unit 1 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report.
2. Prototype or product and records of production and modifications.
3. Multimedia presentation supported by speaker's notes.
4. Short written report that includes materials testing or trialling activities, industry visits, technical reports.
5. Case study analysis.
6. Oral report supported by notes and/or visual materials.

## Unit 2 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report.
2. Product and records of production and modifications.
3. Multimedia presentation supported by speaker's notes.
4. Short written report that includes materials testing or trialling activities, industry visits, technical reports.
5. Oral report supported by notes and/or visual materials.
Unit 3: Applying the Product Design Process

This unit engages students in the design and development of a product that meets the needs and expectations of a client and/or end user developed through the design process and influenced by a range of complex factors. Students prepare a Design Brief and explore how a number of factors influence the design and development of products within industrial manufacturing settings.

Areas of Study

1. The Designer, Client and/or End User in Product Development: this includes methods used to establish a client’s and/or end user’s needs and requirements for the development of a solution to a design problem. Students examine the needs and requirements associated with the intended function and appeal of the product to be designed and how these can be expressed in a design brief.

2. Product Development in Industry: this explores the factors that influence the design and development of products within industrial/commercial settings.

3. Designing for Others: this focuses on the procedures used by the designer to meet the needs of a client or the requirements of an end user.

Unit 4: Product development and evaluation

In this unit students judge the suitability and viability of design ideas and options referring to their design brief and evaluation criteria in consultation with their client and/or end user. They use tools, materials, equipment and machines to develop and safely manufacture their product and use their evaluation criteria and client feedback to evaluate the effectiveness and efficiency of the techniques they used.

In Units 3 and 4, students will initiate and undertake a substantial and demanding major design and production task. This may be a single product over Units 3 and 4 or a product range.

Areas of Study

1. Product Analysis and Comparison: this explores the factors that are used to determine the success of a commercially available product in the context of comparison with similar product types.

2. Product Manufacture: this includes the skills, production techniques and processes used to make a product to suit the needs of the client or end user/s.

3. Product Evaluation: this explores how evaluation criteria, checks, tests, and client or end user feedback are used to determine how well the product meets the needs and requirements outlined in the design brief developed in Unit 3.
**Unit 3 Outcomes**

On completion of this unit students should be able to:
- Explain the roles of the designer, client and/or end user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.
- Explain and analyse influences on the design, development and manufacture of products within industrial settings.
- Present a folio that documents the Product design process used while working as a designer to meet the needs of a client or end user, and commence production of the designed product.

**Unit 3 School Assessed Coursework**

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. A combination of written reports, annotated visual displays, tests, data presentations will be used.
2. School Assessed Task (SAT): Students are required to present a folio that documents the design process used while working as a designer to meet the needs of a client.

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**Unit Outcomes**

On completion of this unit students should be able to:
- Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
- Evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and/or an end-user and outline its care requirements.

**Unit 4 School Assessed Coursework**

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. A combination of written reports, annotated visual displays, tests, data presentations will be used.
2. School Assessed Task (SAT):
   a. Safely apply a range of production skills and processes to make the product designed in Unit 3.
   b. Evaluate the outcomes of the design, planning and production activities, explain the product’s design features to the client and outline its care requirements.

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**Assessment**

**School Assessed Coursework: Unit 3 - 12%, Unit 4 - 8%**.

**School Assessed Task**: students are required to develop and implement a design plan. **This task contributes 50% to the final study score**.

**Examination**: this task contributes 30 % to the final study score.
Unit 1: Representation and Technologies of Representation

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

Areas of Study

1. **Representation**: this area of study focuses on an analysis of media representations and how such representations depict, for example, events, people, places, organisations and ideas.

2. **Technologies of representation**: in this area of study students produce representations in two or more media forms. Students analyse how the application of the different media technologies affects the meanings that can be created in the representations. The implications for the creation, distribution and consumption of these representations are also discussed.

3. **New media**: in this area of study students explore the emergence of new media technologies. The impact and implications of new media technologies are considered in the context of the capabilities of the technologies, their relationship with existing media and how they provide alternative means of creation, distribution and consumption of media products. Students investigate the changes, possibilities and issues that arise from the development of new technologies and how these alter audience experience and understanding of the media.

Unit 2: Media Production and the Media Industry

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

Areas of Study

1. **Media Production**: this area of study focuses on media production undertaken by students within a collaborative context and the student’s explanation of the process.

2. **Media Industry Production**: in this area of study students focus on national, international and global media industry issues, and the developments in the media industry and their impact on media production stages, and specialist roles within these stages.

3. **Australian Media Organisations**: in this area of study students analyse Australian media organisations within a social, industrial and global framework.
## Unit 3 Outcomes

On completion of this unit students should be able to:

- Demonstrate specialist production skills within collaborative media productions, and explain and reflect on the media production process.
- Discuss media industry issues and developments relating to the production stages of a media product, and describe specialist roles within the media.

## Unit 2 Outcomes

On completion of this unit students should be able to:

- Describe characteristics of Australian media organisations and discuss the social, cultural and industrial framework within which such organisations operate.

## Unit 1 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

Assessment tasks are selected from the following:

1. Radio or audio sequences.
2. Audio-visual or video sequences.
3. Photographs.
4. Print layouts.
5. Multimedia sequences or presentations.
6. Posters.
7. Tests.
8. Written responses.

## Unit 2 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

Assessment tasks are selected from the following:

1. Radio or audio sequences
2. Audio-visual or video sequences
3. Photographs
4. Print layouts
5. Multimedia sequences or presentations
6. Posters
7. Tests
8. Written responses
Unit 3: Narrative and Media Production Design

In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience. They present the relevant specifications as a written planning document, with visual representations that employ media planning conventions appropriate to the media form in which the student chooses to work.

Areas of Study

1. **Narrative**: in this area of study students analyse the narrative organisation of fictional film, television or radio drama texts. They undertake the study of at least two texts in the same media form. Students learn that narrative is a fundamental element in the construction of meaning in media products. Audiences actively construct meaning and are engaged by texts through the manner in which narratives are organised, and respond to the narratives in different ways. Production and story elements structure an audience’s experience of narratives and contribute to the ideas communicated by the text. The nature of the viewing experience also contributes to audience reading and appreciation of narrative texts.

2. **Media Production Skills**: this area of study focuses on the development of specific media production skills and technical competencies using media technologies and processes in one or more media forms. Students plan, undertake and evaluate two production exercises to develop skills appropriate to the technical equipment, applications and media processes available to them. Each media production exercise is accompanied by a statement of intention and an evaluation specific to the exercise.

3. **Media Production Design**: in this area of study student’s focus on the preparation of a production design plan for a media product designed for a specific audience in a selected media form. Students develop and record concepts and ideas for production, documenting the intention of the proposed production, the audience/s for which the production is planned, how and where the production is designed to be consumed, and the intended effects on the specified audience. Students select one media form from the following list and adhere to the identified scope.

The media production design plan is developed in one of the following media forms:

- a **video or film sequence** 3–10 minutes in length, including title and credit sequences
- a **radio or audio production** of a minimum of 8 minutes in length, including title and credit sequences
- an **animated production** of no more than 10 minutes in length, including title and credit sequences
- a **photographic presentation**, sequence or series of images that incorporates a minimum of 10
- **original source images** that must be processed and printed by the student
- a **print production** of a minimum of 8 pages or layouts printed by the student
- a **digital and/or online production** that demonstrates comparable complexity and provides user accessibility consistent with other media forms listed
- a **convergent media production** that incorporates aspects of a range of media forms and is consistent with product durations and/or descriptors listed.

*The student’s selection of the media form will be determined by the equipment available to them at the school.*
Unit 4: Media: Process, Influence and Society’s Values

In this unit, students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

Areas of Study

1. **Media Process**: in this area of study students complete a media product based on a media production design plan completed in Unit 3. Each medium has a specific production process and set of work practices that are both appropriate to the particular medium and to the type of product being produced within that form. Each type of media product, however, requires the integration of a variety of skills, management and organisational techniques to move from planning documentation through production and postproduction processes to a completed media product. These vary depending on the nature of the product. Production and postproduction processes involve the application of media codes and conventions and stylistic considerations appropriate to the selected medium and for specific audience/s and purpose of the product.

2. **Media Texts and Society’s Values**: in this area of study students focus on the relationship between society’s values and media texts. Media representations reflect and mediate ideas from particular economic, social, cultural, political or institutional points of view. Students undertake the study of an identified significant idea, social attitude or discourse located in a range of media texts to critically analyse its representation in the media.

3. **Media Influence**: this area of study focuses on an analysis of media influence. Students explore the complexity of the relationship between the media, its audiences and the wider community in terms of the nature and extent of the media’s influence. Students examine arguments and evidence arising from a range of historical and contemporary developments that offer a range of perspectives about the nature, characteristics and extent of media influence on individuals and society at large. Theories of media influence and communication models are underpinned by academic approaches, including the political economy model, the effects tradition and the cultural studies model. Over time these theories have become increasingly sophisticated as they seek to explain the complexities in the relationships between the media and its audiences.
### Unit 3 Outcomes

On completion of this unit students should be able to:

- Analyse the nature and function of production and story elements in narrative media texts, and discuss the impact of these elements on audience engagement.
- Use a range of technical equipment, applications and media processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms.
- Prepare and document a media production design plan.

### Unit 4 Outcomes

On completion of this unit students should be able to:

- Produce a media product for an identified audience from the media production design plan prepared in Unit 3.
- Discuss and analyse the construction, distribution and interpretation of society’s values as represented in media texts.
- Analyse and present arguments about the nature and extent of media influence.

### Unit 3 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

Assessment tasks are selected from the following:

1. A written report
2. An essay
3. Short responses
4. Structured questions
5. An annotated visual report
6. An oral report.

### Unit 4 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

Assessment tasks are selected from the following:

1. A written report
2. An essay
3. Short responses
4. Structured questions
5. An annotated visual report
6. An oral report.

### Assessment

**School Assessed Coursework:** Unit 3 – 18%, Unit 4 – 12%

**School Assessed Task:** students are required to develop and implement a design plan.

**This task contributes 35% to the final study score.**

**Examination:** this task contributes 45% to the final study score.
Unit 1: Introduction to Visual Communication Design
This unit focuses on using visual language to communicate messages, ideas and concepts. Students practise their ability to draw what they observe and they use various drawing methods to explore their own ideas and concepts. Through experimentation and through exploration of the relationship between design elements and design principles and how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students are introduced to three stages of the design process, researching designers, generating ideas and applying design knowledge and drawing skills to develop concepts.

Areas of Study

1. **Drawing as a Means of Communication**: this area of study introduces the skill set that underpins the discrete design process stages of generating ideas, developing concepts and refining drawings. It focuses on the development of visual language and design thinking skills. Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated.

2. **Design Elements and Principles**: this area of study focuses on design elements and design principles. Students experiment with these elements and principles when using freehand and image-generation methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts.

3. **Visual Communication Design in Context**: Visual communication design draws on a broad range of sources to support creativity and innovation. Historical and cultural practices and the values and interests of different societies influence innovation in visual communication designs. Students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices.

Unit 2: Applications of Visual Communication Design
Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. Students investigate how typography and imagery are used in visual communication design, develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Areas of Study

1. **Technical Drawing in Context**: this area of study focuses on the acquisition and application of presentation drawing skills that incorporate the use of technical drawing conventions. These drawings present information and ideas associated with a specific design field. In the selected design field students investigate ways in which information and ideas can be communicated to a client and draw on these understandings when creating presentation drawings.

2. **Type and Imagery**: increasing advancements in the digital communication of information and their popularity has led to a greater need for understanding the meaning and function of typography in visual language. In this area of study students develop knowledge and skills in manipulating type and images when communicating ideas and concepts in the design field of communication. In this area of study students focus on the design process stages of generating ideas and development of concepts.

3. **Applying the Design Process**: this area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas. Students respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience.
<table>
<thead>
<tr>
<th>Unit 1 Outcomes</th>
<th>Unit 2 Outcomes</th>
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<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
<td>On completion of this unit students should be able to:</td>
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<tr>
<td>• Create drawings for different purposes using a range of drawing methods, media and materials.</td>
<td>• Create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.</td>
</tr>
<tr>
<td>• Select and apply design elements and design principles to create visual communications that satisfy stated purposes.</td>
<td>• Manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.</td>
</tr>
<tr>
<td>• Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.</td>
<td>• Engage in stages of the design process to create a visual communication appropriate to a given brief.</td>
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<tr>
<th>Unit 1 Assessment Tasks</th>
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<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
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</tr>
<tr>
<td>1. Folio of observational, visualisation and presentation drawings created using manual and/or digital methods.</td>
<td>1. Folio of typography and image ideas and concepts created using manual and digital methods.</td>
</tr>
<tr>
<td>2. Final presentations created using manual and/or digital methods.</td>
<td>2. Folio of technical drawings created using manual and/or digital methods.</td>
</tr>
<tr>
<td>3. Written report of a case study.</td>
<td>3. Written and/or oral descriptions and analysis of historical and contemporary design examples.</td>
</tr>
<tr>
<td>4. Annotated visual report of a case study.</td>
<td>4. Folio demonstrating the design process created using manual and/or digital methods.</td>
</tr>
<tr>
<td>5. Oral report of a case study supported by written notes and/or visual materials.</td>
<td>5. Final presentations of visual communications.</td>
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</tbody>
</table>
Unit 3: Design Thinking and Practice

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. 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. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work.

Areas of Study

1. **Analysis and Practice in Context**: in this area of study students explore a range of existing visual communications in the communication, environmental and industrial design fields. Students analyse how design elements, design principles, methods, media and materials are used in visual communications in these fields to achieve particular purposes for targeted audiences.

2. **Design Industry Practice**: in this area of study students investigate how the design process is applied in industry to create visual communications. Students develop an understanding of the processes and practices used to support collaboration between clients, designers and specialists when designing and producing these visual communications.

3. **Developing a Brief and Generating Ideas**: in this area of study students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas. Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. They apply this knowledge when developing a single brief that proposes and defines two distinct communication needs for a real or imaginary client.

Unit 4: Design Development and Presentation

The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Students utilise a range of digital and manual two and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. Students revisit stages to undertake further research or idea generation when developing and presenting their design solutions. Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Areas of Study

1. **Development of Design Concepts**: in this area of study students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas. Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. They apply this knowledge when developing a single brief that proposes and defines two distinct communication needs for a real or imaginary client.

2. **Final Presentations**: this area of study focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1. This involves selecting and applying materials, methods, media, design elements and design principles appropriate to the designs and selected presentation formats.
3. Evaluation and Explanation: In this area of study students devise a pitch to present and explain their visual communications. Their pitch is informed by an evaluation of the ways that the final visual communications meet the requirements of the brief and the design decisions made throughout the design process. Students explain their thinking behind each visual communication and the reasons for their selection and use of particular materials, media and methods, design elements, design principles, and presentation formats.

<table>
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<tr>
<th>Unit 3 Outcomes</th>
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</table>
| On completion of this unit students should be able to:  
- Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.  
- Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.  
- Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief. | On completion of this unit students should be able to:  
1. Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.  
2. Produce final visual communication presentations that satisfy the requirements of the brief.  
3. Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief. |

Unit 3 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit. Assessment tasks for this unit are selected from the following:

1. In response to given stimulus material, create three visual communications designed for different contexts, purposes and audiences. These visual communications will include evidence of:
   - Two or three-dimensional presentation drawing.  
   - Use of digital methods.  
And an explanation of the connections between each of these visual communications and existing visual communications using one of the following forms:
   - Annotated visual communications.  
   - Written or oral report supported by visual evidence.
2. Any one or a combination of the following tasks:
   - A written report.  
   - Short and extended responses.  
   - Structured questions.  
   - An annotated visual report.

Unit 4 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit.  
1. Any one or a combination of the following tasks:
   - A written report  
   - An annotated visual report  
   - An oral presentation.

Assessment

School Assessed Coursework: Unit 3 – 33%

School Assessed Task: students are required to develop and implement a design plan. This task will be subject to external review and contributes 33% to the final study score.

Written Examination: students will complete a structured answer booklet under examination conditions. This task contributes 34% to the final study score.
Keep this Book of the Law always on your lips; meditate on it day and night, so that you may be careful to do everything written in it. Then you will be prosperous and successful.
Joshua 1: 8

Your love, O Lord, reaches to the heavens, your faithfulness to the skies. Your righteousness is like the mighty mountains, your justice like the great deep. O Lord, you preserve both man and beast. How priceless is your unfailing love!
Psalm 36: 5-7
Unit 1: Small Business Management

This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Areas of Study

1. **Introducing Business**: examine the characteristics of a range of businesses and their internal and external environments, and develop an understanding of the nature of business in Australia. Business ethics and socially responsible management are also important considerations for businesses and will have an impact on the various stakeholders of all businesses. In investigating these business characteristics, students gain an understanding of the interrelationships that affect, and are affected by, business activity.

2. **Small Business Decision-Making, Planning and Evaluation**: there are many decisions to be made and considerable planning to be undertaken prior to the commencement or purchase of a small business. Students also examine the ongoing decisions and planning that must occur throughout the life of the business. Evaluation of the performance of a business is vital; students examine the performance of a business using a range of measures including key performance indicators. The management practices of small businesses are also considered with respect to their ethical and socially responsible approach to decision-making, planning and evaluation.

3. **Day-to-Day Operations**: students examine the essential, ongoing activities which sustain an ethical and a socially responsible small business and promote its successful growth. To manage a small business, knowledge and skills should be developed in areas including introductory accounting, management of staff, effective use of information and communications technology and introduction to legal requirements.

Unit 2: Communication and Management

This unit focuses on the importance of effective communication in achieving business objectives. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Areas of Study

1. **Communication in Business**: introduces students to the concept of communication in business, with an emphasis on its importance and methods. Communication and its relationship to business objectives and business strategy are considered. Management should understand that the type and purpose of the information that is to be communicated will depend upon the intended audience, such as employees, suppliers or customers. Appropriate methods of communication for different management contexts and situations will be considered. Students learn to evaluate the appropriateness of methods of communication used in different business-related situations.

2. **Managing the Marketing Function**: examination of the planning used by management to position its products and services in the marketplace. Students consider the fundamental aspects of communication covered in area of study 1 in the context of the marketing function. Students learn the essential characteristics of effective marketing and apply selected market research methods to the business environment. Also, issues in marketing will be analysed, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.

3. **Managing the Public Relations Function**: involves an examination of the role management plays in creating and maintaining the image of the business. The public relations function can be considered as an application of fundamental communication methods. Public relations objectives and strategies are used in a range of planned and unplanned business situations. Students use relevant performance indicators to analyse the performance of the management of public relations within a business. Also, issues in public relations will be analysed, including the role of technology, in the global business context and in the context of ethical and socially responsible management and legal requirements.
<table>
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| On completion of this unit students should be able to:  
• explain a set of generic business characteristics and apply them to a range of businesses  
• apply decision-making and planning skills to establish and operate a small business, and evaluate the management of an ethical and a socially responsible small business  
• discuss one or more the day-to-day operations associated with an ethical and socially responsible small business, and apply the operation(s) to a business situation | On completion of this unit students should be able to:  
• explain, apply and justify a range of effective communication methods used in business-related situations  
• analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations  
• apply public relations strategies to business-related situations and analyse their effectiveness |

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<thead>
<tr>
<th>Unit 1 Assessment Tasks</th>
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</table>
| 1. Test – Business Concepts: students explain a set of generic business characteristics and apply them to a range of businesses.  
2. Business Plan: students create a plan to establish and operate a small business.  
4. Examination: covering all of the topics studied. | 1. Business Communication Case Study and Test: communication in business  
2. Test – Marketing: managing the marketing function  
3. Test – Public Relations: managing the public relations function  
4. Examination: covering all of the topics studied |
Unit 3: Corporate Management

In this unit, students investigate how large-scale organisations operate. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Areas of Study

1. **Large-Scale Organisations in Context**: students examine the importance of large-scale organisations to the Australian economy. They identify and apply a range of performance indicators to evaluate the performance of a large-scale organisation. A wide range of stakeholders exist for large-scale organisations. Students consider the organisation’s impact on stakeholder interests, possible conflicts that may arise between different stakeholder interests and related issues of ethical and social responsibility.

2. **Internal Environment of Large-Scale Organizations**: large-scale organisations, whether for-profit or not-for-profit, exist to achieve specific objectives. The success in achieving these objectives will be strongly influenced by the successful management of the internal business environment. Students investigate key elements of the internal environment such as different management structures, corporate culture, management roles and policy development. Students apply management styles and skills to business situations and then evaluate them. They discuss the implications of ethical and socially responsible management for the internal environment of large-scale organisations.

3. **The Operations Management Function**: operations management combines the roles of management in order to transform inputs into outputs. The production of the product or service is the core objective of the large-scale organisation. The study of operations management enables students to consider the best and most responsible use of all the available resources for the production of a quality final good or service in a competitive, global environment.

Unit 4: Managing People and Change

This unit continues the examination of corporate management. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Areas of Study

1. **The Human Resource Management Function**: students examine the practices and processes of human resource management in large-scale organisations in Australia. A general introduction to human resources is followed by an investigation of the two key aspects of human resource management: the employment cycle and employee relations. Students apply the principles of human resource management to a practical or simulated situation.

2. **The Management of Change**: students examine the importance of change management in large-scale organisations. They consider ways in which change can be managed effectively in both theoretical and practical contexts. Students evaluate various strategies to effectively manage change. This knowledge is then applied to one significant change issue for large-scale organisations. Teachers can select from a range of issues such as social responsibility, business ethics, globalisation, mergers and acquisitions, technological development, legislative compliance, privatisation or any other significant issue.
<table>
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<tr>
<td>On completion of this unit students should be able to:</td>
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</tr>
<tr>
<td>• describe and analyse the context in which large-scale organisations operate</td>
<td>• analyse and evaluate practices and processes related to human resource management</td>
</tr>
<tr>
<td>• discuss and analyse major aspects of the internal environment of large-scale organisations</td>
<td>• analyse and evaluate the management of change in large-scale organisations, and evaluate the impact of change on the internal environment of a large-scale organisation</td>
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<tr>
<td>• discuss and analyse strategies related to operations management</td>
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<tr>
<th>Unit 3 School Assessed Coursework</th>
<th>Unit 4 School Assessed Coursework</th>
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<tbody>
<tr>
<td>1. Structured questions (test and case study): discuss and analyse the context in which large-scale organisations operate. This task contributes 20% to the SAC score in this unit.</td>
<td>1. Structured questions part 1: analyse and evaluate practices and processes related to human resource management. This task contributes 30% to the SAC score in this unit.</td>
</tr>
<tr>
<td>2. Structured questions (test and case study): discuss and analyse major aspects of the internal environment of large-scale organisations. This task contributes 40% to the SAC score in this unit.</td>
<td>2. Structured questions part 2: analyse and evaluate practices and processes related to human resource management. This task contributes 30% to the SAC score in this unit.</td>
</tr>
<tr>
<td>3. Structured questions (test and case study): discuss and analyse strategies related to operations management. This task contributes 40% to the SAC score in this unit.</td>
<td>3. Test: analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large-scale organisation. This task contributes 40% to the SAC score in this unit.</td>
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HEALTH AND PHYSICAL EDUCATION
FACULTY

Health and Human Development  Units 1 and 2
Health and Human Development  Units 3 and 4

Outdoor and Environmental Studies  Units 1 and 2
Outdoor and Environmental Studies  Units 3 and 4

Physical Education  Units 1 and 2
Physical Education  Units 3 and 4

Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God?
1 Corinthians 6: 19
Unit 1: The Health and Development of Australia’s Youth

This unit focuses on the health and individual human development of Australia’s youth. There are many factors that influence health and individual human development of youth, including the importance of nutrition for the provision of energy and growth as well as food behaviours and their impact on youth health and individual human development. The health status of Australia’s youth is good and continues to improve as demonstrated by reductions in morbidity and mortality from communicable diseases, chronic diseases, suicide, motor vehicle accidents and other injuries. However, Australia’s youth still experiences a range of health issues that impact on both their immediate and longer term health and individual human development. In this unit students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Areas of Study

1. **Understanding Health and Development**: students develop an understanding of the concepts of health and individual human development and explore the interrelationships that exist within and between them. Students become aware of the differing methods for measuring health status. This area of study provides students with the foundation knowledge to explore health and individual human development throughout the unit.

2. **Youth Health and Development**: students develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth and how various factors, including nutrition, influence youth health and individual human development.

3. **Health Issues for Australia’s Youth**: this area of study focuses on a range of health issues for youth. Students investigate in detail one health issue relevant to youth and explore the impact of this health issue on all dimensions of youth health and individual human development and form conclusions about personal, community and government strategies or programs designed to influence and promote youth health and individual human development.

Unit 2: Individual Human Development and Health Issues

Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of childhood and adulthood.
### Areas of Study

1. **The Health and Development of Australia’s Children**: students develop an understanding of the health and individual human development of Australia’s children from conception to approximately twelve years. Students investigate how biological and behavioural factors, physical environments and social environments (including the family and community) influence child health and development.

2. **Adult Health and Development**: students gain an understanding of health and individual human development of Australia’s adults, including the elderly. They explore physical, social, emotional and intellectual changes that occur during adulthood.

3. **Health Issues**: students identify a range of health issues that are having an impact on Australia’s health system and investigate at least one health issue in detail.

### Unit 1 Outcomes

On completion of this unit students should be able to:

- Describe the dimensions of, and the interrelationships within and between, health and individual human development
- Describe and explain the factors that impact on the health and individual human development of Australia’s youth
- Outline the issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development

### Unit 2 Outcomes

On completion of this unit students should be able to:

- Describe and explain the factors that affect the health and individual human development of Australia’s children
- Describe and explain the factors that affect the health and individual human development of Australia’s adults
- Analyse a specific health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue

### Unit 1 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. **Test**: students will complete a test on dimensions of health, assessment of health status and the definitions and characteristics of types of development.
2. **Data analysis**: students complete a data analysis report on the views and practises of youth food behaviour.
3. **Written Report**: student report on a selected health issue that affects youth health and development.
4. **Examination**: covering all of the topics studied.

### Unit 2 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. **Case Study**: students write a report on the impact of biological, behavioural, physical and social determinants of an individual’s growth and development.
2. **Oral Presentation**: students will prepare and deliver an oral presentation on the major causes of morbidity and mortality for adults.
3. **Written Report**: students will prepare a written report on a selected health issue facing Australia’s health system.
4. **Examination**: covering all of the topics studied.
Unit 3: Australia’s Health

Students learn about the various ways to measure health status in Australia such as consideration of burden of disease, health adjusted life expectancy, disability adjusted life years (DALYs), life expectancy, under five mortality rate, mortality and morbidity rates, incidence and prevalence of disease.

The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health in Australia. Different levels of health are experienced by different groups, which can be attributed to biological, behavioural and social determinants of health.

Students learn about funding for the Australian health system from government and non-government sources. And the role they play in the implementation of a range of initiatives designed to promote health in Australia.

Areas of Study

1. **Understanding Australia’s Health**: this area of study focuses on building understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students compare health in Australia with other developed countries, and analyse how various determinants of health contribute to variations in health status. Students examine the development of the NHPAs, their relationship to burden of disease in Australia, and analyse initiatives designed to promote health relevant to the NHPAs.

2. **Promoting Health in Australia**: in this area of study students examine different models of health and health promotion as well as the roles and responsibilities of governments in addressing health needs and promoting health for all through national health system and health promotion initiatives. Students examine the role of government and non-government organisations in promoting healthy eating.

Unit 4: Global Health and Human Development

This unit takes a global perspective on achieving sustainable improvements in health and human development. Students learn about the United Nations (UN) human development work by studying the Millennium Development Goals and explore the roles of the UN, WHO (World Health Organisation) and The Australian Agency for International Development (AusAID) in building a range of strategies aimed at reducing global burdens of disease and promoting human development through the achievement of the Millennium Development Goals.

Areas of Study

1. **Introducing Global Health and Human Development**: in this area of study students explore global health, human development and sustainability and their interdependencies. They identify similarities and differences in
2. **Promoting Global Health and Human Development**: students explore the role of international organisations including the UN and WHO as well as AusAid in achieving sustainable improvements in health and human development.

---

### Unit 3 Outcomes

On completion of this unit students should be able to:

- 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.
- 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 Outcomes

On completion of this unit students should be able to:

- 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.
- Describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

### Unit 3 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Data Analysis task requiring students to compare Australia’s health with that of other developed countries and explaining variations in health among population groups in Australia.
2. Written report discussing the broader determinants of health and the role of the National Health Priority Areas in improving the health of Australians.
3. An analysis of approaches to health and health promotion, describing Australia’s health system and the different roles of government and non-government organisations in promoting health.

### Unit 4 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. A written response on the variations in health status between developing countries and Australia.
2. An analysis exercise of the contribution of the Millennium Development Goals to global health and sustainable human development.
3. A case study analysis where students describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

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**Assessment**

**School Assessed Coursework: Unit 3 – 25%, Unit 4 – 25%**

**Written Examination**: A two hour examination will be held at the end of the year. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.
The task contributes 50% to the final study score.

OUTDOOR and ENVIRONMENTAL STUDIES

UNITS 1 and 2

Unit 1: Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Areas of Study

1. Motivations for Outdoor Experiences: in this area of study, students examine motivations for and responses to nature and outdoor experiences. Students learn to plan for and engage in safe participation in outdoor experiences and develop practical skills related to minimal impact travelling and living. Students use these experiences as the basis for reflection and analysis.

2. Experiencing Outdoor Environments: This area of study broadens the focus of students from personal responses to the ways in which others respond to, understand and value outdoor experiences and outdoor environments. Through investigations of specific outdoor environments, students analyse different ways of experiencing and knowing outdoor environments.

Unit 2: Discovering Outdoor Environments

In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Areas of Study

1. Investigating Outdoor Environments: this area of study introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students investigate different types of outdoor environments from a number of perspectives.

2. Impact on Outdoor Environments: in this area of study students focus on human activities undertaken in
outdoor environments and their impacts on those environments. Although environmental impacts include both natural and human induced changes on components of the environment, the focus here is on human impact – both positive and negative. Students investigate and model individual and group responsibilities for activities in outdoor environments, including codes of conduct for recreational activities and community-based environmental action to promote positive impacts on outdoor environments.

### Unit 1 Outcomes

On completion of this unit students should be able to:
- Describe the characteristics of different outdoor environments
- Analyse a range of understandings of these environments, with reference to specific outdoor experiences.

### Unit 2 Outcomes

On completion of this unit students should be able to:
- Evaluate human impacts on outdoor environments
- Analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

### Unit 1 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

2. Case studies analysis.
3. Oral presentations.
4. Practical reports in non-text format such as multimedia or annotated visual display.
5. Short reports of outdoor experiences.
7. Written responses.

### Unit 2 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

2. Case studies analysis.
3. Oral presentations.
4. Practical reports in non-text format such as multimedia or annotated visual display.
5. Short reports of outdoor experiences.
7. Written responses.
Unit 3: Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

Areas of Study

1. **Historical relationships with outdoor environments:** this area of study explores how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major events and issues subsequent to European settlement. Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments. Students must study the role of at least one environmental movement in changing relationships with outdoor environments.

2. **Contemporary relationships with outdoor environments:** in this area of study students examine current relationships between humans and outdoor environments. They examine a number of ways outdoor environments are portrayed in different media; the dynamic nature of relationships between humans and their environment; and the social, cultural, economic and political factors that influence these relationships.

Unit 4: Sustainable Outdoor Relationships

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Areas of Study
1. **Healthy outdoor environments**: this area of study explores the contemporary state of environments in Australia and the importance of natural environments for individuals and society. Students examine the nature of sustainability and, using key indicators, evaluate the health of outdoor environments. They investigate current and potential impacts of damage to outdoor environments.

2. **Sustainable Outdoor Environments**: in this area of study students focus on the sustainability of environments in order to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate at least two case studies of conflicts of interest between people involved in uses of outdoor environments, and develop a clear understanding of the methods and processes commonly used to resolve these conflicts. Students develop an understanding that management strategies and policies, together with legislation and agreements, contribute to maintaining the health and sustainability of outdoor environments in contemporary Australian society.

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<thead>
<tr>
<th>Unit 3 Outcomes</th>
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<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
<td>On completion of this unit students should be able to:</td>
</tr>
<tr>
<td>• Explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.</td>
<td>• Evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.</td>
</tr>
<tr>
<td>• Analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.</td>
<td>• Analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.</td>
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<tr>
<th>Unit 3 School Assessed Coursework</th>
<th>Unit 4 School Assessed Coursework</th>
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<tbody>
<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
</tr>
<tr>
<td>1. At least one task from the following:</td>
<td>1. At least two tasks from the following:</td>
</tr>
<tr>
<td>• Case study.</td>
<td>• Case study.</td>
</tr>
<tr>
<td>• Data analysis.</td>
<td>• Test.</td>
</tr>
<tr>
<td>• Multimedia presentation.</td>
<td>• Data analysis.</td>
</tr>
<tr>
<td>• Written analysis and evaluation.</td>
<td>• Written analysis and evaluation.</td>
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<tr>
<td>• Oral presentation.</td>
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</table>

**Assessment Mode:**

**School Assessed Coursework: Unit 3 – 25%, Unit 4 – 25%**

**Written Examination:** A two hour examination will be held at the end of the year.

*All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.*

The task contributes 50% to the final study score.
Unit 1: Bodies in Motion

In this unit students explore how the body systems work together to produce movement and analyse these motions using biomechanical principles. They are introduced to the characteristics of anaerobic and aerobic energy pathways for movement as well as how the correct application of biomechanics can lead to improved performance. In Area of Study 3, students will undertake a detailed study which expands and builds on the knowledge and skills introduced in Areas of Study 1 and 2.

Areas of Study

Body Systems and Human Movement: this area of study examines the systems of the body and how they translate into movement. Through practical activities the major components of the musculoskeletal, cardiovascular and respiratory systems are explored, and how energy systems pathways are utilised in various types of activities.

Biomechanical Movement Principles: this area of study focuses on biomechanical principles that underpin physical activity and sport. Through practical activities, movement analyses are performed to help develop an understanding of how correct application of biomechanical principles lead to improved performance.

Unit 2: Sports Coaching and Physically Active Lifestyles

This unit explores a range of practices that contribute to effective coaching and improved performance of an athlete. Students are also introduced to physical activity, the role it plays in the health and wellbeing of the population, as well as identifying perceived barriers to regular physical activity and how these can be overcome. In Area of Study 3, students will undertake a detailed study which expands and builds on the knowledge and skills introduced in Areas of Study 1 and 2.

Areas of Study

Effective Coaching Practices: this area of study focuses on the roles, responsibilities and effectiveness of a coach through looking at coaching pathways, accreditation, skills and behaviours. Students apply these skills by coaching a team.

Physically Active Lifestyles: this area of study focuses on the range of physical activity options available in the community. Health benefits of participation in regular physical activity and the consequences of inactivity and sedentary behaviour are explored. The dimensions of the National Physical Activity Guidelines from an Australian perspective are also investigated.
<table>
<thead>
<tr>
<th>Unit 1 Outcomes</th>
<th>Unit 2 Outcomes</th>
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</table>
| On completion of this unit students should be able to:  
  • Collect and analyse information and participate in practical activities to explain the functions of the musculoskeletal, cardiovascular, respiratory and energy systems that enable human movement.  
  • Collect and analyse information and participate in practical activities to explain how to develop and refine movement through the application of biomechanical principles.  
  • Analyse collected research data from practical activities to explain technological advances in sport or observe, demonstrate and explain strategies and techniques used to prevent and rehabilitate sports injuries. | On completion of this unit students should be able to:  
  • Demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range skill learning principles used by a coach.  
  • Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour and create and implement strategies that promote adherence to the activity guidelines.  
  • Interpret game plays incorporating tactics and strategies or assessing physical activity levels in a population and the promotion of a setting-based program. |
| Unit 1 Assessment Tasks | Unit 2 Assessment Tasks |
| Assessment is based on the satisfactory completion of the outcomes specified for the unit.  
  1. Assessment tasks for this unit are selected from the following:  
    • Practical laboratory report linking key knowledge and key skills to practical activity.  
    • Case study analysis.  
    • Data analysis.  
    • Critically reflective folio/diary of participation in practical activities.  
    • Visual presentation such as graphic organiser, concept/mind map, annotated poster, presentation file.  
    • Multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction.  
    • Physical simulation or model.  
    • Oral presentation such as podcast, debate  
    • Written report.  
    • Test. | Assessment is based on the satisfactory completion of the outcomes specified for the unit.  
  1. Assessment tasks for this unit are selected from the following:  
    • Practical laboratory report linking key knowledge and key skills to practical activity.  
    • Case study analysis.  
    • Data analysis.  
    • Critically reflective folio/diary of participation in practical activities.  
    • Visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file.  
    • Multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction.  
    • Physical simulation or model.  
    • Oral presentation such as podcast, debate  
    • Written report  
    • Test. |
Unit 3: Physical Activity Participation and Physiological Performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students study and apply the social-ecological model to identify a range of Australian strategies used to promote physical activity in conjunction with the National Guidelines. The contribution and interplay of energy systems, fatigue and promotion of recovery are also studied.

Areas of Study

1. **Monitoring and Promotion of Physical Activity**: subjective and objective methods for assessing Physical Activity and sedentary levels are explored, whereby students analyse the advantages and limitations of each of these methods. Students use the Social-Ecological model to critique various strategies aimed at increasing Physical Activity within the population.

2. **Physiological Responses to Physical Activity**: explores the various systems and mechanisms associated with the energy required for human movement. The cardiovascular, respiratory and muscular systems are considered. Through practical activities students explore the relationship between the energy systems, fatigue and oxygen supply to the working muscles.

Unit 4: Enhancing Performance

In this unit, students undertake a selected activity analysis to investigate the essential fitness components. They design and participate in a training program aimed to improve or maintain these components. Nutritional, physiological and psychological strategies aimed at gaining an advantage during competition are critically evaluated.

Areas of Study

1. **Planning, Implementing and Evaluating a Training Program**: components of fitness and assessment from a physiological perspective is considered. Students apply physiological training principles, methods and strategies in order to improve fitness through undertaking a training program.

2. **Performance Enhancement and Recovery Practices**: nutritional, physiological and psychological strategies used to enhance performance and recovery, are explored. Students examine legal and illegal methods of performance enhancement and develop an understanding of different anti-doping codes.
<table>
<thead>
<tr>
<th>Unit 3 Outcomes</th>
<th>Unit 4 Outcomes</th>
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<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
<td>On completion of this unit students should be able to:</td>
</tr>
<tr>
<td>• Analyse individual and population levels of sedentary behaviour and participation in physical activity and evaluate initiative and strategies that promote adherence to the National Physical Activity Guidelines.</td>
<td>• Plan, implement and evaluate training programs to enhance specific fitness components.</td>
</tr>
<tr>
<td>• Use collected data from practical activities to analyse how the major body and energy systems work together enabling movement, and explain the fatigue mechanisms and recovery strategies.</td>
<td>• Analyse and evaluate strategies designed to enhance performance or promote recovery.</td>
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</table>

<table>
<thead>
<tr>
<th>Unit 3 School Assessed Coursework</th>
<th>Unit 4 School Assessed Coursework</th>
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<tbody>
<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
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</tr>
<tr>
<td>1. A response in one or more of the following forms, which focuses on strategies aimed at increasing physical activity levels:</td>
<td>1. A written report that includes a plan and evaluation of a six-week training program with reference to an activity analysis, fitness testing and a training diary, designed to enhance specific fitness components.</td>
</tr>
<tr>
<td>• Practical laboratory report.</td>
<td>2. A response in one or more of the following formats, which links chronic adaptations of the cardiovascular, respiratory and muscular systems to training methods and improved performance:</td>
</tr>
<tr>
<td>• Case study analysis.</td>
<td>• Case study analysis.</td>
</tr>
<tr>
<td>• Data analysis.</td>
<td>• Data analysis.</td>
</tr>
<tr>
<td>• Critically reflective folio/diary of participation in practical activities.</td>
<td>• Critically reflective folio/diary of participation in practical activities.</td>
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<tr>
<td>• Visual presentation.</td>
<td>• Practical laboratory report.</td>
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<tr>
<td>• Multimedia presentation.</td>
<td>• Visual presentation.</td>
</tr>
<tr>
<td>2. A response in one or more of the following forms, which focuses on the acute effects that physical activity has on the cardiovascular, respiratory and muscular systems of the body:</td>
<td>• Test.</td>
</tr>
<tr>
<td>• Practical laboratory report.</td>
<td>3. A response in one or more of the following formats, which identifies and evaluates various strategies and practices that are used to enhance performance:</td>
</tr>
<tr>
<td>• Case study analysis.</td>
<td>• Practical laboratory report.</td>
</tr>
<tr>
<td>• A data analysis.</td>
<td>• Case study analysis.</td>
</tr>
<tr>
<td>• Critically reflective folio/diary of participation in practical activities.</td>
<td>• Data analysis.</td>
</tr>
<tr>
<td>• Visual presentation.</td>
<td>• Data analysis.</td>
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<tr>
<td>• Test.</td>
<td>• Media analysis.</td>
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<tr>
<td>3. A practical laboratory report analysing the relative contribution of the energy systems and associated fatigue mechanisms and recovery strategies used in various activities.</td>
<td>• Test.</td>
</tr>
</tbody>
</table>
Assessment

School Assessed Coursework: Unit 3 - 25%, Unit 4 - 25%.

Written Examination: students are required to complete a set of multiple choice and short answer questions under examination conditions. This examination is completed without the use of technology.

This task contributes 50% to the final study score.
For everything that was written in the past, was written to teach us, so that through endurance and the encouragement of the Scriptures we might have hope.
Romans 15: 4

**HISTORY – TWENTIETH CENTURY**

**UNIT 1 and 2**

**Unit 1: Twentieth Century History 1900-1945**

This unit studies the period 1900-1945, with a focus on the economic, political and social change and conflict that took place within this time period, as well as the different cultural expressions that developed. The unit explores the impact that world War I and II had with specific reference to the rise of Nazism in Germany and the Holocaust. This period saw patterns of daily life change as a result of these political and social developments.

**Areas of Study**

1. **Crisis and Conflict**: focusing on the circumstances surrounding the collapse of traditional established orders and the emergence of new political movements and ideologies, particularly Nazism.
2. **Social Life**: an examination of changes in social life and values in the first half of the twentieth century.
3. **Cultural Expression**: focusing on cultural expression that developed and changed in this period.

**Unit 2: Twentieth Century History 1945-2000**

This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

**Areas of Study**

1. **Ideas and Political Power**: examines arenas of conflict in the second half of the twentieth century based on competing ideologies, (Capitalism V Communism) including the ways in which these competing ideologies represented themselves and the outcome of completion between the ideologies.
2. **Movements of the People**: examines movements that challenged political, social and economic structures (eg Racism and Apartheid). Reasons for the challenge, how groups expressed their view culturally and politically, and their reactions and responses to the challenge.
3. **Issues for the Millennium**: examines the patterns of social life experienced by a community in the last decades of the Twentieth Century. Factors that brought about change in the experience of the community (eg international, regional or local events, technological developments and /or environmental change), the way in which the community responded and were affected by these events will be considered.
<table>
<thead>
<tr>
<th>Unit 1 Outcomes</th>
<th>Unit 2 Outcomes</th>
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<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
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</tr>
<tr>
<td>• Analyse and explain the development and impact of a political crisis and conflict in the period 1900 – 1945</td>
<td>• Analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems</td>
</tr>
<tr>
<td>• Analyse and discuss patterns of social life and the factors that influenced these changes in the first half of the century</td>
<td>• Evaluate the impact of post war challenges to establish social and political power</td>
</tr>
<tr>
<td>• Analyse the relationships between the historical context and a cultural expression from 1900 – 1945</td>
<td>• Analyse issues faced by communities arising from political, economic or technological change</td>
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<table>
<thead>
<tr>
<th>Unit 1 Assessment Tasks</th>
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<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
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<tr>
<td>1. Assessment tasks for this unit are selected from the following:</td>
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</tr>
<tr>
<td>• Essays</td>
<td>• Essays</td>
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<tr>
<td>• Research reports</td>
<td>• Research reports</td>
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<tr>
<td>• Film reviews</td>
<td>• Film reviews</td>
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<tr>
<td>• Analytical exercises</td>
<td>• Analytical exercises</td>
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<tr>
<td>• Oral presentations</td>
<td>• Oral presentations</td>
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</table>
Unit 3: Australian History – Imagining Australia

This unit focuses on the European experience in Australia from the early years of the Port Phillip District (later Victoria) through the nineteenth century and up to the eve of World War I. The study introduces students to the visions and ideas which underpinned colonial society and examines the ways in which they changed over the colonial period, especially under the impetus of significant events such as the discovery of gold and the Eureka rebellion. The underlying visions will also be explored in relation to their impact on those who lived in the Port Phillip District, including the Indigenous people.

Areas of Study

1. **A New Land: Port Phillip District, 1830-1860**: explain the motives and hopes underlying the settlement of the Port Phillip District (later the colony of Victoria) up to 1860, and the impact on the Indigenous population.

2. **Nation, Race and Citizen, 1888-1914**: analyse the vision of nationhood that underpinned the concepts of citizenship, and evaluate its implementation in the early years of the new nation.

Unit 4: Australian History

This unit continues the exploration of the ideas and visions underpinning Australian society by offering students the opportunity to examine a time when these visions were under threat. They may choose to focus on World War I, The Depression or World War II. The emphasis is on the ways in which Australians responded to the particular threats and whether this led to a rethinking of old certainties. Students will also examine the impact of these experiences on change and social cohesion. The study concludes with an examination of changing Australian attitudes in relation to a number of issues that have been debated in the latter decades of the twentieth century, among them Indigenous rights, the environment, immigration and involvement in war.

Areas of Study

1. **Testing the New Nation: 1914-1950**: analyse the ways in which Australians acted in response to a significant crisis faced by the country: World War Two.

Unit 3 Outcomes

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

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

Unit 3 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Analysis of visual and/or written documents relating to the colonial experience: students will analyse a painting, drawing or a map depicting the impact of Europeans in the Port Phillip District, and the impacts of the 1850s.
2. Essay: students will complete a formally structured essay which develops an argument and uses evidence to analyse the vision of nationhood and evaluates its implementation.

Unit 4 Outcomes

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

• Analyse the ways in which Australians acted in response to a significant crisis faced by the country: World War Two
• Evaluate the extent to which changing attitudes are evident in Australians’ reactions to the nation’s involvement in the Vietnam War, 1965 compared with 1970

Unit 4 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Research Report on the actions of various Australian groups and individuals in response to World War Two.
2. Historiographical Exercise using both documents from the time, and the interpretations of historians, to compare changes between in public attitudes between 1965 and 1970.

Assessment

School Assessed Coursework: Unit 3 - 25%, Unit 4 - 25%

Written Examination: the examination paper will include questions which refer to written and/or visual representations and/or historians’ commentaries or interpretations. Students will complete the examination under examination conditions using a question and answer booklet. This examination is completed without the use of technology.

This task contributes 50% to the final study score.
Unit 3: The American Revolution

Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgements of the history of revolutions.

Areas of Study

1. **Revolutionary Ideas, Leaders, Movements and Events**: American Revolution 1763 to 1776 (end of French and Indian War in 1763 to the Declaration of Independence in 1776).

2. **Creating a New Society**: French Revolution 5 August 1789 to Year 111 (1795) (Declaration of the Rights of Man and Citizen to the dissolution of the Convention Year 111).

Unit 4: The French Revolution

Revolutions in history have been reconsidered and debated by historians. The study of a revolution should consider differing perspectives and the reasons why different groups have made different judgements of the history of revolutions.

Areas of Study

1. **Revolutionary Ideas, Leaders, Movements and Events**: French Revolution 1781 to 4th August 1789 (Necker’s CompteRendu to the 4th August 1789).

2. **Creating a New Society**: French Revolution 5 August 1789 to Year 111 (1795) (Declaration of the Rights of Man and Citizen to the dissolution of the Convention Year 111).
<table>
<thead>
<tr>
<th>Unit 3 Outcomes</th>
<th>Unit 4 Outcomes</th>
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</thead>
<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
<td>On completion of this unit students should be able to:</td>
</tr>
<tr>
<td>- Evaluate the role of ideas, leaders, movements and events in the development of the revolution</td>
<td>- Evaluate the role of ideas, leaders, movements and events in the development of the revolution</td>
</tr>
<tr>
<td>- Analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3 School Assessed Coursework</th>
<th>Unit 4 School Assessed Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
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</tr>
<tr>
<td>1. Research Report: students are to research the experience of a group or an individual in the new society and evaluate the extent to which life had changed since the old regime. Length: 1000 words</td>
<td>1. Historiographical Exercise: students are required to examine how specific challenges facing the emerging society have been interpreted over time.</td>
</tr>
<tr>
<td>2. Document Analysis: students will be given a range of documents that may include print, graphic and/or film, and analyse the role of a key individual, group or event in the revolution. Length: 700-1000 words.</td>
<td>2. Essay: students are to develop an argument examining the importance of, ideas, movements, leaders and events in the development of the French Revolution.</td>
</tr>
</tbody>
</table>

**Assessment**

**School Assessed Coursework:** Unit 3 - 25%, Unit 4 – 25%.

**Written Examination:** All the key knowledge and skill that underpin the outcomes of Units 3 and 4 are examinable. The duration of the exam is two hours and undertaken at the end of the year.

**This task contributes 50% to the final study score.**
Unit 1: Texts in Traditions

This unit examines the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. This unit explores the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition. The discovery of meaning in a religious text is known as exegesis. This unit introduces the student to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition. This unit also explores how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting.

Areas of Study

1. Exploring Literary Texts - This area of study focuses on how texts function as literature in themselves and as part of a wider body of religious writing.
2. The formation and exegesis of a text - This area of study focuses on the cultural setting in which the tradition has placed selected texts and on the meaning which the founding tradition attached to the texts.
3. Later uses and interpretations of sacred texts - This area of study focuses on interpretations of selected texts at points later than the original founding tradition. These interpretations can issue from sources which might carry authority through an instituted teaching office, scholarship, or charismatic leadership, or artistic insight. These later interpretations may be modern or from an earlier point in history.

Unit 2: Texts in Society

In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. Therefore, the texts selected for study should be potential sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political institutions.

For the investigation students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them. In this unit, students also compare how texts from different religious traditions treat common social themes.

Areas of Study

1. Sacred texts in the past – To understand a sacred text, it should, if possible, be seen in its historical context. Sacred texts are the products of certain times and places. While certain themes are universal and timeless, it is important to understand the social contexts in which texts have evolved.
2. **Sacred texts today** – Sacred texts have an impact on the attitudes and values of people living today. This impact can be felt directly by individuals as they read the texts, and it can be felt through various aspects of the traditions themselves. Religious traditions today refer to sacred texts for guidance. In varying degrees, the texts are seen as authoritative and as providing sources of debate, inspiration, guidance or instruction, for example on issues such as ecology, racism or other social questions.

3. **Comparing religious traditions** – Misunderstanding and conflict is sometimes generated by the way different religious traditions view each other and their perceived relationship with each other. An understanding of the content of the sacred texts of each tradition on common social issues may encourage tolerance and acknowledgment of differences. Examples of common social issues are social structures, justice, authority, ecology, gender roles. Students may select other important social issues that are of particular interest to them.

<table>
<thead>
<tr>
<th>Unit 1 Outcomes</th>
<th>Unit 2 Outcomes</th>
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</thead>
<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
<td>On completion of this unit students should be able to:</td>
</tr>
<tr>
<td>• recognise and explain different literary forms and analyse their role within a</td>
<td>• understand the origin and development of selected texts that express a tradition’s relationship to society.</td>
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<tr>
<td>tradition’s scriptures.</td>
<td>• understand the type of authority that a tradition attributes to its sacred texts, and how these texts affect the tradition’s understanding of its relationship to society today.</td>
</tr>
<tr>
<td>• apply basic exegetical methods against the cultural background in which the</td>
<td>• discuss the similarities and differences between the ways sacred texts of two or more religious traditions view a particular social theme.</td>
</tr>
<tr>
<td>texts are located.</td>
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<tr>
<td>• discuss understandings and interpretations of sacred text.</td>
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<table>
<thead>
<tr>
<th>Unit 1 School Assessed Coursework</th>
<th>Unit 2 School Assessed Coursework</th>
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<tbody>
<tr>
<td>Assessment tasks for this unit are chosen from the following:</td>
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</tr>
<tr>
<td>• summaries;</td>
<td>• summaries;</td>
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<tr>
<td>• textual commentaries;</td>
<td>• textual commentaries;</td>
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<tr>
<td>• essays;</td>
<td>• essays;</td>
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<tr>
<td>• oral presentations; where appropriate, supported by multimedia presentations;</td>
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</tr>
<tr>
<td>• short reports;</td>
<td>• short reports;</td>
</tr>
<tr>
<td>• exegetical exercises;</td>
<td>• comparative tables</td>
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<tr>
<td>• comparative tables;</td>
<td>• short-answer questions.</td>
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<tr>
<td>• short-answer questions.</td>
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</tbody>
</table>
LOTE FACULTY

Indonesian (Second Language) Units 1 and 2
Indonesian (Second Language) Units 3 and 4
Units 1 and 2
The areas of study for Indonesian (Second Language) comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes. The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

The focus of these units is to provide the opportunity to build on what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Areas of Study

Students will study the following themes and topics:

1. Careers.
2. Teen Problems.
3. The Role of Women.
4. Western Influences.
5. Health and Traditional Medicine.

The Study of Indonesian (Second Language) comprises of themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The grammar, vocabulary, text types and kinds of writing are linked, both to each other and to the themes and topics.
On completion of this unit students should be able to:
- Establish and maintain a spoken or written exchange related to personal areas of experience
- Listen to, read and obtain information from written and spoken texts
- Produce a personal response to a text focussing on real or imaginary experience

On completion of this unit students should be able to:
- Participate in a spoken exchange related to making arrangements and completing transactions
- Listen to, read, extract and use information and ideas from spoken and written texts
- Give expression to real or imaginary experience in written form

### Unit 1 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. The student will complete a range of tasks from the following list to demonstrate their knowledge and understanding of the outcomes:
   - Informal Conversation.
   - Create a brochure or advertisement.
   - Listen to a spoken text to obtain information to complete notes, charts or tables in Indonesian or English.
   - Oral presentation, stating opinions emphatically.
   - A review, discussing and comparing information.
   - A written imaginative article.

### Unit 2 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. The student will complete a range of tasks from the following list to demonstrate their knowledge and understanding of the outcomes:
   - Prepare a formal letter/email/fax.
   - Prepare a role-play.
   - Conduct an interview.
   - Listen to spoken text and recognise information and ideas in a different text type.
   - Prepare a journal entry.
   - Prepare a personal account.
   - Prepare a short story.
INDONESIAN

UNITS 3 and 4

Areas of Study

Students will study the following themes and topics.

1. The Individual
2. The Indonesian Speaking Community
3. The Changing World

For each theme there is a set of prescribed topics and suggested sub topics.

1. **Text Types**: Students are expected to become familiar with a wide range of text types. They may be asked to produce any one the following text types in the final exam; article, conversation, discussion, formal letter, informal letter, interview script, journal entry, message, postcard, presentation/talk script, report, short story.

2. **Writing**: Students are expected to be able to produce the following five kinds of writing; personal, informative, persuasive, evaluative and imaginative.

3. **Vocabulary**: Students should acquire relevant vocabulary throughout the course and are expected to learn to use an Indonesian/English dictionary confidently and effectively.

4. **Grammar**: Students are expected to become familiar with and learn to use the specific grammatical
### Unit 3 Outcomes

On completion of this unit students should be able to:
- Express ideas through the production of original text.
- Analyse and use information from spoken texts.
- Exchange information, opinions and experiences.

### Unit 4 Outcomes

On completion of this unit students should be able to:
- Analyse and use information from written texts.
- Respond critically to spoken and written texts which reflect aspects of the language and culture of Indonesian speaking communities.

### Unit 3 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. A 250 word personal or imaginative written piece.
2. Response to specific questions, messages or instructions, extracting and using information requested.
3. A three to four minute role-play, focusing on the resolution of an issue. This task contributes 40% to the SAC score in this unit.

### Unit 4 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. A response to specific questions, messages or instructions, extracting and using information.
2. A 250-300 word informative, persuasive or evaluative written response, for example, report, comparison or review.
3. A three to four minute interview on an issue related to texts studied.

### Assessment

**School Assessed Coursework:** Unit 3 - 25 %, Unit 4 - 25 %

**Oral examination:** this consists of two sections, Conversation and Discussion.  
**This task contributes 12.5% of the final study score.**

**Written examination:** this consists of three sections, Listening and Responding, Reading and Responding and Writing in Indonesian.  
**This task contributes 37.5% of the final study score to this subject.**
MATHEMATICS FACULTY

Mathematics – Possible Courses

General Mathematics (Further) Units 1 and 2
Further Mathematics Units 3 and 4

General Mathematics (Specialist) Units 1 and 2
Specialist Mathematics Units 3 and 4

Mathematical Methods (CAS) Units 1 and 2
Mathematical Methods (CAS) Units 3 and 4

He determines the number of the stars and calls them each by name. Great is our Lord and mighty in power; his understanding has no limit. Psalm 147: 4

For by him all things were created: all things in heaven and on earth; all things were created by him and for him. He is before all things and in him all things hold together. Colossians 1: 16, 17
MATHEMATICS – POSSIBLE COURSES

1. Engineering, Science Engineering Courses

   **UNITS 1 AND 2**
   
   MATHEMATICAL METHODS (CAS)
   
   AND
   
   GENERAL MATHEMATICS (SPECIALIST)

   **UNITS 3 AND 4**
   
   MATHEMATICAL METHODS (CAS)
   
   AND
   
   SPECIALIST MATHEMATICS

2. Economics, Accounting, Science Courses

   **UNITS 1 AND 2**
   
   MATHEMATICAL METHODS (CAS)
   
   AND
   
   GENERAL MATHEMATICS (SPECIALIST)

   **UNITS 3 AND 4**
   
   MATHEMATICAL METHODS (CAS)
   
   OR
   
   FURTHER MATHEMATICS

3. Business, Accounting Courses

   **UNITS 1 AND 2**
   
   MATHEMATICAL METHODS (CAS)

   **UNITS 3 AND 4**
   
   MATHEMATICAL METHODS (CAS)
   
   OR
   
   FURTHER MATHEMATICS

4. General Course

   **UNITS 1 AND 2**
   
   GENERAL MATHEMATICS (FURTHER)

   **UNITS 3 AND 4**
   
   FURTHER MATHEMATICS
Units 1 and 2
This is a general mathematics course designed specifically for those students who intend to complete Further Mathematics Units 3 and 4 in Year 12. The study aims to consolidate the knowledge gained in Years 7 – 10 and provide a sound base for further study. Extensive use is made of TI-Inspire Graphic Calculators, together with the use of spreadsheets and graphing packages.

Unit 1

Areas of Study
1. **Data Analysis and Simulation**: covering categorical and numerical data, data displays and their interpretation, measures of central tendency and spread and boxplots, scatter plots, correlation and regression, categorical and numerical data, and data displays and their interpretation.
2. **Graphs of Linear and Non-linear Relations**: covering solving of linear equations and in equations, graphs and values of gradients and intercepts, simple applications of linear modelling and lines of best fit.
3. **Decision and Business Mathematics**: covering the representation of information in matrix form and its arithmetic, undirected graphs, Euler and Hamiltonian paths, network flows, critical path theory and allocation problems.

Unit 1 Topics:
- Univariate Data
- Linear Graphs and Models
- Linear Relations and Equations
- Bivariate Data
- Networks

Unit 2

Areas of Study
1. **Geometry and Trigonometry**: covering mensuration (angle, length, area, surface area and volume), solving of right-angled triangles with trigonometric ratios, two dimensional applications including angles of elevation and depression, areas of triangles, and solution of triangles using the sine and cosine rules.
2. **Arithmetic**: covering the structure and form of matrices, identity matrices, equivalent matrices, scalar multiplication, matrix arithmetic of addition, subtraction and multiplication and suitable applications of matrices; and arithmetic and geometric sequences and series.
3. **Decision and Business Mathematics**: covering percentage increase and decrease, discount, simple and
compound interest, appreciation and depreciation and hire purchase.

**Unit 2 Topics:**
- Matrices
- Shape and Measurement
- Trigonometry
- Financial Arithmetic

<table>
<thead>
<tr>
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<tr>
<td>- 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.</td>
<td>- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.</td>
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<td>- Able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.</td>
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<tr>
<th>Unit 1 Assessment Tasks</th>
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<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
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<tr>
<td>The student will complete a range of tasks from the following list to demonstrate their knowledge and understanding of the outcomes:</td>
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</tr>
<tr>
<td>1. Assignments.</td>
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</tr>
<tr>
<td>3. Summary or review notes.</td>
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</tr>
<tr>
<td>4. Projects</td>
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<tr>
<td>5. Short written responses;</td>
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</tr>
<tr>
<td>6. Problem-solving tasks;</td>
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</tbody>
</table>
Units 3 and 4

This study is designed for those students with a general interest in mathematics as well as providing a sound base for those students intending to undertake tertiary studies in the education and health science fields. As this course utilizes Computer Algebra Systems (CAS), students are required to have a TI-inspire CAS calculator.

Further Mathematics consists of a compulsory core area of study ‘Data Analysis’ and then a selection of three from six modules in the ‘Applications’ area of study.

Areas of Study

Unit 3 Topics
- Univariate Data
- Bivariate Data
- Correlation and Regression
- Time Series
- Networks

Unit 4 Topics
- Matrices
- Trigonometry and its Applications

Core Content - Further Mathematics consists of a compulsory core and a selection of three from the six optional modules.

1. **Geometry and Trigonometry**: covering similarity, trigonometry of triangles, and applications of this material to orienteering, navigation and surveying.

2. **Matrices**: using matrices to represent information and their applications.


Data Analysis: covering univariate and bivariate data, correlation and regression, and time series.

Unit 3 comprises the ‘Data Analysis’ area of study and one of the selected modules from the ‘Applications’ area of study. Unit 4 comprises the other two selected modules from the ‘Applications’ area of study.

Applications Modules - The ‘Applications’ area of study modules are:
The appropriate use of technology to support and develop the teaching and learning of Mathematics is incorporated throughout the units.

### Unit 3 Outcomes
On completion of this unit students should be able to:
- Define and explain key terms and 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.
- Use mathematical concepts and skills developed in the ‘Data analysis’ area of study to analyse a practical and extended situation, and interpret and discuss the outcomes of this analysis in relation to key features of that situation.

### Unit 3 School Assessed Coursework
Assessment is based on the satisfactory completion of the outcomes specified for the unit.
1. Application Task: students will complete an extended statistical analysis of data.
2. Analysis Task 1 – Networks and Decision Mathematics: students will complete a set of application questions requiring extended response analysis.

### Unit 4 Outcomes
On completion of this unit students should be able to:
- Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in the area of study ‘Data analysis’ and the selected module from the ‘Applications’ area of study.

### Unit 4 School Assessed Coursework
Assessment is based on the satisfactory completion of the outcomes specified for the unit.
1. Analysis Task 2 – Matrices: students will complete an assignment covering a range of analysis questions.
2. Analysis Task 3 – Geometry and Trigonometry: students will complete an assignment covering a range of analysis questions.

### Assessment

**School Assessed Coursework: Unit 3 – 20%, Unit 4 – 14%.**

**Written Examination 1:** students are required to complete a set of multiple-choice questions and short answer questions covering the core and optional modules chosen. This task will be completed under examination conditions. **This task contributes 33% to the final study score.**
**Written Examination 2:** students are required to complete four extended answer questions, one from the core unit and one from each of the optional modules chosen. This task contributes 33% to the final study score.

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**GENERAL MATHEMATICS – SPECIALIST**

**UNITS 1 and 2**

**Units 1 and 2**

This course is intended to provide a solid introduction and grounding in the mathematics required for the combination of Mathematical Methods (CAS) and Specialist Mathematics in Units 3 and 4. The specific focus of this course will be the application of mathematics to science and engineering fields. Students should be maintaining at least an “A” grade average in Year 10 Mathematics (Advanced) to consider undertaking this course.

**Unit 1**

**Areas of Study**

1. **Arithmetic:** covering matrices, integers, rational and irrational number systems.
2. **Algebra:** covering linear relations and equations.
3. **Graphs of linear and non-linear relations:** covering polar coordinates and polar graphs.
4. **Geometry and Trigonometry:** covering trigonometric ratios and their applications.

**Unit 1 Topics**

- Algebra
- Integer and Rational Number Systems
- Trigonometric Ratios and Their Applications
- Matrices

**Unit 2**

**Areas of Study**

1. **Arithmetic:** covering the complex number system.
2. **Graphs of Linear and Non-Linear Relations:** covering kinematics and dynamics and graphical representation of circles, ellipses, parabolas and hyperbolas.
3. **Geometry and Trigonometry:** covering vectors and advanced trigonometry.

**Unit 2 Topics**

- Vectors
- Real and Complex Number Systems
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
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</tr>
<tr>
<td>• 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.</td>
<td>• Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.</td>
</tr>
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<td>• Able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.</td>
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<tr>
<td>Unit 1 Assessment Tasks</td>
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</tr>
<tr>
<td>The student will complete a range of tasks from the following list to demonstrate their knowledge and understanding of the outcomes:</td>
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</tr>
<tr>
<td>10. Summary or review notes.</td>
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</tr>
<tr>
<td>11. Projects</td>
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</tr>
<tr>
<td>12. Short written responses;</td>
<td>12. Short written responses;</td>
</tr>
<tr>
<td>13. Problem-solving tasks;</td>
<td>13. Problem-solving tasks;</td>
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</tbody>
</table>
This study is designed for those students with a strong interest in mathematics and those intending to pursue mathematics at tertiary level. The course has a definite focus towards the mathematics required for engineering and science engineering and as such students should be maintaining at least an “A” grade average in Mathematical Methods (CAS) Units 1 and 2 to consider undertaking this course. It is also advisable that students have completed General Mathematics (Specialist) Units 1 and 2 as significant preparatory material is covered in these units. As this course utilizes Computer Algebra Systems (CAS), students are required to have a TI-inspire CAS calculator.

Areas of Study

1. **Functions, Relations and Graphs**: covering sums of simple power functions, reciprocal functions of quadratic functions and circular functions, inverse circular functions, relations representing circles, ellipses and hyperbolas.

2. **Algebra**: covering complex numbers and partial fractions.

3. **Calculus**: covering differential and integral calculus, integration techniques, applications of integration, differential equations and kinematics.

4. **Vectors**: covering the arithmetic and algebra of vectors, resolution of vectors into components, scalar product and vector calculus.

5. **Mechanics**: covering statics and an introduction to Newtonian mechanics, for both constant and variable acceleration.

Unit 3 Topics

- Coordinate Geometry
- Vectors
- Trigonometric Functions
- Complex Numbers
- Differential Calculus
- Integral Calculus and Applications
### Unit 4 Topics
- Differential Equations
- Kinematics
- Vector Calculus
- Mechanics

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<table>
<thead>
<tr>
<th>Unit 3 Outcomes</th>
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<tbody>
<tr>
<td>On the completion of each unit students should be able to:</td>
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</tr>
<tr>
<td>- Define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.</td>
<td>- Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics.</td>
</tr>
<tr>
<td>- Able to use technology as applicable in the solution of problems, as well as apply routines and procedures by hand.</td>
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<tr>
<th>Unit 3 School Assessed Coursework</th>
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<tbody>
<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
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</tr>
</tbody>
</table>
| 1. Analysis Task 1: students will complete an assignment covering a range of analysis questions from the Vectors, Trigonometric Functions and Complex Numbers topics.  
2. Analysis Task 2: students will complete a set of application questions requiring extended response analysis. | 1. Test 1: students will complete a Test on a range of topics.  
2. Application Task: students will complete an extended investigation.  
3. Test 2: students will complete a Test on a range of topics. |
Assessment

School Assessed Coursework: Unit 3 – 14%, Unit 4 – 20%.

Written Examination 1: students are required to complete a set of short answer questions under examination conditions. This examination is completed without the use of technology. This task contributes 22% to the final study score.

Written Examination 2: students are required to complete a set of multiple-choice questions and extended response questions under examination conditions. This examination is completed with the use of technology. This task contributes 44% to the final study score.

MATHEMATICAL METHODS (CAS) | UNITS 1 and 2

Units 1 and 2

This study is designed for those students with a general interest in mathematics as well as providing a sound base for those students intending to undertake studies in the science and engineering fields. The concepts of functions and graphs and calculus form the major part of the material covered. This course also provides a good introduction to Mathematical Methods and Specialist Mathematics that are taken at Units 3 and 4 level. Students should be maintaining at least a “B” grade average in Year 10 Mathematics (Advanced) to consider undertaking this course. As this course utilizes Computer Algebra Systems (CAS), students are required to have a TI-inspire CAS calculator.

Unit 1

Areas of Study

1. **Functions and Graphs**: this area of study covers the graphical representation of functions and the study of key features of graphs of functions.
2. **Algebra**: the algebra of simple polynomial functions such as linear, quadratic and cubic functions to generalise and analyse properties of functions and their graphs.
3. **Rates of Change and Calculus**: this area of study introduces an intuitive understanding of instantaneous rate of change through familiar situations, and through a graphical and numerical approach to the measurement of rates of change.
4. **Probability**: an introduction to basic probability theory.
### Unit 1 Topics
- Linear Graphs and Equations
- Polynomial and Power Functions
- Functions and Relations
- Rates of Change
- Probability

### Unit 2
#### Areas of Study
1. **Functions and Graphs**: this area of study covers the graphical representation of functions. This unit focuses on simple trigonometric, exponential and logarithmic functions.
2. **Algebra**: the algebra of polynomial, trigonometric, exponential and logarithmic functions to generalise and analyse properties of functions and their graphs.
3. **Rates of Change and Calculus**: covering the differentiation and anti-differentiation of polynomial and power functions.
4. **Probability**: this area of study covers introductory combinatorics, applications of permutations and combinations to probability and transition matrices.

#### Unit 2 Topics
- Differential Calculus
- Applications of Differentiation
- Circular Function
- Exponential and Logarithmic Functions
- Combinatorics and Applications

### Unit 1 Outcomes
On completion of this unit student should be able to:
- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

### Unit 2 Outcomes
On completion of this students should be able to:
- select and use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### Unit 1 Assessment Tasks
Assessment is based on the satisfactory completion of the outcomes specified for the unit.
- 1. Assignments.
- 3. Summary or review notes.

### Unit 2 Assessment Tasks
Assessment is based on the satisfactory completion of the outcomes specified for the unit.
- 1. Projects.
- 2. Short written responses.
Units 3 and 4

This study is designed for those students with a keen interest in mathematics, and provides a sound base for studies in mathematics at tertiary level. It is strongly recommended that students wishing to attempt these units have satisfactorily completed Mathematical Methods (CAS) Units 1 and 2. Students should be maintaining at least a “B” grade average in Mathematical Methods (CAS) Units 1 and 2 to consider undertaking this course. It would also be beneficial for students to have completed Units 1 and 2 of General Mathematics (Specialist.) As this course utilizes Computer Algebra Systems (CAS), students are required to have a TI-inspire CAS calculator.

Areas of Study

Functions and Graphs: covering the behaviour of functions of a single real variable.

Algebra: covering the algebra of functions and the solutions of equations.

Calculus: covering the analysis of properties of functions by their rates of change, rules of differentiation, applications of differentiation, properties of integrals, and the application of integration to finding the area under a curve.

Probability: covering discrete and continuous random variables and their applications.

Unit 3 Topics
- Algebraic Techniques
- Functions and their Graphs
- Differential Calculus
### Applications of Calculus

#### Unit 4 Topics
- Integral Calculus
- Discrete Random Variables
- Continuous Random Variables

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<table>
<thead>
<tr>
<th>Unit 3 Outcomes</th>
<th>Unit 4 Outcomes</th>
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</thead>
<tbody>
<tr>
<td>On completion of each unit students should be able to:</td>
<td>On completion of each unit students should be able to:</td>
</tr>
<tr>
<td>- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.</td>
<td>- Select and appropriately use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.</td>
</tr>
<tr>
<td>- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Unit 3 School Assessed Coursework</th>
<th>Unit 4 School Assessed Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
</tr>
<tr>
<td>1. Test 1: students will complete a Test on the Functions and Graphs topic.</td>
<td>1. Analysis Task 1: students will complete an assignment covering a range of analysis questions</td>
</tr>
</tbody>
</table>
2. Application Task: students will complete an extended investigation on Functions and Calculus.
3. Test 2: students will complete a Test on the Differential Calculus topic.

Assessment

School Assessed Coursework: Unit 3 – 20%, Unit 4 – 14%.

Written Examination 1: students are required to complete a set of short answers under examination conditions. This examination is completed without the use of technology. This task contributes 22% to the final study score.

Written Examination 2: students are required to complete a set of multiple-choice questions and extended response questions under examination conditions. This examination is completed with the use of technology. This task contributes 44% to the final study score.

PERFORMING ARTS FACULTY

Drama Units 1 and 2
Drama Units 3 and 4
Music Performance Units 1 and 2
Music Performance Units 3 and 4
**DRAMA**

**UNITS 1 and 2**

**Unit 1: Dramatic Storytelling**

This unit focuses on the art of transforming into imagined characters, examining the role and status in characterisation. Origins of performance, from a range of cultures are examined in the particular context. The unit also involves analysis of student performance and professional performance. Film work and an Ensemble performance using Non-naturalistic theatre techniques will be created and performed.

**Areas of Study**

1. **Creating a Devised Performance**: play-making techniques are used to devise and develop an ensemble performance based on a range of stimulus material relevant to the student’s personal cultural and/or community experiences and stories. The play-making techniques are recorded and documented.

2. **Presenting a Devised Performance**: a devised ensemble performance is presented to a live audience based on a range of stimulus material relevant to the student’s personal cultural and/or community experiences and stories.

3. **Analysing a Devised Performance**: the student’s own performance work is observed and analysed. This involves reflection and articulation of work processes and product/s. Students also demonstrate development of understanding of use of expressive skills, stimulus material, theatrical conventions, stagecraft, performance style/s and approaches to character development through use of drama terminology.
4. Analysing Drama Performances Presented by Other Practitioners: a performance is observed and analysed by professional or other drama practitioners. Drama performances by students enrolled at school cannot be analysed for this outcome. Students use language of drama to describe, analyse and evaluate drama performance.

**Unit 2: Creating Australian Drama**

This area of study involves the workshopping of Australian scripts and the analysis of Australian drama/film to create a collaborative film project. Students will also study and analyse professional performance and create a Solo Performance.

**Areas of Study**

1. Using Australia as Inspiration: a range of stimulus material is used to create performances based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. The focus is also on documenting and recording the play-making techniques and dramatic processes used to shape and develop this performance work.

2. Presenting a Devised Performance: this involves presenting performances, to an audience, of a devised work based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context.

3. Analysing a Devised Performance: focuses on observation and analysis of a student’s own performance work completed for Outcomes 1 and 2. It involves reflection on, and articulation of, work processes and the work, and demonstrates continuing development in the use of drama terminology.

4. Analysing Australian drama performance: focuses on observation and analysis of a performance by professional or other drama practitioners. Drama performances by students enrolled at school cannot be analysed for this outcome. Students use drama terminology to describe, analyse and evaluate the use of theatrical conventions, performance style/s, and dramatic elements in a drama performance. Where possible the selected work should be an Australian work.

<table>
<thead>
<tr>
<th><strong>Unit 1 Outcomes</strong></th>
<th><strong>Unit 2 Outcomes</strong></th>
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</thead>
<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
<td>On completion of this unit students should be able to:</td>
</tr>
<tr>
<td>• Create and perform a dramatic work using stimuli from their personal culture.</td>
<td>• Use a range of stimulus material to create a performance work based on a person, event, issue or artwork from a contemporary or historical Australian context.</td>
</tr>
<tr>
<td>• Analyse the development and process involved in the creation of their work.</td>
<td>• Analyse the processes involved in the creation of their work.</td>
</tr>
<tr>
<td>• Analyse and evaluate ways in which characters are given form through professional performance.</td>
<td>• Analyse and evaluate a professional performance, especially as to how it relates to Australian Culture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 1 Assessment Tasks</strong></th>
<th><strong>Unit 2 Assessment Tasks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
</tr>
<tr>
<td>1. Drama Journal and Script Work: students document their dramatic processes and refine and edit their scripts in a drama journal.</td>
<td>1. Short Australian Film: students are assessed on their acting and production tasks for a short film.</td>
</tr>
<tr>
<td>2. Ensemble Performance: using elements of non–naturalism, students work in groups to research, improvise, script and perform an ensemble</td>
<td>2. Solo Performance: students are provided with a prescribed structure for the creation of a solo character. Using the given structure, students choose, research and create a 5 minute solo performance.</td>
</tr>
</tbody>
</table>
performance.
3. Ensemble Performance Analysis: students evaluate their processes and the presentation of their ensemble performance using appropriate dramatic language.
4. Professional Performance Analysis: students attend a professional non-naturalistic production and evaluate the use of expressive skills, dramatic elements, theatrical conventions, stagecraft and non-naturalism within the performance.
5. Non Naturalism Improvisations: students will prepare ensemble improvisations which utilise non-naturalism

Professional Performance Analysis: students attend a professional Non-Naturalistic production and evaluate the use of Expressive Skills, Dramatic Elements, Theatrical Conventions, Stagecraft and Non-Naturalism within the performance.

Drama Journal: students document their dramatic process and refine and edit their scripts in a drama journal.

Examination: this written examination will test the students on the knowledge and skills that underpin Unit 1 and 2.

**DRAMA**

**UNITS 3 and 4**

**Unit 3: Ensemble Performance**

This area of study explores non-naturalistic dramatic form through the creation of an ensemble performance drawing on contemporary and/or cultural performance traditions. Non-naturalistic drama uses performance styles that are not dependent on life-like representations of everyday life. These styles can be found in the work of diverse contemporary practitioners and are also used in many non-Western performance traditions and styles. When creating their ensemble performance students consider role and its application to ensemble performance and use the theatrical conventions of disjointed time sequences and transformation of character, place and object. They may also use other theatrical conventions such as heightened use of language, stillness and silence, exaggerated movement, song, pathos, mime, montage and/or caricature. A range of collaborative processes are used to develop and present character/s in the ensemble performance.

**Areas of Study**

1. **Creating and Presenting Ensemble Performance**: explores non-naturalistic dramatic form through the creation of ensemble performance.

2. **Responding to an Ensemble Performance**: students describe, reflect upon, interpret, analyse and evaluate the construction and performance of an ensemble performance. They analyse the selection, use and/or manipulation of play-making techniques, dramatic elements, stagecraft and theatrical conventions. Students also use the language of drama to discuss their own work and to speculate about the dramatic potential of their own and other stimulus material and resources for developing character/s for ensemble performance.
3. **Analysing Non-Naturalistic Performance**: explores a non-naturalistic performance selected from the prescribed play list.

**Unit 4: Solo Performance**

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

**Areas of Study**

1. **Process Used to Create Solo Performances**: This area of study focuses on processes used to create, present and document a short (one to two minute) solo performance.

2. **Creating a solo performance**: involves the development of solo performances from stimulus material, using research, construction and performance technique.

3. **Analysing Solo Performance**: involves an analysis and evaluation of the processes involved in the conception and performance of a solo work.

<table>
<thead>
<tr>
<th>Unit 3 Outcomes</th>
<th>Unit 4 Outcomes</th>
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</thead>
<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
<td>On completion of this unit students should be able to:</td>
</tr>
<tr>
<td>• Develop and present character/s within a non-naturalistic ensemble performance.</td>
<td>• Create and present a short solo performance based on stimulus material, and evaluate the processes used.</td>
</tr>
<tr>
<td>• Analyse play-making techniques used to construct and present ensemble works.</td>
<td>• Create, develop and perform a character or characters within a solo performance in response to a prescribed structure.</td>
</tr>
<tr>
<td>• Analyse and evaluate a non-naturalistic performance selected from the prescribed play list.</td>
<td></td>
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</tbody>
</table>

**Unit 3 School Assessed Coursework**

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Presentation of character(s) within an ensemble performance: using different elements of Non-Naturalism. Students research, improvise script and perform an Ensemble Performance.
2. A written analysis and evaluation of an ensemble performance: students evaluate their Ensemble Performance from process to performance using appropriate dramatic language.
3. A written analysis and evaluation of a professional performance.

**Unit 4 School Assessed Coursework**

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Mini solo: students create a short ‘mini’ solo performance using Non-Naturalistic techniques and prepare a short written report: that describes and analyses processes used to create the performance.
2. A written analysis of solo performance: students evaluate their solo performance from process to performance using appropriate dramatic language.
performance: students attend a professional Non-Naturalistic production and evaluate the use of Expressive Skills, Dramatic Elements, Theatrical Conventions, Stagecraft and Non-Naturalism within the performance.

Assessment

School Assessed Coursework: Unit 3 – 30%, Unit 4 – 10%.

Performance Exam: Students create a seven minute solo performance based on a character from VCAA prescribed structures.
This task contributes 35% to the final study score.

Written Examination: Students answer questions concerning Expressive Skills, Dramatic Elements, Performance Styles and Theatrical Conventions.
This task contributes 25% to the final study score.

MUSIC PERFORMANCE

Unit 1 and 2: Music Performance

The study is designed for students who wish to develop their performance skills in the area of Music and it is achieved in both solo and group performance contexts. In addition, students study and develop skills for presenting effective performance, develop skills in aural comprehension, musical analysis and organisation of sound. Students present solo and group performances, demonstrate prepared technical work and perform previously unseen music.

Areas of Study Unit 1

1. Performance: includes solo and group performance, technical work, interpretation, improvisation and studies of other performers.

2. Performance Technique: includes development and optimisation of technical skills required for performance in both solo and group contexts.

3. Musicianship: includes development of students’ skills in recognition and use of music language relevant to performance, such as interpretation of music notation, written and aural comprehension skills.

Areas of Study Unit 2

1. Performance: includes solo and group performance, technical work, interpretation, improvisation and studies of other performers.

2. Performance Technique: includes development and optimisation of technical skills required for performance in
3. **Musicianship**: includes development of students’ skills in recognition and use of music language relevant to performance, such as interpretation of music notation, written and aural comprehension skills.

4. **Organisation of Sound**: includes using a variety of processes and structures to create original works as a composition or improvisation.

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<table>
<thead>
<tr>
<th>Unit 1 Outcomes</th>
<th>Unit 2 Outcomes</th>
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<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
<td>On completion of this unit students should be able to:</td>
</tr>
<tr>
<td>• Demonstrate developing performance and presentation skills in performing</td>
<td>• Demonstrate developing performance and presentation skills in performing</td>
</tr>
<tr>
<td>contrasting ranges of work in solo and group contexts, selected technical</td>
<td>contrasting ranges of works in solo and group contexts, selected technical</td>
</tr>
<tr>
<td>exercises and unprepared performance.</td>
<td>exercises and unprepared performance.</td>
</tr>
<tr>
<td>• Analyse and evaluate selected skills required and influences on works for</td>
<td>• Analyse and evaluate selected skills required and influences on works for</td>
</tr>
<tr>
<td>performance and approaches to optimise performance of those works.</td>
<td>performance and approaches to optimise performance of those works.</td>
</tr>
<tr>
<td>• Recognise, sing and write scales, intervals and chords; transcribe melodies;</td>
<td>• Recognise, sing and write scales, intervals and chords; transcribe melodies;</td>
</tr>
<tr>
<td>use conventions in</td>
<td>use conventions in</td>
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</tbody>
</table>
chords; transcribe melodies; use conventions in music notation and language; describe how instruments are used in combination; and analyse music works.

- Devise a composition or improvisation that uses music language drawn from analysis of selected works for performance.

<table>
<thead>
<tr>
<th>Unit 1 Assessment Tasks</th>
<th>Unit 2 Assessment Tasks</th>
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</thead>
<tbody>
<tr>
<td>Assessment is based on the satisfactory completion of the</td>
<td>Assessment is based on the satisfactory completion of the</td>
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<tr>
<td>outcomes specified for the unit.</td>
<td>outcomes specified for the unit.</td>
</tr>
<tr>
<td>1. Solo Performance</td>
<td>1. Solo Performance</td>
</tr>
<tr>
<td>2. Group Performance</td>
<td>2. Group Performance</td>
</tr>
<tr>
<td>3. Written Analysis Tasks</td>
<td>3. Written Analysis Tasks (Analysis of Works)</td>
</tr>
<tr>
<td>4. Technical Examination</td>
<td>4. Technical Examination</td>
</tr>
<tr>
<td>5. Theoretical and Aural Examination</td>
<td>5. Theoretical and Aural Examination</td>
</tr>
<tr>
<td></td>
<td>6. Composition Folio</td>
</tr>
</tbody>
</table>
Unit 3: Music Performance

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

Areas of Study

1. **Performance**: focuses on development of instrumental or vocal skills needed to prepare and perform a variety of works in either group or solo performance contexts.

2. **Performance Technique**: students develop consistency in all technical aspects on their main performance instrument relevant to the works selected for either solo or group performance.

3. **Musicianship**: focuses on application of knowledge and development of aural perception and theory skills that will assist students to successfully perform and interpret works in a range of styles.

Unit 4: Music Performance

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Areas of Study

1. **Performance**: focuses on development of instrumental or vocal skills needed to prepare and perform a variety of works in either group or solo performance contexts.

2. **Performance Technique**: students develop consistency in all technical aspects on their main performance instrument relevant to the works selected for either solo or group performance.

3. **Musicianship**: focuses on application of knowledge and development of aural perception and theory skills that will assist students to successfully perform and interpret works in a range of styles.

| Unit 3 Outcomes | Unit 4 Outcomes |
On completion of this unit students should be able to:

- Interpret and perform accurately and artistically selected solo or group works in a range of styles.
- Perform a study, technical work and exercises on their main instrument and works that demonstrate unprepared performance skills.
- Write and describe selected musical elements using the language of music, analysing similarities and differences between interpretations in performance of excerpts from ensemble works.

**Unit 3 School Assessed Coursework**

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Technical Performance: development of a technical program and podcast rationale.
2. Aural, Analysis, and Written Theory Tasks.

**Unit 4 School Assessed Coursework**

Assessment is based on the satisfactory completion of the outcomes specified for the unit.


**Assessment**

**School Assessed Coursework:** Unit 3 – 20%, Unit 4 – 10%.

**Solo/Group Performance Exam:** students perform works in a formal setting either as a soloist or as a member of a group.  
This task contributes 50% to the final study score.

**Aural and Written Exam:** students answer a series of aural and theory questions set in a 90 minute exam paper. 
This task contributes 20% to the final study score.

THEATRE STUDIES  |  UNITS 1 and 2
Unit 1: Pre-Modern Theatre

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical drama such as morality/miracle/mystery plays, Italian and the Commedia Dell’Arte, Elizabethan and Shakespearean, Restoration comedies and dramas, Neo-classical, Spanish and French, Naturalism/Realism, and non-Western theatre such as Beijing Opera, Noh theatre, Bunraku and Kabuki and other traditional indigenous theatre forms.

Areas of Study

1. Pre-modern theatre – In this area of study students explore playscripts from the pre-modern era of theatre, that is, works prior to the 1920s. Students study playscripts from at least three distinct theatrical periods. They learn about contexts, cultural origins, theatrical styles, use of stagecraft and performance possibilities for each of the selected playscripts. Through practical workshops students gain knowledge of how these periods have shaped and contributed to the world of pre-modern theatre.

2. Interpreting playscripts – This area of study focuses on the presentation of playscripts from the pre-modern era of theatre. Students apply acting and other stagecraft to interpret playscripts from at least three distinct theatrical periods from the pre-modern era. Students learn how acting and other stagecraft can be informed by different theatrical styles and contexts. They also learn about processes of developing character, the effect the audience has on acting and the use of acting skills to enhance text interpretation. Through rehearsals and performance students gain knowledge of how these playscripts can be interpreted.

3. Analysing a play in performance – This area of study focuses on an analysis of a professional performance of a playscript. Students explore the nature of theatrical analysis including theatrical styles, audience perspective, acting skills, use of other stagecraft and the ways in which the contexts of a playscript have been interpreted through performance. Where possible, for this outcome, students should analyse a pre-modern play in performance.

Unit 2: Modern Theatre

In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Theatrical movements in the modern era include Epic Theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, Theatre in Education.

Areas of Study

1. Modern Theatre: This area of study focuses on an exploration of playscripts from the modern era of theatre, that is, works from the 1920s to the present. Students study at least three distinct theatrical movements from this era and playscripts associated with each movement. Students learn about the contexts, origins, theatrical styles, production processes, use of stagecraft and performance possibilities of each playscript. Through practical workshops involving the application of stagecraft, students gain knowledge of how each movement has shaped and contributed to the world of modern theatre.

2. Interpretation through stagecraft – In this area of study students apply stagecraft to realise playscripts from at least three distinct theatrical movements from the modern era. They also learn how stagecraft is informed by and contributes to the development of different theatrical styles, and consider ways the application of
stagecraft is itself shaped by the contexts of the playscripts. Through working collaboratively, students gain an understanding of how stagecraft is applied in a production process to interpret playscripts.

3. **Analysing a play in performance** – This area of study focuses on an analysis and evaluation of a professional performance of a playscript. Students explore the nature of theatrical analysis and production evaluation, including the application of stagecraft and its effect on an audience. Where possible, for this outcome, students should analyse a modern play in performance.

<table>
<thead>
<tr>
<th><strong>Unit 1 Outcomes</strong></th>
<th><strong>Unit 2 Outcomes</strong></th>
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<tbody>
<tr>
<td>On completion of this unit students should be able to:</td>
<td>On completion of this unit students should be able to:</td>
</tr>
<tr>
<td>• identify and describe the distinguishing features of pre-modern theatre playscripts.</td>
<td>• identify and describe the distinguishing features of modern era theatre playscripts.</td>
</tr>
<tr>
<td>• apply acting and other stagecraft to interpret playscripts from the pre-modern era.</td>
<td>• apply stagecraft to interpret playscripts from the modern era.</td>
</tr>
<tr>
<td>• analyse a performance of a playscript.</td>
<td>• analyse and evaluate stagecraft in a performance of a playscript.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit 1 School Assessed Coursework</strong></th>
<th><strong>Unit 2 School Assessed Coursework</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment tasks for this unit are selected from the following:</td>
<td>Assessment tasks for this unit are selected from the following:</td>
</tr>
<tr>
<td>• performance of playscripts from the pre-modern era</td>
<td>• performance of playscripts from the modern era</td>
</tr>
<tr>
<td>• oral/visual/multimedia reports/presentations</td>
<td>• oral/visual/multimedia reports/presentations</td>
</tr>
<tr>
<td>• tests</td>
<td>• tests</td>
</tr>
<tr>
<td>• responses to structured questions</td>
<td>• responses to structured questions</td>
</tr>
<tr>
<td>• research report.</td>
<td>• research report.</td>
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</tbody>
</table>

At least one assessment task must be performance-based and at least one task must be written.
Unit 3: Playscript Interpretation

In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET, and analyse and evaluate the interpretation of the playscript in the performance.

- **Stagecraft**
  For Outcome 1 students select two areas of stagecraft with at least one from List A.
  
  **List A**
  Acting
  Direction
  Design – any of costume, make-up, properties, set, sound.
  
  **List B**
  Publicity and marketing
  Lighting
  Theatre technologies
  Stage management
  Production management.

- **Production team**
  For Outcome 1 students form a production team to collaboratively interpret a playscript for performance to an audience. More than one student may specialise in each area of stagecraft, and schools may decide to focus only on specific areas of stagecraft. These decisions will be influenced by the playscript selected for interpretation and/or the size of the class.

- **Playscripts**
  Schools will select a playscript for interpretation in a production to an audience and excerpt/s from a different playscripts for analysis in Outcome 2. Students must study the playscript for the production they attend and analyse for Outcome 3. The production for Outcome 3 must be selected from the VCE Theatre Studies Unit 3 Playlist published annually by the Victorian Curriculum and Assessment Authority.

Areas of Study

1. **Production process** – This area of study focuses on the development of skills that contribute to the interpretation of a playscript. Students work collaboratively to contribute to the development of a production. As a member of the production team, students undertake exercises and tasks throughout the stages of the production process leading to the development of a playscript. Students develop an understanding of, and enhance skills in applying, two areas of stagecraft across all stages of the production process. They also develop other skills that contribute to the theatre production process, for example, thinking imaginatively and creatively, working collaboratively, time management, planning and scheduling.

2. **Theatrical interpretation** – In this area of study students explore how stagecraft can be applied across the stages of the production process to interpret the theatrical possibilities of excerpts from a playscript. Students interpret previously unseen playscript excerpts and other stimulus material, formulating and justifying possible theatrical responses and documenting their interpretation. The documentation should include written material and annotated illustrations, as appropriate, to support interpretive choices.
3. **Production analysis** – In this area of study students analyse and evaluate an interpretation of a playscript in a production from the prescribed VCE Theatre Studies Unit 3 Playlist. Students analyse and evaluate the relationship between the written playscript and its interpretation on stage. In doing so students study ways the interpretation on stage draws on and changes the context in the playscript. This includes the decisions that have been made when interpreting the playscript, for example decisions about design, direction and acting. Students also evaluate ways individuals, for example, the director, the lighting designer or the stage manager, have contributed to the performance through the application of stagecraft. Students study how the theatrical styles implied in the written playscript are interpreted when the play is performed to an audience. Student analysis and evaluation of the production is informed by work undertaken in Areas of Study 1 and 2 on interpreting the text of a playscript for development into a performance. Students develop an understanding of the terminology and expressions associated with analysing theatrical productions.

**Unit 4: Performance Interpretation**

In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students’ work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET.

- **Monologue selection**
  For Outcomes 1 and 2 students must select a playscript, scene and monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority. The list will consist of a set of prescribed play titles, a specified scene from each play and a selected monologue from that scene. Students select one scene from one prescribed play and analyse and evaluate its content and use selected stagecraft to present an interpretation of the monologue.

- **Scene**
  In this unit, the term ‘scene’ refers to a designated segment/s of a playscript selected from the Theatre Studies Stagecraft Examination Specifications.

- **Stagecraft**
  In Unit 4, Outcomes 1 and 2, stagecraft includes:
  - Acting and direction
  - Design – any two of make-up, costume, set pieces, properties, sound.

  In Unit 4, Outcome 3, students analyse acting, direction and design, and any of, as appropriate to the production, make-up, costume, set/set pieces, properties, sound and lighting.

**Areas of Study**

1. **Monologue interpretation** – This area of study focuses on the interpretation of a monologue from a playscript selected from the monologue list in the Theatre Studies Stagecraft Examination Specifications. Students select a monologue from the list and study the text of the monologue, the prescribed scene and the playscript from which the scene is derived. Students apply selected stagecraft from the list for Unit 4 to interpret the monologue. The interpretation of the monologue is informed by study of the prescribed scene and the complete playscript. Students make decisions about the contexts, theatrical styles and theatrical possibilities for interpreting the monologue. Students apply their selected areas of stagecraft to realise and present their interpretation of the monologue. They also consider relationships between acting, direction and design.
2. Scene interpretation – In this area of study students develop a theatrical treatment that outlines an interpretation of a monologue and a prescribed scene. Students outline an interpretation of the scene, focusing on the ways in which the scene could be approached as a piece of theatre, including its place within the playscript, its specific structure, its characters, its themes, images and ideas, its theatrical possibilities, its theatrical styles and the ways in which their selected stagecraft could be employed to convey its intended meanings. Students also study the scene in relation to the contexts of the playscript and influences on the playwright. In their theatrical treatment, they also demonstrate an understanding of the application of their selected stagecraft for a performance to an audience. They conduct and evaluate research as the basis for decisions that will inform their interpretation.

3. Performance analysis
In this area of study students focus on the analysis and evaluation of the acting and design in a production selected from the prescribed VCE Theatre Studies Unit 4 Playlist. Students attend a production selected from the Unit 4 Playlist. They analyse and evaluate how actor/s interpret the playscript in the performance and the relationship between acting, direction and design. In doing so students study the character/s in the play and how the actor/s interpreted them on stage. Students develop an understanding of the expressive skills used by the actor/s to portray the character/s, including facial expression, voice, gesture, movement, stillness and silence. Students also develop an understanding of other aspects of acting and direction, including focus, the use of the acting space, the use of verbal and non-verbal language to convey the intended meanings of the play, the use of stagecraft by the actor/s in the production, and the establishment and maintenance of the actor–audience relationship. Students’ understanding of the techniques being used by the actor/s, director/s and designer/s is informed by techniques they use to interpret the monologue they selected for Outcome 1. Students study the interrelationships between the acting and the theatrical style/s utilised in the production. They refine their understanding of the terminology and expressions associated with analysing theatrical productions.

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<tr>
<th>Unit 3 Outcomes</th>
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<tr>
<td>On completion of this unit students should be able to:</td>
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<tr>
<td>• apply stagecraft to interpret a playscript for performance to an audience.</td>
<td>• interpret a monologue from a playscript and justify their interpretive decisions.</td>
</tr>
<tr>
<td>• document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation.</td>
<td>• develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene.</td>
</tr>
<tr>
<td>• analyse and evaluate the interpretation of a written playscript in production to an audience.</td>
<td>• analyse and evaluate acting in a production.</td>
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<tr>
<th>Unit 3 School Assessed Coursework</th>
<th>Unit 4 School Assessed Coursework</th>
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</table>
| 1. Practical application of two areas of stagecraft across all stages of the production process, and demonstration of understanding of how selected stagecraft can be effectively applied to interpret a playscript in performance to an audience. | 1. A theatrical treatment that outlines an interpretation of a monologue from a prescribed scene. The treatment may be in any one or a combination of the following formats:  
• a written report  
• short responses  
• structured questions. |
| 2. Documentation that describes how stagecraft can be utilised to interpret previously unseen excerpt from a playscript. The documentation may be in one or a combination of the following formats:  
• a written report  
• structured questions  
• a multimedia report. | 1. An analysis and evaluation of acting and its interrelationships to direction and design in a production from the prescribed playlist in any one or a combination of the following formats:  
• a written report  
• short responses  
• structured questions. |
| 3. An analysis and evaluation of an interpretation of a prescribed playscript in any one or a combination of the following formats:  
• a written report  
• an analytical essay  
• structured questions |
Assessment

School Assessed Coursework: Unit 3 – 30%, Unit 4 – 15%.

Stagecraft Examination: Students will interpret a monologue from a scene from a play from the Theatre Studies Stagecraft Examination Specifications set annually by VCAA.
This task contributes 25% to the final study score.

End-of-year Written Examination: Key knowledge and key skills that underpin all outcomes in Unit 3 and Outcomes 2 and 3 in Unit 4 are examinable in a 90 minute exam paper.
This task contributes 30% to the final study score.
In his hand are the depths of the earth, and the mountain peaks belong to him. The sea is his for he made it, and his hands formed the dry land. Come, let us bow down in worship, let us kneel before the Lord our Maker.
Psalm 95: 4 – 6

And God said, “Let the land produce living creatures according to their kinds: livestock, creatures that move along the ground, and wild animals, each according to its kind.” And it was so
Genesis 1: 24

Then God said, “Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.
Genesis 1: 26
Unit 1: Unity and Diversity

Students study the activity, structure and function of cells at light and electron microscope levels. The composition of cells and cell replication is linked to type, cell growth and size division. The transport processes across plasma membranes is investigated. Common requirements of living things including energy, nutrients and exchanging gases are studied.

Areas of Study

1. Cells in Action: this area of study focuses on the activities of cells. Students will investigate the relationship between specialised structures of cells and the processes that maintain life. Students will study cell replication and how membranes contribute to the survival of cells. Practical investigations will explore the functioning of cells in both autotrophs and heterotrophs and will consider the development of ideas and technological advances.

2. Functioning Organisms: this area of study focuses on the relationship between features of organisms and how organisms meet their requirements for life. Students examine a range of organisms and investigate the ways that structures and systems function in terms of obtaining and releasing energy: obtaining nutrients, water and gases: processing and distributing materials to cells and transporting wastes from cells to points of disposal. Practical investigations into relationships between structures of both autotrophs and heterotrophs will be conducted and will consider the development of ideas and technological advances.

Unit 2: Organisms and their Environment

Students will study Australian ecosystems with a focus on the relationships between all living things and the resources available in the environment. They will learn how ecosystems need to be maintained in order for them to function and the flow of energy and cycling of matter between the living and non-living components of the ecosystem. Students will look at practices that are used in the management of ecosystems and consider the implications of human activities on the environment.

Areas of Study

1. Adaptations of Organisms: this first study focuses on the factors common in all habitats. Students investigate how organisms have adapted and how these adaptations are related and how they are grouped into structural, physiological and behavioural categories. Connections are made between conditions that operate in habitats, tolerance ranges and the distribution of organisms. Practical investigations study these factors and students investigate techniques and technologies that monitor and record factors that track the distribution of a species.

2. Dynamic Ecosystems: students will study Australian ecosystems with a focus on the relationships between all living things and the resources available in the environment. They will learn how ecosystems need to be maintained in order for them to function and flourish and how there is a flow of energy and cycling of matter between the living and non-living components of the ecosystem. Students will undertake practical investigations into the interactions between species and the components of the ecosystem. They will look at historical practices and modern practices that are utilized in the management of ecosystems and consider the implications of human activities that are associated with ecosystems.
### Unit 1 Outcomes

On completion of this unit students should be able to:
- Design, conduct and report on a practical investigation related to cell structure, organisation and processes.
- Describe and explain the relationship between features and requirements of functioning organisms and how these are classified.

### Unit 1 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Unit Tests: throughout the unit topic tests will be conducted.
2. Quizzes: students will complete online quizzes on a regular basis.
3. Assignments: these may include annotated posters, models, multimedia presentations or data analysis.
4. Practical Reports: students will complete reports for experiments performed in class.
5. Workbook Activities: students will be assessed on completion of set workbook activities, chapter summaries, questions and glossary terms throughout the unit.
6. Examination: all students will sit an examination covering all of the topics studied.

### Unit 2 Outcomes

On completion of this unit students should be able to:
- Explain and analyse the relationship between environmental factors, adaptations and distribution of living things.
- Design, conduct and report on a field investigation related to the interactions between living things and their environment and explain how ecosystems change over time.

### Unit 2 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Tests: throughout the unit topic tests and quizzes will be conducted.
2. Quizzes: students will complete online quizzes on a regular basis.
3. Practical and Field Reports: students will report on experiments and observational tasks in the field.
4. Assignments: these may include annotated posters, models, multimedia presentations, oral presentations or data analysis.
5. Workbook Activities: students will be assessed on completion of set workbook activities, chapter summaries, questions and glossary terms throughout the unit.
6. Examination: all students will sit an examination covering all of the topics studied.
Unit 3: Signatures of Life

In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. Students investigate the structure and function of DNA and the significance of the role protein. They will investigate how cells communicate at a molecular level; how they recognise “self” and “non-self” in detecting possible agents of attack and advances in proteomics. They will consider technological advances that contribute to our understanding of molecular biology and the development of bioinformatics.

Areas of Study

1. **Molecules of Life**: in this study, students investigate the activities of cells at molecular level; the synthesis of biomolecules that form components of cells and the role of enzymes in catalysing biochemical processes. Students investigate energy transformations in cells and photosynthesis and cellular respiration. Students gain an understanding that DNA and proteins are key molecules of life and they will explore applications of molecular biology in medical diagnosis and the design on new pharmaceuticals.

2. **Detecting and Responding**: this area of study focuses on how cells detect biomolecules that elicit particular responses depending on whether the molecules are “self” or “non-self”. Students investigate how signalling molecules, such as hormones and neurotransmitters, assist in the coordinating and regulating cell activities by binding specific receptors on membranes of target cells, initiating a series of molecular changes in response. Students examine barriers and mechanisms of organisms that protect them from the invasion and infection of pathogens.

On successful completion of the two outcomes, students will have demonstrated key skills in scientific investigation, the application of knowledge and be able to communicate their understanding on biological information.

Unit 4: Continuity and Change

Students will examine the validity of evidence for evolution of life forms over time. They will explore the universality of DNA, and conservation of genes that have given rise to the present biodiversity of life. They will investigate the study of genomics and how functional genomics has provided insight into gene expression and regulation, and relationships between species. They will investigate methods of cell division and consider patterns of heritable variations that occur over time. The ability to apply technology that can change the genetic composition of individual organisms raises controversial moral and ethical issues and students will consider their implications from a variety of perspectives.

Areas of Study

1. **Heredity**: this area of study focuses on molecular genetics and the investigation not only of individual units of inheritance, but also of genomes of individuals and species. Students investigate inheritance in asexually reproducing organisms and the mechanism and patterns of transmission of heritable traits in sexually reproducing organisms. Students investigate the techniques and technologies that are used to amplify DNA, identify genetic profiles and manipulate and modify the genomes of organisms. Students undertake practical investigations that involve manipulation of DNA, the inheritance of traits and inheritance by analysis of pedigrees.

2. **Change Over Time**: this area of study focuses on how science tries to explain biodiversity. Science argues that genetic material changes over time and students look at the reliability of evidence in support of this. Students gain an understanding of the idea of evolution and the process of natural selection. We compare these thoughts with a biblical approach and consider the implications of science and that of a creative God who designed us as unique individuals with a purpose and value. On successful completion of the two outcomes, students will have demonstrated key skills in scientific investigation, the application of knowledge and be able to communicate their understanding on biological information.
### Unit 3 Outcomes

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

- Analyse and evaluate evidence from practical investigations related to biochemical processes.
- Describe and explain coordination and regulation of human immune responses to antigens at the molecular level.

### Unit 4 Outcomes

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

- Analyse evidence for the molecular basis of heredity and patterns of inheritance.
- Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes through selective breeding and applications of biotechnology.

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<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
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<tr>
<td>1. Practical Activities: students will prepare a logbook of practical activities.</td>
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<tr>
<td>2. Summary Report: a summary report of a plant or animal response to chemical and/or physical stimuli OR a summary report of a practical activity related to bacterial response to chemical and/or physical stimuli.</td>
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<tr>
<td>3. Presentation: students will prepare a presentation of one aspect of the immune response.</td>
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<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
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<tr>
<td>1. Practical Activities: students will prepare a logbook of practical activities.</td>
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<tr>
<td>2. Oral or Written Report: students will demonstrate on the evolutionary relationships using first- or second-hand data.</td>
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<tr>
<td>3. Presentation: students will prepare a presentation on an issue related to an application of gene technologies.</td>
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### Assessment

**School Assessed Coursework:** Unit 3 - 20%, Unit 4 - 20%.

**Written Examination:** students are required to complete a set of short-answer questions and multiple-choice questions under examination conditions. Students will complete the examination using a question and answer booklet. **This task contributes 60% to the final study score.**
Unit 1: The Big Ideas of Chemistry

The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. The Periodic Table provides a unifying framework for studying the chemistry of the elements using their chemical and physical properties to locate their position. Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives and are introduced to the development and application of ‘smart’ materials through the use of synchrotron science.

Areas of Study

1. **The Periodic Table**: in this study, students focus on the historical development of, and the relationship between, the Periodic Table and atomic theory. Students investigate trends and patterns within the Periodic Table and use subshell notation to describe the electronic configuration and types of bonding. Students are introduced to many of the major qualitative and quantitative ideas fundamental to chemistry including empirical and molecular formulas and the mole concept. They undertake practical activities that build their understanding of the Periodic Table.

2. **Materials**: this area of study focuses on structure, properties and applications of materials. They investigate the properties of alkanes and alkenes including isomers and examine the reactions that occur in addition polymerisation and the properties of addition polymers. They explore the role of surfaces in the applications of nanotechnology.

Unit 2: Environmental Chemistry

Living things on earth use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes. The atmosphere supplies life-giving gases, provides temperature that sustains life, and gives protection from harmful radiation. Algae blooms, salinity, acid rain, depletion of ozone, photochemical smog, and global warming continue to have an impact on living things and the environment. Students will investigate how chemistry is used to respond to the effects of human activities on our environment.

Areas of Study

1. **Water**: students explore the special properties (chemical and physical) of water and relate these properties to chemical bonding characteristics. Students conduct practical activities on precipitation, acid-base reactions and redox reactions such as corrosion. Students investigate the concept of solubility, concentration and pH, when dealing with problems of pollution and maintaining the quality of water. They investigate at least one process that uses the principles of green chemistry.

2. **The Atmosphere**: In this study, students focus on the interaction between living things and gases of the atmosphere. Students use the kinetic theory to explain and predict the behaviour of gases. Students investigate the vital roles of oxygen, carbon dioxide and nitrogen through studies of the carbon and nitrogen cycles. Students explore state, national and global issues associated with the impact of human activities on the atmosphere.
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<tr>
<th>Unit 1 Outcomes</th>
<th>Unit 2 Outcomes</th>
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<tr>
<td>On completion of this unit students should be able to:</td>
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<tr>
<td>• Explain how evidence is used to develop or refine chemical ideas and knowledge.</td>
<td>• Write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.</td>
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<tr>
<td>• Use models of structure and bonding to explain the properties and applications of materials.</td>
<td>• Explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.</td>
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<tr>
<th>Unit 1 Assessment Tasks</th>
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<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
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<tr>
<td>1. Assessment tasks for this unit are:</td>
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<tr>
<td>• An extended experimental investigation.</td>
<td>• An extended experimental investigation.</td>
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<tr>
<td>• A response to stimulus material in written, oral, visual, or multimedia format.</td>
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</tr>
<tr>
<td>• An analysis of first and/or second-hand data using structured questions.</td>
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Unit 3: Chemical Pathways

This unit focuses on techniques of analysis with an emphasis on how properties (structure and bonding) influence choice of analysis. There is an increased emphasis on the role of functional groups in organic reactions and the design of reaction pathways using organic molecules. This unit contains new material including IR and NMR techniques of analysis, forensic analysis and the design of new medicines.

Areas of Study

1. Chemical Analysis: in this area of study students use a variety of analytical techniques to analyse products in the laboratory. They conduct volumetric analyses using acid-base and redox titrations and standard solutions, and carry out gravimetric analyses. They are also introduced to instrumental analytical techniques of spectroscopy and chromatography. Students review and apply their understanding of stoichiometry as they complete calculations related to their practical investigations. Students relate the operation of the analytical techniques and instruments to the chemical reactions and the chemical structures of the materials which are being analysed.

2. Organic Chemical Pathways: in this area of study students investigate systematic organic chemistry including production of starting materials for particular reaction pathways. Students use molecular models and conduct simple laboratory investigations to observe the properties and reactions of different homologous series and functional groups. Students investigate the use of biochemical fuels. They design reaction pathways to prepare organic compounds from given starting materials. Students investigate how forensic analysis relies on the use of organic chemicals (including DNA) and the role of organic chemicals (including proteins) in the development of medicines.

Unit 4: Chemistry at Work

This unit includes a choice of chemicals selected from a prescribed list to illustrate the factors that affect production and contains new material on waste management, health and safety and sustainability of energy sources (fuels) generally and in Victoria in particular. There is an emphasis on energy transformations with a focus on the principles of redox and electrolysis in predicting reactions and products and future developments in fuels, cells and batteries.

Areas of Study

1. Industrial Chemistry: this area of study focuses on the factors that affect the rate and extent of a chemical reaction. Students study energy profiles and how equilibrium law is applied to homogeneous equilibria. They conduct experiments to investigate the effect of temperature, concentration of reagents, pressure and catalysts on the position of equilibrium of a reaction, and apply Le Chatelier’s Principle to explain their results. Students explore how factors affecting rate and equilibrium are applied to achieve the optimum reaction conditions in the industrial production of chemicals. One chemical selected from ammonia, ethene, sulfuric acid or nitric acid is studied in detail.

2. 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. The electrochemical series is a useful tool in the prediction of redox reactions in aqueous solution. Students construct and operate simple galvanic and electrolytic cells and use the electrochemical series to predict and explain their results. They extend their study of stoichiometry with the application of Faraday’s laws to solve problems involving quantitative calculations for electrolysis reactions.
<table>
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| On completion of this unit students should be able to:  
  - Evaluate the suitability of techniques and instruments used in chemical analyses.  
  - Identify and explain the role of functional groups in organic reactions and create reaction pathways using organic molecules. | On completion of this unit students should be able to:  
  - Analyse the factors that determine the optimum conditions used in the industrial production of a selected chemical.  
  - Analyse chemical and energy transformations occurring in chemical reactions. |

**Unit 3 School Assessed Coursework**

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Extended Experimental Investigation: involving four components matching analytical technique(s) to a task:  
   - Gravimetric analysis  
   - Volumetric analysis (acid-base titration)  
   - Volumetric analysis (redox titration)  
   - A Case Study of Analytical Instrumentation (based on an excursion to a University or CSIRO)  
2. Practical Report: students are required to prepare a report on the preparation of aspirin or paracetamol.  
3. Response to Stimulus Material: students are required to prepare a multi-media or audio-visual presentation on an aspect of drug design or molecular biotechnology

**Unit 4 School Assessed Coursework**

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Annotated Summary Report: students are required to complete a report on three practical activities relating to energy transformation occurring in chemical reactions.  
2. Analysis of second-hand data: students are required to answer structured questions on Half Cells and the Electrochemical Series.  
3. Investigation of the Industrial Production of Sulphuric Acid: uses, properties, equilibrium and rate considerations, safety and waste disposal issues.

**Assessment**

**School Assessed Coursework: Unit 3 – 20%, Unit 4 – 20%**

**Written Examination:** students must demonstrate, in this exam, an understanding of all the key knowledge and skills that underpin the learning outcomes of Units 3 and 4. The examination is of 2.5 hours’ duration, and is externally assessed by assessors appointed by the Victorian Curriculum and Assessment Authority. **This task contributes 60% to the final study score.**
INFORMATION TECHNOLOGY

UNIT 1 and 2

Unit 1: IT in Action

This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. They also explore how their lives are affected by ICT and strategies for managing how ICT is applied. Students examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

Areas of Study

From Data to Information: students will develop and apply knowledge and skills in using spreadsheet software to manipulate numeric data.

Networks: students will investigate how networked information systems allow data and information to be exchanged locally and within a global environment.

ICT in a Global Society: students will develop an understanding about how the applications of particular information and communications technology (ICT) can cause tensions and conflicts between different stakeholders.

Unit 2: IT Pathways

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. They will apply all stages of the problem-solving methodology when creating solutions.

Areas of Study

Data Analysis and Visualisation: students develop knowledge and skills in using software tools to access and select authentic data from large data repositories, and in presenting the key aspects of the data in an appropriate visual form.

Programming and Pathways: students develop knowledge and skills in using programming or scripting language software.

Tools, Techniques and Procedures: students apply all stages of the problem-solving methodology to create solutions to information problems.
## Unit 1 Outcomes

On completion of this unit students should be able to:
- Select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.
- Recommend a networked information system for a specific use and explain possible security threats to this networked information system.
- Contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

## Unit 2 Outcomes

On completion of this unit students should be able to:
- Apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users’ needs.
- Design and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.
- Work collaboratively and apply the problem-solving methodology to create an ICT solution, taking into account client feedback.

## Unit 1 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. **Spread Sheet Solutions**: a spread sheet solution to solve an ongoing problem.
2. **Networks**: design and develop a recommended solution in response to a network design requirement for a specific use, and a written report on possible security threats for this network.
3. **ICT in a Global Society**: analyse and present a contemporary ICT issue through a website.
4. **Class Work**: weekly assignments to hone skills and knowledge.
5. **Examination**: multiple-choices and short answers.

## Unit 2 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. **Data Visualisation Solutions**: a database solution to create data visualisations to solve users’ requirements.
2. **Programming Solution**: designing and developing a solution using a programming/scripting language in response to an application design requirement.
3. **Programming Electronic Journal**: students explain the possible career pathways requiring use of programming or scripting skills.
4. **ICT Solution**: students solve an ICT problem for a client in the community.
5. **Examination**: multiple-choices and short answers.
Unit 3: IT Applications

This unit focuses on the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. They use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints. Students also explore the use of a relational database management system (RDBMS), examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS.

Areas of Study

1. **Online Communities**: in this area of study, students investigate types of online communities and their needs, and the types, purposes and functionality of specific types of websites that support information exchange, including wikis, blogs, forums and social networking sites.

2. **Organisations and Data Management**: in this area of study, students develop knowledge about how organisations acquire data via the websites and develop knowledge and skills in using a relational database management system (RDBMS) to manipulate data typically acquired through websites.

Unit 4: IT Applications

This unit focuses on how ICT is used by organisations to solve ongoing information problems and in strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be re-used in the future with new sets of data. Students also explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity of data and security of information, and to optimise efficient information handling.

Areas of Study

1. **Organisations and Information Needs**: in this area of study, students develop and apply knowledge and skills for solving ongoing information problems encountered in organisations. This involves developing knowledge about decision making in organisations and how information systems enable information to be produced to assist decision making.

2. **Information Management**: this area of study focuses on information management and its importance to organisations, student investigate the strategies used by organisations to store, communicate and dispose of their data and information. They examine the nature of threats to this data and information, whether accidental, deliberate or technical, and use evaluation criteria to develop management strategies.
### Unit 3 Outcomes

On completion of this unit students should be able to:
- Propose and apply project management and problem solving techniques to produce a solution using database management software.
- Create a collaborative web based prototype solution that can be used for collaborative work on a network.

### Unit 3 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Prototype web site: students are required to develop a prototype website that meets an online community’s needs, and explain the technical requirements to support the hosting of this website.
2. Database Solution: students are required to prepare a RDBMS solution and information product in response to a design brief. Students are also required to prepare a project management report to discuss why and how data is acquired via websites.

### Unit 4 Outcomes

On completion of this unit students should be able to:
- Use spread sheet software to solve an ongoing information problem, taking into account the information needs of an organisation, and evaluate the effectiveness of their problem-solving strategies.
- Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information, and recommend improvements.

### Unit 4 School Assessed Coursework

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Spread sheet Solution: students are required to develop a spread sheet solution in response to a design brief. The solution is to evaluate the extent to which it meets the needs of the organisations via documentation and a visual representation that retraces the decisions made and the actions taken in the solution to the problem.
2. Test: students are required to complete a test on the effectiveness of organisational strategies to manage the storage, communication and disposal of information, and recommend improvements to current practices.

### Assessment

**School Assessed Coursework:** Unit 3 – 25%, Unit 4 – 25%.

**Written Examination:** students are required to complete a set of multiple choice questions and short answer questions under examination conditions. This task contributes 50% to the final study score.
Unit 1

This unit focuses on Physics as a human endeavour. Observations and ideas about the physical world related to aspects of energy are organised and explained through the use of conceptual models. The detailed studies provide opportunities to explore the application of energy concepts and models in nuclear energy, sustainable energy sources, flight, space and medical contexts. Students undertake regular experimental work in the laboratory starting with simple observations and measurements. A quantitative investigation involving the collection and analysis of data will be undertaken.

Areas of Study

1. **Nuclear Physics and Radioactivity**: students will investigate the particle model of matter and explore ideas about energy transfers and transformations relevant to the study of nuclear physics and radioactivity. Students will also develop knowledge and skills to contribute to informed debate on the use of nuclear and radioactive technological applications in society.

2. **Electricity**: students will develop circuit models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety are developed through the study of safety mechanisms and the effect of current on humans. Students will use electrical circuits in the contexts of simple battery operated DC devices, household electricity, and car electrical systems.

Unit 2

This unit focuses on the application of models to more complex phenomena – motion and light – developed within contexts that are familiar to students and relevant to their experiences. Newtonian ideas of motion are extended to include a range of movements and more abstract ideas, while the wave and particle models of light provide a framework for exploring light phenomena in real world applications. The detailed studies provide opportunities to explore motion and/or light in nuclear, sustainable energy, flight, space and medical contexts.

Areas of Study

1. **Motion**: students learn about the models used to explain motion from the early theories of Aristotle and the work of Galileo and Newton. These theories are developed through the examination of aspects of motion including transport, games and sport.

2. **Wave-Like Properties of Light**: light phenomena are examples of the interaction of the physical world with human biology. The wave model of light, compared with the particle model of light, will be evaluated in terms of satisfactorily explaining light phenomena. Students will use the wave-like properties of light in the contexts of seeing with the unaided eye, extending visual and communication capabilities, and special theatrical effects.

**Detailed Study**: in each unit, approximately one third of the work comprises extension investigation chosen from the following topics: astronomy, medical physics, energy from the nucleus, astrophysics, aerospace, alternative energy sources.
### Unit 1 Outcomes

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

- Explain and model relevant physics ideas to describe the sources and uses of nuclear reactions and radioactivity and their effects on living things, the environment and in industry
- 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 by individuals and the community

### Unit 2 Outcomes

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

- Investigate, analyse and mathematically model motion of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories
- Describe and explain the wave model of light, compare it with the particle model of light and apply it to observed light phenomena in practical investigations

### Unit 1 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Topic Tests: students will complete topic tests on each of the core units.
2. Practical Reports and Simulated Practical Investigation: a selection of practical tasks is formally assessed through the submission of a written report.
3. Examination: at the completion of the unit all students will sit for an examination covering the topics studied.

### Unit 2 Assessment Tasks

Assessment is based on the satisfactory completion of the outcomes specified for the unit.

1. Topic Tests: students will be required to complete topic tests on each of the core units.
2. Practical Reports and Simulated Practical Investigation: a selection of practical tasks is formally assessed through the submission of a written report.
3. Examination: at the completion of the unit all students will sit for an examination covering the topics studied.
Unit 3

This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. The detailed studies offer examples of theoretical and practical applications of these technologies.

Areas of Study

1. **Motion in One and Two Dimensions**: Newtonian theories give important insights into a range of motions on Earth, as well as the motion of the solar system, the achievements of space travel, and satellite technology. Students will use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety, and motion in space.

2. **Electronics and Photonics**: photonics is the science of using light to manipulate information and energy and involves all facets of visible, ultraviolet and infrared radiation. Photonics is the basis of much of modern communication technology. Students will be able to compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems.

Detailed Studies: in addition to the two areas of study above, one further area of study will be chosen from the following options:

A. Einstein’s relativity, or
B. Investigating structures and materials, or
C. Further Electronics.

Unit 4

This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered. The detailed studies provide examples of innovative technologies used for research and communication. In this unit, students develop conceptual understanding by investigating practical activities and demonstrations.

Areas of Study

1. **Electric Power**: the generation, transmission, distribution and use of electric power are crucial to modern life. Students will use evidence and models of electrical, magnetic and electromagnetic effects in the contexts of electric motors, alternators and transformers, and electric power transmission and distribution. They will use safe and responsible practices when working with electricity and electrical measurement.

2. **Interactions of Light and Matter**: light has been described both as a particle and a wave. The electron also has wave-like properties. This has led to different ways of thinking, not only about light, but also about matter. These ideas are explored using experimental evidence and conceptual models so that the development of the ideas can be followed alongside developments in technology.

Detailed Studies: in addition to the two areas of study above, one further area of study will be chosen from the following options:

A. Synchrotron and applications, or
B. Photonics, or
C. Recording and reproducing sound.
<table>
<thead>
<tr>
<th>Unit 3 Outcomes</th>
<th>Unit 4 Outcomes</th>
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<tbody>
<tr>
<td>On completion of this unit the student should be able to:</td>
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</tr>
<tr>
<td>• Investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion.</td>
<td>• Investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.</td>
</tr>
<tr>
<td>• Investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.</td>
<td>• Use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.</td>
</tr>
<tr>
<td>• Analyse and explain the properties of construction materials, and evaluate the effects of forces and loads on structures and materials.</td>
<td>• Describe the basic design and operation of The Australian Synchrotron and the production, characteristics and interactions with targets of synchrotron radiation.</td>
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<tr>
<th>Unit 3 School Assessed Coursework</th>
<th>Unit 4 School Assessed Coursework</th>
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<tbody>
<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
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</tr>
<tr>
<td>1. Motion Data Analysis: students will complete an analysis involving projectile and circular motion.</td>
<td>1. Electric Power Summary Report</td>
</tr>
<tr>
<td>2. Electronics and Photonics Test.</td>
<td>2. Light and Matter Data Analysis</td>
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<td></td>
<td>3. Synchrotron Report</td>
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</tbody>
</table>

**Assessment**

**School Assessed Coursework: Unit 3 - 17%, Unit 4 - 17%.

Written Examination (June): this task contributes 33% to the final study score.

Written Examination (November): this task contributes 33% to the final study score.
**Unit 1: Introduction to Psychology**

This unit introduces students to explore the scope of psychology, its specialist disciplines and fields of application. Students will also consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution of classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.

**Areas of Study**

1. **What is Psychology**: this area of study introduces students to classic and contemporary theories that have led to the development of psychology. They are introduced to the scope of psychology – its specialised fields of study and its application in a variety of contexts and settings.

2. **Lifespan Psychology**: this area of study focuses on changes in the interaction between biological, cognitive and socio-cultural influences and learned behaviours that contribute to an individual’s psychological development and mental wellbeing at different stages.

**Unit 2: Self and Others**

This unit requires students to analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

**Areas of Study**

1. **Interpersonal and Group Behaviour**: students consider the findings of key classic and contemporary research as a means to explaining the formation of attitudes, and individual and group behaviour. They examine research methods appropriate to measuring attitudes and behaviours and consider associated ethical issues in the conduct and use of such research.

2. **Intelligence and Personality**: students explore scientific ways of describing, measuring and classifying intelligence and personality. They analyse classic and contemporary theories of intelligence and personality, including the influence of genetic and environmental factors. They compare the research methods used in the development of these theories.
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<tr>
<th><strong>Unit 1 Outcomes</strong></th>
<th><strong>Unit 2 Outcomes</strong></th>
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<tr>
<td>On completion of this unit students should be able to:</td>
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<tr>
<td>- Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.</td>
<td>- Explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.</td>
</tr>
<tr>
<td>- Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.</td>
<td>- Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.</td>
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<tr>
<th><strong>Unit 1 Assessment Tasks</strong></th>
<th><strong>Unit 2 Assessment Tasks</strong></th>
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<tbody>
<tr>
<td>Assessment is based on the satisfactory completion of the outcomes specified for the unit.</td>
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</tr>
<tr>
<td>1. Ethical Analysis of a Research Proposal: students are required to identify ethical guidelines breached in a proposal and give recommendations to ensure the proposal adhere to these guidelines</td>
<td>1. Research Investigation on attitudes: students will research information in the form of an Empirical Research Assignment. Students will research gender differences in attitudes using a ‘Likert Scale’</td>
</tr>
<tr>
<td>2. Data Analysis on Visual Perception Research: students will be required to utilise data gathered on ‘The Influence of Perceptual Set on Visual Perception’ to explain how prior experience can change the perception of a visual stimulus.</td>
<td>2. Evaluation of Research on Group Behaviour: students are required to analyse one of two contemporary studies on group influence on individual behaviour.</td>
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<tr>
<td>3. Developmental Psychology Test: students will gather data testing the ‘Stages of Cognitive Development’ in children and present the information as a partial ‘formal written report’.</td>
<td>3. Test on Individual Differences: students will sit a test comprising of multiple choice and short answer items which relate to their studies of personality and intelligence.</td>
</tr>
<tr>
<td>4. Examination: at the completion of the unit all students will sit for an examination covering all topics.</td>
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Unit 3: The Conscious Self

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.

Areas of Study

Mind, Brain and Body: focusing on the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour.

Memory: incorporating the characteristics of memory as a cognitive process that is essential to our identity, connecting past experiences to the present and enabling us to adapt to daily changes in our environment.

Unit 4: Brain, Behaviour and Experience

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

Areas of Study

Learning: exploring the neural basis of learning and examining the different types of learning: classical conditioning, operant conditioning, one-trial learning, trial and error learning, insight learning and latent learning.

Mental Health: investigating how biological, psychological and socio-cultural factors interact to contribute to the development of an individual’s mental functioning and mental health.
<table>
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</table>
| On completion of this unit students should be able to:  
  • Explain the relationship between the brain, states of consciousness including sleep, and behaviours, and describe the contribution of selected studies and brain research methods to the investigation of brain function.  
  • 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. | On completion of this unit students should be able to:  
  • Explain the neural basis to learning, and compare and contrast different theories of learning and their applications.  
  • Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder. |

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| Report of a Research Investigation: students will compile a research assignment on Altered States of Consciousness (ASC).  
Data Analysis: students will be required to statistically summarise and discuss data gathered on memory retention.  
Test: comprising of a variety of multiple choice and short answer questions on the theories that explain memory and its retention. | Evaluation of Research: students are required to evaluate research conducted on classical conditioning; incorporating the extent to which ethical principles were applied to the research.  
Test: comprising of a variety of multiple choice and short answer questions on non-learned behaviour, mechanisms of learning and learning theories.  
Annotated Folio of Practical Activities: students will be encouraged to record the details of experiments and activities that explore ‘mental functioning’ and ‘mental health’, in a folio. |

**Assessment**

**School Assessed Coursework: Unit 3 - 17%, Unit 4 – 17%**

**Written Examination:** students are required to complete a multiple choice, short answer and extended response paper under examination conditions.  
This task contributes 66% to the final study score.